

Public Health Bloomington Bulletin

Administration

School of Public Health - Bloomington

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- ALAN W. EWERT, Ph.D., *Chairperson, Department of Environmental Health*
- KA HE, M.D., Sc.D., M.P.H., *Chairperson, Department of Epidemiology and Biostatistics*
- DAVID M. KOCEJA, Ph.D., *Chairperson, Department of Kinesiology*
- LYNN JAMIESON, Re.D., *Interim Chairperson, Department of Recreation, Park, and Tourism Studies*

Overview

The School of Public Health - Bloomington is a family of researchers, instructors, service providers, students, and alumni with a shared goal of helping people live healthier, happier lives. The school is composed of the Department of Applied Health Science; the Department of Environmental Health; the Department of Epidemiology and Biostatistics; the Department of Kinesiology; the Department of Recreation, Park, and Tourism Studies; and the Division of Campus Recreational Sports. Several research and service centers operate within these units.

History

The School of Public Health - Bloomington has enjoyed a history of success, effectiveness, and exciting developments. In June of 2012, the Council on Education for Public Health, the accrediting body for schools of public health, approved a request to begin the accreditation for the School of Public Health - Bloomington. Formerly known as the School of Health, Physical Education, and Recreation, the school was originally established in 1946 as the first School of Health, Physical Education, and Recreation (HPER) in the United States, the school and its programs have grown to encompass a broad spectrum of academic interests and professional fields. As a result of the scholarship and service records of the faculty and the unparalleled professional contributions of the school's worldwide alumni, the School has earned an enviable

reputation for excellence both at home and abroad. As one of the most active and influential alumni groups in the United States, the School's graduates continue to provide a loyal support network for current programs and students.

Mission

The mission of the Indiana University School of Public Health-Bloomington is to promote health among individuals and communities in Indiana, the nation, and the world through integrated multidisciplinary approaches to research and creative activities, teaching, and community engagement.

Values

As the IU School of Public Health-Bloomington, we value:

- health and quality of life as a human right,
- academic integrity,
- a commitment to diversity and civility,
- a quality education and what it promises,
- research and its application,
- community engagement,
- the responsible stewardship of resources, and
- the multidisciplinary traditions of our school.

Goals

1. Cultivate and sustain an integrated multidisciplinary environment that facilitates excellence in research and creative activity, teaching, service, and community engagement.
2. Educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities.
3. Conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.
4. Improve the health of Indiana and beyond through community-focused and participatory initiatives.

Objectives by Goal

1. Cultivate and sustain an integrated multidisciplinary environment that facilitates excellence in research and creative activity, teaching, service, and community engagement.
 - Recruit and retain faculty qualified to support the school's academic programs.
 - Maintain fiscal stability supportive of initiatives that advance the school's mission.
 - Facilitate the continuing professional development of faculty, staff, and students.
 - Recruit and retain a diverse faculty and staff.
 - Actively engage faculty and staff in the ongoing development and governance of the school and university.
 - Maintain technological resources that support research/creative activities, teaching, service and community engagement.
 - Maintain a physical learning environment to support research/creative activities, teaching, service and community engagement.
2. Educate and prepare the next generation of researchers, teachers, and practitioners to effectively

- meet the public health-related needs of individuals and communities.
- Offer curricula that promote integrated multidisciplinary approaches to public health.
 - Ensure that students across all degree programs complete coursework that includes a basic understanding of the core concepts of public health.
 - Recruit and retain a diverse student body.
 - Engage students in community-based initiatives and/or laboratory-based experiences to enhance their ability to address contemporary health challenges.
 - Achieve optimal graduation rates across all degree programs.
 - Provide advising and career services to support optimal job placement rates within 12 months of graduation.
3. Conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.
- Conduct and disseminate research and creative activity.
 - Demonstrate success in acquiring extramural funding for research and creative activity.
 - Conduct research and creative activity in partnership with community organizations and institutions.
 - Conduct research and creative activity in partnership with other academic institutions both domestically and abroad.
 - Maintain internal funds that support the development of faculty and students in the area of research and creative activity.
 - Conduct research focused on Indiana-specific health issues.
 - Conduct research and creative activity in ways that are interdisciplinary.
4. Improve the health of people in Indiana and beyond through community-focused and participatory initiatives.
- Deliver continuing education to the public health workforce.
 - Evaluate the needs of Indiana's public health workforce.
 - Sustain community-academic partnerships designed to enhance the capacity of Indiana's public health workforce.
 - Engage faculty, staff, and students in service to community-based organizations.
 - Deliver health enhancing programs to communities throughout Indiana.
 - Enhance global health through partnerships with other academic institutions and organizations outside the U.S.
- accredited by the Commission on Accreditation for Dietetics Education (CADE).
- The Bachelor of Science in Applied Health Science degree program with a major in Health Education-Secondary Teacher Preparation is accredited by the State of Indiana Department of Education. This program accreditation is a prerequisite to Indiana University's accreditation by the National Council for Accreditation of Teacher Education (NCATE). The Committee on Teacher Education in the School of Education provides faculty oversight of both the program and university accreditation. Successful completion of a state accredited degree program is required to earn teacher licensure in the State of Indiana.
 - The Bachelor of Science in Applied Health Science degree program with a major in Human Development and Family Studies is an approved program of the National Council on Family Relations (NCFR) as a Certified Family Life Education (CFLE) program.
 - The Bachelor of Science in Athletic Training degree program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
 - The Bachelor of Science in Kinesiology degree program with a major in Physical Education Teacher Education (All grades K-12) is accredited by the State of Indiana Department of Education. This program accreditation is a prerequisite to Indiana University's accreditation by the National Council for Accreditation of Teacher Education (NCATE). The Committee on Teacher Education in the School of Education provides faculty oversight of both the program and university accreditation. Successful completion of a state accredited degree program is required to earn teacher licensure in the State of Indiana.
 - The core curriculum for Bachelor of Science in Recreation degree program is accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT).
 - The Master of Public Health degree program is accredited by the Council on Education for Public Health (CEPH).
 - The Master of Science in Kinesiology degree program with a major in Athletic Training is accredited by the Post-Professional Graduate Review Committee of the National Athletic Trainer's Association.
 - The School of Public Health - Bloomington's Bradford Woods is accredited by the American Camp Association (ACA). The ACA is the governing body for youth camps nationally representing over 6.9 million campers while providing education, resources, research, and policy work to ensure the highest standards of youth based programming.

Accreditation & Licenses

The School of Public Health - Bloomington offers many accredited programs. The following is a list of those programs along with each program's accrediting body:

- The Bachelor of Science in Applied Health Science degree program with a major in Dietetics is

Contact Information

[School of Public Health - Bloomington](#)

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Undergraduate Academic Programs

Academic Programs

The School of Public Health - Bloomington offers a wide variety of academic programs for undergraduate students. For information about individual programs, please view our Degree Programs, Undergraduate Minors, or Undergraduate Certificates.

Undergraduate Academic Programs

Bachelor of Science in Public Health Degree (BSPH)

Major:

- Community Health
- Environmental Health

Bachelor of Science in Applied Health Science Degree (BSAHS)

Majors:

- Dietetics
- Health Education-Secondary Teacher Preparation
- Human Development and Family Studies
- Nutrition Science
- Safety
- Youth Development

Bachelor of Science in Athletic Training (BSAT)

Bachelor of Science in Kinesiology Degree (BSK)

Majors:

- Exercise Science
- Health Fitness Specialist
- Sport Communication-Broadcast
- Sport Communication-Print
- Sport Marketing and Management
- Teacher Preparation-All Grade

Bachelor of Science in Recreation Degree (BSR)

Majors:

- Outdoor Recreation, Parks, and Human Ecology
- Public, Nonprofit, and Community Recreation
- Recreational Sport Management
- Recreational Therapy
- Tourism, Hospitality, and Event Management

Bachelor of Science in Public Health (BSPH), Community Health Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Bachelor of Science in Public Health, with a concentration in Community Health, is a four year undergraduate degree offered through the Department of Applied Health Science at Indiana University-Bloomington. The field of public health is charged with assessing,

understanding, and responding to the behavioral and ecological factors that influence the health of communities throughout the world. Public health professionals strive to improve the health of individuals and communities by efforts situated in government agencies, nonprofit organizations, hospitals, schools and universities, and corporations. The proposed structure of the BSPH is consistent with the standards required by the Council on Education for Public Health, the federally recognized accrediting body for public health academic programs.

Students who choose the Public Health degree option are required to take courses related to the five core areas in public health: epidemiology, health administration, environmental health, biostatistics, and social and behavioral health. They also take courses that expose them to the basic fundamentals required of a public health professional in the areas of measurement and evaluation, theoretical and practical treatment of the concepts of disease prevention and health promotion, health disparities, research methods, public health program planning, and community health. At the conclusion of their course work, students must complete an internship which allows them to experience the day-to-day operations of a public health agency in addition to participating in the development, implementation and evaluation of specific public health programs.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Public Health degree with a major in community health will receive an offer of direct freshman admission to the community health program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a community health major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in community health to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before

being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to the degree Bachelor of Science in Public Health with emphasis in community health. There is a minimum 2.5 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of community health major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (87 cr.)

Public Health Course Requirement (15 cr.)

A minimum grade of C– is required in each course.

Complete each of the following courses:

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 (Formerly SPH-H 311) Human Disease and Epidemiology (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 (Formerly SPH-H 381) Introduction to Biostatistics (3 cr.)

Complete one of the following courses:

- SPH-V 351 Foundations of Environmental Health (3 cr.)
- SPEA-H 316 Environmental Health (3 cr.)

Health Course Requirement (20 cr.)

A minimum grade of C– is required in each course.

Complete each of the following courses:

- EDUC-R 341 Multimedia in Instructional Technology (3 cr.)
- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-B 496 Field Experience in Public Health Education (5 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

Additional Required Courses (31 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-L 104 Introductory Biology Lectures (3 cr.) **+N&M**
- BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
- CHEM-C 101 Elementary Chemistry I (3 cr.) **+N&M or C 103 Introduction to Chemical Principles (5 cr.) +N&M or C 117 Principles of Chemistry and Biochemistry I (3 cr.) +N&M**
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- PSY-P 101 Introduction to Psychology I (3 cr.) **+N&M**
- PSY-P 102 Introduction to Psychology II (3 cr.) **+S&H**

Related Content Courses (21 cr.)

A minimum grade of C– is required in each course.

Complete **any 21 credits from the following related content courses.**

Public Health

- SPH-B 150 Introduction to Public Health (3 cr.)

- SPH-B 491 Readings in Public Health (1-3 cr.)
- SPH-B 492 Research in Public Health (1-3 cr.)
- SPH-H 350 Topical Seminar in Health Education (1-3 cr.)

Public Health, Gerontology

- SPH-B 315 Health in Later Years (3 cr.)
- SPH-B 335 Aging Health, and Diverse Populations (3 cr.)
- SPH-B 354 Multidisciplinary Perspectives in Gerontology (3 cr.)

Human Development and Family Studies

- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent/Child Relations (3 cr.)
- SPH-F 348 Human Development BI: Early, Middle, and Late Adulthood (3 cr.)
- SPH-F 350 Topical Seminar in Human Development and Family Studies (3 cr.)
- SPH-F 355 Leading Family Process Discussion Groups (3 cr.)

Topical Health and Health Promotion

- SPH-H 150 Preschool Children's Health (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 205 Introduction to Health Education (S/F) (1 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-H 234 Prevention of Cardiovascular Disease (3 cr.)
- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 319 Current Issues in Health Promotion (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 351 (Formerly: HPER-H 350) Complementary and Alternative Approaches to Health (3 cr.)
- SPH-H 385 Practicum in College Death Education (3 cr.)
- SPH-H 395 Practicum in College Sex Education (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)
- SPH-H 460 Practicum in First Aid Instruction (3 cr.)
- SPH-H 464 Coordinated School Health Programs (3 cr.)

- SPH-N 220 Nutrition for Health (3 cr.)
- SPH-R 101 Introduction to Resource Development/Fundraising (3 cr.)
- SPH-S 217 Safety: A Personal Focus (3 cr.)
- Any one credit SPH course (1 cr.)

Premedicine

- BIOL-L 111 Introduction to Biological Evolution and Diversity (3 cr.) **+N&M or** BIOL-L 211 Molecular Biology (3 cr.)
- *Note: BIOL-L 112 is taken as a Life and Physical Sciences requirement.*
- BIOL-L 113 Biology Laboratory (3 cr.)
- *Note: CHEM-C 117 and CHEM-C 127 are taken as Life and Physical Sciences requirements.*
- CHEM-C 341 Organic Chemistry I Lectures (3 cr.)
- CHEM-C 342 Organic Chemistry II Lectures (3 cr.)
- CHEM-C 343 Organic Chemistry I Lab (2 cr.)
- CHEM-N 330 Intermediate Inorganic Chemistry (5 cr.)
- PHYS-P 201 General Physics I (5 cr.) **+N&M**
- PHYS-P 202 General Physics II (5 cr.) **+N&M**

+ Courses with a A&H notation may apply toward both major requirements and the general education, arts and humanities requirement.

+ Courses with a N&M notation may apply toward both major requirements and the general education, natural and mathematical sciences requirement.

+ Courses with a S&H notation may apply toward both major requirements and the general education, social and historical studies requirement.

Suggested Community Health Courses for the First-Year Student

Fall Semester

ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 PSY-P 101 Introduction to Psychology I (3 cr.)
 SPH-H 263 Personal Health (3 cr.)
 Arts and Humanities Elective (3 cr.)
 Free Elective (3 cr.)

Spring Semester

MATH-M 118 Finite Mathematics (3 cr.)
 PSY-P 102 Introduction to Psychology II (3 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 Related Content Course (3 cr.)
 World Languages and Cultures Course (3 cr.)

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects.

Careers

The work of a public health professional is diverse and includes activities such as documenting the spread of disease and illness, developing and managing programs designed to change health-related behaviors, implementing regulatory initiatives and working with policy makers to facilitate societal changes that promote well-being. Public interest in a healthy lifestyle is increasing

the demand for public health professionals. Public health careers can be found in local, state, and federal government; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and with health foundations and health-based grant projects. A public health degree can lead to career positions such as the following:

- Biostatistician
- Disease Prevention Manager
- Environmental Health Specialist
- Health Data Analyst
- Health Promotion Specialist
- Maternal and Child Health Specialist
- Public Health Educator
- Public Health Epidemiologist
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Bachelor of Science in Applied Health Science (BSAHS), Dietetics Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Dietetics is the science and art of applying the principles of food and nutrition to health. Dietitians have special skills in translating scientific and medical decisions related to food and health to inform the general public. They have an important role in health promotion. As described by the American Dietetic Association, dietetics is a vital, growing profession with many career possibilities. No matter whether you choose a career in clinical, community, management, food service, consulting, or business, you'll share your knowledge of food and nutrition to help people make healthful food choices. Dietitians like to work with people.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in dietetics will receive an offer of direct freshman admission to the dietetics program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a dietetics major, all other students must:

1. successfully complete at least 30 credit hours.
2. have a minimum 3.0 cumulative grade point average (GPA) at Indiana University.
3. complete CHEM-C 117 Principles of Chemistry and Biochemistry 1 **and** CHEM-C 127 Chemistry and Biochemistry Laboratory, each with a minimum grade of C.

Students in the University Division must also declare their intention to major in dietetics to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits, has at least a 3.0 cumulative GPA, and has completed CHEM-C 117 and CHEM-C 127 with minimum grades of C.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is

not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with an emphasis in dietetics. A minimum 3.0 cumulative grade point average (GPA) and minimum grades of C in CHEM-C 117 and CHEM-C 127 are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of dietetics major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (91 cr.)

Professional Core Courses (47 cr.)

A minimum grade of C– is required in each professional core course.

Complete each of the following courses:

- SPH-N 120 Introduction to Foods (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 321 Quantity Food Purchasing and Production (4 cr.) (See advisor for scheduling.)
- SPH-N 322 Management Systems in Dietetics (3cr.)
- SPH-N 325 Food Chemistry Laboratory (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Community Nutrition (3 cr.)
- SPH-N 401 Issues in Dietetics (1 cr.)
- SPH-N 416 Nutrition Counseling & Education (3cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)
- SPH-N 431 Medical Nutrition Therapy (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 433 Medical Nutrition Therapy Application (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.) (Formerly: HPER-H 350)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

Additional Required Courses (44 cr.)

A minimum grade of C- is required in each pertinent major course, except CHEM-C 117 and CHEM-C 127, which each require a minimum grade of C for admission to the dietetics program.

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**

- BIOL-L 330 Biology of the Cell (3 cr.) **or** SPH-N 480 Mechanisms of Nutrient Action (3 cr.) **or** BIOL-L 312 Cell Biology (3 cr.)
- BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) (minimum grade of C required for admission) **+N&M**
- CHEM-C 127 Chemistry and Biochemistry Laboratory I (2 cr.) (minimum grade of C required for admission) **+N&M**
- CHEM-R 340 Survey of Organic Chemistry (3 cr.) **or** CHEM-C 341 Organic Chemistry Lecture I (3 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
- COLL-P 155 Public Oral Communication (3 cr.) **or** ENG-W 231 Professional Writing Skills (3 cr.)
- MATH/PSY-K 300 Statistical Techniques (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- PSY-P 101 Introductory Psychology 1 (3 cr.) **+N&M**
- PSY-P 325 Psychology of Learning (3 cr.) **or** PSY-P 335 Cognitive Psychology (3 cr.) **or** EDUC-P 254 Educational Psychology for Teachers - All Grades (3 cr.)
- SPEA-V 373 Personnel Management (3 cr.) **or** SPEA-V 336 Management Concepts and Applications II: Public and Private Organizations (3 cr.) **or** SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**

+ Courses with an N&M notation apply toward both major requirements and the natural and mathematical sciences general education requirement. These count in both places.

Suggested Dietetics Courses for the First-Year Student

Fall Semester

ENG-W 131 Elementary Composition 1 (3 cr.)
 PSY-P 101 Introductory Psychology (3 cr.)
 Arts and Humanities Elective /World Languages and Cultures Elective (3 cr.)
 CHEM-C 117 (3 cr.) and CHEM-C 127 (2 cr.) **or** CHEM-C 103 (5 cr.) **or** MATH-M 118 or M 119 (3 cr.)
 SPH-N 120 Introduction to Foods (3 cr.)

Spring Semester

CHEM-C 117 (3 cr.) and CHEM-C 127 (2 cr.) **or** CHEM-C 103 (5 cr.)
 CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
 PSY-P 102 Introductory Psychology 2 (3 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 Arts and Humanities Elective /World Languages and Cultures Elective (3 cr.)

Special Opportunities

IU has a Dietetics and Nutrition Club for students. This club allows seniors to mentor sophomores and juniors and provides opportunities for planned community nutrition efforts. The Department of Applied Health Science has laboratories dedicated to the dietetics and nutrition science programs. Dietetics majors start to interact directly with program faculty beginning in the sophomore year.

Classroom activities include labs (applying the science and art of food preparation); community projects; planning and preparing a special event meal for students in the halls of residence; designing a research project; role-playing and designing nutrition games; and learning in-depth about special issues in nutrition. Research opportunities with faculty may include already existing projects or designing your own under faculty guidance. The program's location in School of Public Health - Bloomington allows students and faculty to focus beyond nutrition, to the areas of fitness, health, and leisure.

Careers

Dietitians promote healthy eating habits so that people can prevent or treat illnesses. IU dietetics graduates go on to complete a supervised practice experience (internship) and are then eligible to take a national exam to become a Registered Dietitian (R.D.). R.D.'s are the recognized nutrition health care professionals.

R.D.'s may choose to work in clinical settings such as hospitals, HMOs, extended care facilities, nutrition clinics, or private practice, in order to work as part of a health care team and to work one-on-one with people in the treatment and prevention of disease. Community-based R.D.'s counsel individuals and groups on nutritional practices designed to prevent disease and promote health. Management R.D.'s often oversee large-scale meal planning and preparation in health care facilities, schools, universities, restaurant chains, or private industry. In such settings nutrition education and activities are often included. A growing number of R.D.'s work in business, journalism, marketing, sports nutrition, and corporate wellness programs. Dietitians who enjoy research may prefer the food industry in which they can work in research and development of food products, services, or educational programs, or in major medical centers where clinical research is conducted. With advanced degrees, dietitians may pursue careers in dietetics education.

Bachelor of Science in Applied Health Science (BSAHS), Health Education-Secondary Teacher Preparation Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Health education teachers help middle and high school students develop skills for making and sustaining healthy decisions related to personal growth, mental health, injury prevention, human sexuality, consumer health, disease prevention, nutrition, physical activity, and substance use. Future health education teachers learn how to coordinate with colleagues working in physical education, the school environment, school health services, food and nutrition services, school counseling, psychological and social services, and health promotion programs for teachers and staff as well as with family members and community health professionals. Students in this program develop the professional teaching and leadership skills required to design, deliver, and assess effective health programs

and earn teacher certification in a joint program with the School of Education.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in health education-secondary teacher preparation will receive an offer of direct freshman admission to the this program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a health education-secondary teacher preparation major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in health education-secondary teacher preparation to the University Division Records Office. Undergraduate students who complete the semester before certification of admission to the school with less than a 2.0 GPA for the semester will be admitted on a probationary status.

Admission to the Teacher Education Program (TEP)

Students who want to obtain a teaching certificate must be admitted to the School of Education (SOE) Teacher Education Program (TEP) as well as the Health Education—Secondary Teacher Preparation Program in School of Public Health - Bloomington. The admission process to the SOE TEP is separate from admission to the School of Public Health - Bloomington programs. It is recommended that students seek admission to the TEP early in their sophomore year. Visit the [teacher education information system](#) for more information. Admission to the TEP is required to enroll in advanced professional education courses. Student must meet the following standards for admission to the TEP:

- Minimum overall GPA of 2.5
- The Health Education Program requires enrollment or completion of EDUC-M 300, EDUC-P 312/P 313, and EDUC-W 200. (Students who earn less than a grade of C in any of these courses must retake the course and earn a minimum grade of C before student teaching.)
- Minimum GPA of 2.5 in 12 credit hours of the student's major
- Passing the Core Academic Skills Assessment (CASA): scoring at least 220 in mathematics, 220 in reading, and 220 in writing; or achieve a qualifying score on the ACT by attaining a 24 composite score based on Math, Reading, Grammar, and Science

OR on the SAT earn a combined score of 1100 based on the sum of scores on Critical Reading and Math.

Note: Graduation certification requirements for those seeking an Indiana Teaching Certificate are a 2.5 GPA in professional education with a grade of C or higher in all professional courses, a 2.5 GPA in the major, a 2.5 cumulative GPA, and at least a C in courses designated as oral and written communication. A passing score on a special test in the major subject area is required for licensure. Students seeking the Indiana Teaching Certificate are also required to have CURRENT Adult/Child CPR/AED certification which is obtained in SPH-H 160.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the

student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Provisional Teaching Certificate and the degree Bachelor of Science in Applied Health Science with an emphasis in school health education. Completion of at least 30 credit hours and a minimum 2.5 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of health education-secondary teacher preparation major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum grade of C in oral and written communication courses.
- a minimum 2.5 cumulative GPA.
- a minimum 2.5 GPA in all major courses.
- a minimum 2.5 GPA in all professional education courses.
- No Pass/Fail except for free electives.

A passing score on a special test in the major subject area is required for licensure.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (90 cr.)

Professional Health Core Courses (31 cr.)

A minimum grade of C– is required in each professional health core course. A minimum cumulative GPA of 2.5 in professional health core courses is required for graduation and for the teaching license.

Complete each of the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 205 Introduction to Health Education (1 cr.)
- SPH-H 311 Human Disease and Epidemiology (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 464 Coordinated School Health Programs (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.)

Professional Education Courses (Secondary—40 cr.)

A minimum grade of C is required in each professional education course. A minimum cumulative GPA of 2.5 is required in professional education courses.

Complete each of the following courses:

- EDUC-W 200 Beginning Technology Skills (3 cr.)
- EDUC-P 312 Learning Theory into Practice (3 cr.)
- EDUC-P 313 Perspectives on Adolescents in Learning Communities (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-G 203 Communications in the Classroom (3 cr.) **+S&H**
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)
- SPH-H 352 Secondary School Health Curriculum and Strategies (3 cr.)
- SPH-H 353 Field Observation (1 cr.)
- SPH-H 452 Secondary School Health Instruction and Assessment (3 cr.)
- SPH-H 453 Microteaching Lab for Health Education (1 cr.)
- EDUC-M 420 Student Teaching Seminar (1 cr.)
- EDUC-M 480 Student Teaching (10-12 cr.)

Additional Required Courses (19 cr.)

Complete each of the following courses:

- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-P 205 Structural Kinesiology (3 cr.)
- 2 credits selected from SPH-I courses or SPH-W courses (2 cr.)

+ Courses followed by a notation of A&H apply to both major requirements and also to the general education, arts and humanities requirement.

+ Courses followed by a notation of N&M apply to both major requirements and also to the general education, natural and mathematical sciences requirement.

+ Courses followed by a notation of S&H apply to both major requirements and also to the general education, social and historical studies requirement.

Optional Cognate in Physical Education (31 cr.)

(C minimum in each course, no Pass/Fail)
Completion of the following courses will prepare students develop competencies required for middle and high school physical education teacher certification. This cognate, when added to a teaching degree in another field, extends the time required for degree completion. A normal four-year bachelor's degree becomes a five-year degree when this cognate is added.

Complete each of the following courses:

- SPH-K 140 Foundations and Principles of Physical Education (3 cr.)
- SPH-K 141 Foundations of Human Movement (2 cr.)
- SPH-K 203 Teaching Practicum in Physical Education (1 cr.)
- SPH-K 214 Basic Methods of Teaching Physical Education (3 cr.)
- SPH-K 216 Current Concepts and Applications in Physical Fitness (3 cr.)
- SPH-K 224 Teaching of Dance Activities (2 cr.)

- SPH-K 303 Physical Education Laboratory/Field Experience (1 cr.)
- SPH-K 313 Tools of Learning (1 cr.)
- SPH-K 314 Intermediate Methods in Teaching Physical Education (3 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 323 Teaching Individual and Dual Activities (2 cr.)
- SPH-K 325 Teaching of Team Sports (2 cr.)
- SPH-K 398 Adapted Physical Education (3 cr.)
- SPH/EDUC-M 403 Laboratory/Field Experience (0 cr.)
- SPH/EDUC-M 456 Methods of Teaching Physical Education (3 cr.)

Students must also complete:

- First Aid/CPR certification earned in SPH-H 160 First Aid and Emergency Care, or via community resources. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council.
- Passing the Core Academic Skills Assessment (CASA): scoring at least 220 in mathematics, 220 in reading, and 220 in writing; or achieve a qualifying score on the ACT by attaining a 24 composite score based on Math, Reading, Grammar, and Science OR on the SAT earn a combined score of 1100 based on the sum of scores on Critical Reading and Math.
- Physical Education student teaching experience along with health student teaching

Suggested Teacher Preparation Courses for the First-Year Student

Fall Semester

EDUC- W 200 Using Computers in Education (3 cr.)
ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
SPH-F 255 Human Sexuality (3 cr.)
SPH-H 263 Personal Health (3 cr.)
Arts and Humanities Elective (3 cr.)

Spring Semester

COLL-P 155 Public Oral Communication (3 cr.)
SPH-H 160 First Aid and Emergency Care (3 cr.)
SPH-H 174 Prevention of Violence in American Society (3 cr.)
SPH-H 205 Introduction to Health Education (1 cr.)
MATH-M 118 Finite Mathematics (3 cr.)
Free Elective (3 cr.)

Special Opportunities

Students have multiple opportunities to become involved in schools via required field observations and student teaching and through a variety of volunteer activities in local public schools and youth-serving agencies. Students who wish can take advantage of the Semester Abroad Program to complete student teaching in a different country. Eta Sigma Gamma, an undergraduate health education honorary, is available for membership.

Careers

Graduates are prepared for teaching careers in middle and high schools. Prospects for employment are excellent,

especially if the individual is willing to relocate. Since many school districts hire health teachers who also teach physical education, students in this major often complete the optional Cognate in Physical Education.

Bachelor of Science in Applied Health Science (BSAHS), Human Development and Family Studies Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The program in human development and family studies involves the study of human behavior from two perspectives: how we develop over the life span from conception through aging, and how we function within the context of the family and other environmental influences. This multidisciplinary major prepares students for careers in the growing field of human and social services.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in human development and family studies (HDFS) will receive an offer of direct freshman admission to the HDFS program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a human development and family studies major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in human development and family studies to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major in human development and family studies. A minimum of 30 successfully completed credit hours and a minimum 2.5 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of human development and family studies major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (90cr.)

Professional Core Courses (51 cr.)

A minimum grade of C– is required in each professional core course.

Complete the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- SPH-F 341 Effects of Divorce on Children (3 cr.) **or** SPH-F 457 Stress and Resilience in the Family (3 cr.) **or** SPH-F 460 Grief in a Family Context (3 cr.)
- SPH-F 345 Parent Child Relations (3 cr.)
- SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- SPH-F 348 Human Development III—Early, Middle, and Late Adulthood (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 430 Professional Preparation in Human Development and Family Studies (3 cr.)
- SPH-F 453 Family Life Education (3 cr.)
- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-F 497 Internship in Human Development and Family Studies (6 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M or** SPH-N 331 Life Cycle Nutrition (3 cr.)

Additional Required Courses (27 cr.)

A minimum grade of C- is required in each additional major course.

Complete the following courses:

- BUS-F 260 Personal Finance (3 cr.)
- ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+S&H**
- Computer Literacy: BUS-K 201 The Computer in Business (3 cr.) **or** CSCI-A 110 Introduction to Computers and Computing (3 cr.) **+N&M or** SPH-P 200 Microcomputer Applications in Physical Education (3 cr.) **or** SPH-R 212 Computers in Park, Recreation, and Tourism Management (3 cr.)
- MATH/PSY-K 300 Statistical Techniques (3 cr.) **or** SPH-H 381 Introduction to Health Information and Statistics (3 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.) **+N&M**
- PSY-P 102 Introductory Psychology II (3 cr.) **+S&H**
- PSY-P 324 Abnormal Psychology (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.) **+S&H**

- SOC-S 316 Sociology of the Family (3 cr.)

Professional Electives (12 cr.) Complete 12 credits from the list of acceptable human development and family studies professional electives. A minimum of 9 of the 12 selected credits must be at the 300/400 level. A minimum grade of C- is required in each professional elective course. In addition to the choices on the list of acceptable professional electives, the academic advisor may suggest other courses. Please consult with an academic advisor when choosing these electives.

+ Courses followed by the N&M notation may apply to both the major requirements and the general education, natural and mathematical sciences requirement.

+ Courses followed by the S&H notation may apply to both the major requirements and the general education, social and historical studies requirement.

Suggested Human Development and Family Studies Courses for the First-Year Student

Fall Semester ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 PSY-P 101 Introduction to Psychology I (3 cr.)
 SPH-F 150 Introduction to Life-Span Development (3 cr.)
 Arts and Humanities Elective (3 cr.)
 Free Elective (3 cr.) *Spring Semester* MATH-M 118 Finite Mathematics (3 cr.)
 PSY-P 102 Introduction to Psychology II (3 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 SPH-F 258 Marriage and Family Interaction (3 cr.)
 World Languages and Cultures Elective (3 cr.)

Special Opportunities

Students participate in required internships with faculty supervision and have other special opportunities, including a career class, individual research with faculty members, and involvement in service and professional organizations.

Careers

Graduates with a bachelor's degree are equipped to work in community services for families, youth, children, as well as services specifically focused on maternal and paternal needs. Many graduates with a bachelor's degree also go on to work with governmental, mental health, and foster care agencies. Increasing numbers of graduates have been placed in careers of service to those with special needs, as well as with gaining populations. Graduates can be employed in hospitals, schools, group homes, and nonprofit organizations. They can also work in human resources, customer service, and consumer relations for businesses. In addition, they have an excellent foundation for graduate and professional school where they can prepare to become social workers, counselors, public health professionals, occupational or physical therapists, nurses, and doctors.

Bachelor of Science in Applied Health Science (BSAHS), Nutrition Science Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Nutrition science blends the curriculum requirements for admission to medicine, dentistry, optometry, and physician assistant programs with a strong emphasis on nutrition and its role in the prevention and treatment of disease. The program also provides a thorough background in advanced biology and biochemistry courses, with laboratory components to prepare students for further study in related fields and research. The program integrates nutrition and the physical and life sciences, such as chemistry, biology, and physiology, to promote detailed understanding of the role of nutrients in metabolism.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in nutrition science will receive an offer of direct freshman admission to the program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a nutrition science major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in nutrition science to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

- completion of general education requirements.
- completion of nutrition science major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (91cr.)

Nutrition Core Courses (53 cr.)

A minimum grade of C– is required in each nutrition core course.

Complete each of the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H** (or equivalent)
- SPH-N 120 Introduction to Foods (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 350 Topics: Toxicology and Nutrition (3 cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)

- SPH-N 431 Medical Nutrition Therapy (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 492 Research in Nutrition/Dietetics (3 cr.) **or** SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry 1 (3 cr.) **+N&M**
- CHEM-C 127 Chemistry and Biochemistry Laboratory 1 (2 cr.) **+N&M**
- CHEM-C 341 Organic Chemistry Lectures 1 (3 cr.)
- CHEM-C 342 Organic Chemistry Lectures 2 (3 cr.)
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-N 330 Intermediate Inorganic Chemistry (5 cr.) **or** CHEM-C 118 Principles of Chemistry and Biochemistry II (5 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
- MATH-M 119 Brief Survey of Calculus I (3 cr.) **+N&M or** MATH-M 211 Calculus I (4 cr.) **+N&M**
- MATH /PSY-K 300 **or** K 310 Statistical Techniques (3 cr.)

Specialization Courses (19 cr.)

A minimum grade of C- is required in each specialization course.

Complete 19 credits from the following courses:

- BIOL-L 111 Introduction to Biology: Evolution and Diversity (3 cr.) **+N&M**
- BIOL-L 112 Introduction to Biology: Biological Mechanisms (3 cr.) **+N&M**
- BIOL-L 113 Biology Laboratory (3 cr.)
- BIOL-M 250 Microbiology (3 cr.) **or** BIOL-M 200 Microorganism in Nature and Disease (3 cr.)
- BIOL-M 255 Microbiology Lab (2 cr.) **or** BIOL-M 215 Microorganism Lab (1 cr.)
- MSCI-M 216 Medical Science of Psychoactive Drugs (3 cr.)
- MSCI-M 470 Mechanisms of Human Disease (3 cr.)
- MSCI-M 485 Physiology of Human Disease (3 cr.)
- PHYS-P 201 General Physics I (5 cr.) **+N&M or** PHYS-P 221 Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.) **+N&M or** PHYS-P 222 Physics II (5 cr.)
- SPH-N 325 Food Chemistry Laboratory (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Community Nutrition (3 cr.)
- SPH-N 480 Mechanisms of Nutrient Action (3 cr.)

Biological Science Specialization (16 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-L 211 Molecular Biology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**

Complete one of the following:

- BIOL-L 312 Cell Biology (3 cr.)
- BIOL-L 321 Immunology (3 cr.)
- BIOL-L 330 Biology of the Cell (3 cr.)
- BIOL-L 331 Introduction to Human Genetics (3 cr.)
- BIOL-M 350 Microbial Physiology and Biochemistry (3 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)

- CHEM-C 484 Biomolecules and Catabolism (3 cr.) **and** CHEM-C 485 Biosynthesis and Physiology (3 cr.)

Writing and Communication (3 cr.)

Complete each of the following courses:

- COLL-P 155 Public Oral Communication (3 cr.) **or** ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+S&H**

+ Courses followed by a A&H notation apply to both the major requirements and to the general education, arts and humanities requirement.

+ Courses followed by a N&M notation apply to both the major requirements and to the general education, natural and mathematical sciences requirement.

+ Courses followed by a S&H notation apply to both the major requirements and to the general education, social and historical studies requirement.

Recommended Electives

Prehealth, professional (medical/dental) students should take at least 5 credit hours of their electives in the College of Arts and Sciences, none of which should be under the Pass/Fail option. (The IU School of Medicine requires at least 90 credits of courses from the College of Arts and Sciences. To meet that requirement, students need at least 5 credits of electives from the College of Arts and Sciences.) Premed and pre dental students should also choose courses that will give them a breadth of knowledge. Medical and dental schools look for students who excel in a variety of disciplines. In addition, premed and pre dental students should look for courses that will expand their knowledge of diversity issues (SPH-H 310 Health Care in Diverse Communities, and courses in Social Work, Sociology, and Criminal Justice). Finally, students may want to use their electives to complete a minor.

Suggested electives in School of Public Health - Bloomington include:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-N 433 Medical Nutrition Therapy Application (2 cr.)
- SPH-N 441 Readings in Nutrition and Dietetics (1-3 cr.)
- SPH-H 494 Research and Evaluative Methods in Health and Safety (3 cr.)

Suggested Nutrition Science Courses for the First-Year Student

Fall Semester

CHEM-C 117/127 or 103 (5 cr.) or MATH-M 119 (3 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 SPH-N 120 Introduction to Foods (3 cr.)
 Arts and Humanities /World Languages and Cultures Elective (3 cr.)
 Free Elective (3 cr.)

Spring Semester

CHEM-C 117/127 or 103 (5 cr.) or MATH-M 119 (3 cr.)

COLL-P 155 Public Oral Communication (3 cr.) or ANTH-A 122 Interpersonal Communication (3 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 Specialization Course (3 cr.)
 Free Electives (3 cr.)

Special Opportunities

Special opportunities include individualized research with faculty members, laboratory experiences, and volunteer opportunities in nutrition education.

Careers

The study of nutrition science lays a solid foundation for future academics, researchers, doctors, dentists, physicians' assistants, and other health professionals. Graduates with a bachelor's degree can also work in government agencies that focus on nutrition, or they can pursue laboratory work or pharmaceutical sales. Graduates with an M.S. in Nutrition Science can do research in nutrition, food science, or health-related fields.

Bachelor of Science in Applied Health Science (BSAHS), Safety Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The safety of communities, workplaces, and schools is a high priority in today's society. The undergraduate major in safety prepares graduates for employment in the industrial, business, public, and non-profit sectors. Students gain skills in safety education and training, safety management, and risk assessment. Courses range from those addressing safety, environmental and health protection regulations to those focusing on safety behavior and emergency management.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in safety will receive an offer of direct freshman admission to the safety program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a safety major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.

- The student must have a minimum 2.3 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in safety to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.3 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major in safety. A minimum of 30 successfully completed

credit hours and a minimum 2.3 cumulative grade point average (GPA) are required for admission to this program.

Graduation requirements include:

- completion of general education requirements.
- completion of safety major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (91 cr.)

Safety and Health Courses (48 cr.)

A minimum grade of C– is required in each professional core course.

Complete each of the following courses:

- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H** or SPH-S 255 Threats, Violence, and Workplace Safety (3 cr.)
- SPH-S 101 Introduction to Safety (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 201 Introduction to Industrial Hygiene (3 cr.)
- SPH-S 210 General Industry Standards (3 cr.)
- SPH-S 214 OSHA Construction Standards (3 cr.)
- SPH-S 231 Safety Engineering and Technology (3 cr.)
- SPH-S 251 Incident Investigation and Analysis (3 cr.)
- SPH-S 332 Ergonomics and Human Factors (3 cr.)
- SPH-S 336 Emergency Management (3 cr.) or SPH-S 352 Safety System Analysis (3 cr.)
- SPH-S 345 Safety Program Management (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene (3 cr.)
- SPH-S 411 Industrial Hygiene Sampling and Analysis (3 cr.)
- SPH-S 415 Safety Education and Training (3 cr.)
- SPH-S 496 (Formerly: HPER-S 444) Field Experience in Occupational Safety (6 cr.)

Additional Major Courses (28 cr.)

Complete one of the following 10 credit chemistry sequences:

Preferred:

- CHEM-C 103 Introduction to Chemical Principles (5 cr.) **+N&M**
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+N&M**
- CHEM-C 127 Chemistry and Biochemistry Laboratory I (2 cr.) **+N&M**

Also acceptable:

- CHEM-C 101 Elementary Chemistry I (3 cr.) **+N&M**

- CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) **+N&M**
- CHEM-C 102 Elementary Chemistry II (3 cr.) **+N&M**
- CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) **+N&M**

Complete each of the following:

- ENG-W 231 Professional Writing Skills (3 cr.) or BUS-X 204 Business Communications (3 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.) **+N&M**
- PSY-P 102 Introductory Psychology II (P: P 101 or P 151) (3 cr.) **+S&H** or SOC-S 100 Introduction to Sociology (3 cr.) **+S&H**
- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-P 205 Structural Kinesiology (3 cr.) or ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- SPH-Q 381 (Formerly: SPH-H 381) Introduction to Biostatistics (3 cr.) or MATH-K 300 or PSY-K 300 Statistical Techniques (3 cr.)

Professional Electives (15 cr.)

Complete 15 credits from the list of safety professional electives. A minimum of 12 of the 15 selected credits must be at the 300/400 level. A minimum grade of C- is required in each professional elective course.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Suggested Courses for the First-Year Safety Student

Fall Semester ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 PSY-P 101 Introduction to Psychology I (3 cr.)
 SPH-S 101 Introduction to Safety (3 cr.)
 Arts and Humanities /World Languages and Cultures Elective (3 cr.)
 Free Elective (3 cr.)
Spring Semester MATH-M 118 Finite Mathematics (3 cr.)
 PSY-P 102 Introduction to Psychology II (3 cr.)
 SPH-H 174 Prevention of Violence in American Society (3 cr.)
 SPH-S 151 Legal Aspects of Safety (3 cr.)
 Arts and Humanities /World Languages and Cultures Elective (3 cr.)

Special Opportunities

Students have the opportunity to participate in professional safety and health protection organizations including student chapters of Eta Sigma Gamma and the American Society of Safety Engineers. Safety management or emergency management public or private sector internships may be pursued by students as part of their educational experience.

Careers

Safety professionals pursue careers to enhance the protection of communities and reduce injuries/fatalities. Graduates serve as safety specialists, safety trainers, management consultants, safety inspectors, safety managers, safety educators, emergency planners, safety and HR directors and administrators. Other

fields associated with health protection include industrial hygiene, ergonomics, fire protection, security, environmental science and engineering.

Bachelor of Science in Athletic Training (BSAT)

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Indiana University has been educating athletic trainers since 1949. Today, Indiana University is one of only a few institutions in the United States to offer both undergraduate and graduate athletic training programs accredited by the Commission on Accreditation for Athletic Training Education (CAATE).

Students who earn a B.S. in Athletic Training degree are prepared to sit for the Board of Certification (BOC) examination during their final semester of coursework. The three year Athletic Training Program (ATP) provides students with related theoretical coursework as well as an intensive clinical education experience exposing students to a variety of different philosophies and clinical skills. Students complete a progressive sequence of coursework in addition to taking on more responsibility each year during clinical education, applying in a real life setting the skills and knowledge learned in the classroom. This facilitates the learning and mastery process.

During the sophomore year, students are assigned to new clinical education preceptors (clinical instructors) approximately every five weeks, thus rotating through a variety of on and off-campus clinical education experiences with different sports, settings and venues. Athletic Training Program juniors participate in three to four clinical experience rotations throughout the year participating in coverage of daily home practices and competitions. Seniors are assigned to one clinical education preceptor thus providing seniors with an in-depth, daily clinical education experience with one sport or setting throughout the entire year. Students also experience general medical rotations, including a service-based experience. These experiences broaden their understanding of comprehensive medical care with diverse patient populations and help them gain a sense of social responsibility. The clinical education progression in combination with concentrated academic study with different faculty, clinical staff, clinical preceptors, and other allied health care personnel provides students with a well-rounded learning experience. Clinical education hour expectations for athletic training students (ATS) are as follows:

- **Sophomores (first year AT students):** a minimum average of 10-20 hours per week; however the athletic training student may participate in clinical education a maximum of 40 hours/ per week as long as clinical hours do not exceed an average of 20 per week for the semester. Clinical education may begin prior to or extend beyond the institution's academic calendar and/or include holiday or institutional breaks. Per CAATE standards and IU policies, clinical experiences must be educational in nature.

- **Juniors:** a minimum average of 15-20 hours per week; however may participate in clinical education a maximum of 40 hours/ per week as long as clinical hours do not exceed an average of 20 per week for the semester. Clinical education may begin prior to or extend beyond the institution's academic calendar and/or include holiday or institutional breaks. Per CAATE standards and IU policies, clinical experiences must be educational in nature.
- **Seniors:** a minimum average of 20 hours per week; however may participate in clinical education a maximum of 40 hours/ per week as long as clinical hours do not exceed an average of 20 per week for the semester. Clinical education may begin prior to or extend beyond the institution's academic calendar and/or include holiday or institutional breaks. Per CAATE standards and IU policies, clinical experiences must be educational in nature. Graduates often pursue a Master's Degree in Athletic Training or related fields or are employed in a variety of settings. Examples of such settings include universities, secondary schools, clinics or hospitals, industrial settings, military, performing arts, physician offices or professional teams.

Visit www.nata.org for more information on career opportunities in athletic training.

Admission

Admission to Indiana University

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

For more information about the program, contact Dr. Katie Grove by phone at (812) 855-3640, or by email at kagrove@indiana.edu.

Admission to the Athletic Training Program (ATP)

Students admitted to Indiana University are eligible to be considered for admission to the ATP at the end of the freshman year. Applications for the program are accepted until March 1. The number of students admitted to the professional athletic training major is limited to the number of clinical education spaces available.

Associated ATP Fees

Please note the costs of entering the program. NOTE: These costs may change.

Professional Liability Insurance _____ (Annual)	\$35.00
NATA Student Membership _____ (Annual)	\$75.00
Criminal History Check _____ (One time)	\$30.00
HBV Immunization (3 shots) _____ (One time)	\$100.00
Professional Attire _____ (Annual)	\$40.00
Clinical Assessment Kit _____ (One time)	\$40.00
TB Vaccine _____	\$15.00
Approximate cost (One time)	
EMT Certification _____	
\$135.00 (One time)	
Physical Exam _____ (Cost varies depending upon health care provider)	

Application Requirements

In order to apply to the ATP, students must complete the following eight application requirements:

- Complete the following three prerequisite courses with the following minimum required grades:
 - ANAT-A 215 with a minimum grade of C
 - SPH-H 160 with a minimum grade of B
 - SPH-K 280 with a minimum grade of B- (includes participation in the Buddy Program. See below.)

(Note: Students may be enrolled in these courses when they apply.)
- Overall university GPA of 2.50 or higher at the time of application.
- Complete [Buddy Program AT observation experience forms A and B](#).
The Buddy Program, which is a required Athletic Training Observation Experience, offers an opportunity for potential athletic training students to shadow a current athletic training student to determine if this career is right for them. While students are enrolled in SPH K-280, they may complete the shadowing experience if they are interested in applying to the athletic training program. As part of this shadowing experience the student must complete the Athletic Training Observation Experience—Hour Verification and Basic Athletic Training Proficiency Skills forms A and B as well as maintain a daily journal each time she/he is completing observation hours.
- Complete [Technical Standards form](#).
The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. These standards meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Athletic Training Program must acquire the required abilities and meet expectations to fulfill these technical standards. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.
- Complete Federal Criminal History Background Check.
In order to be accepted into the program, a federal criminal history background check must be completed. This is due to students potentially coming into contact with minors. Steps to complete the required federal criminal history background check include:
 - a. Go to www.certifiedbackground.com.
 - b. Click Students
 - c. Enter package code IB74
 - d. You will be directed to set up your Certified Profile account
 - e. A fee of approximately \$30 may be associated with this as determined by federal policies.
 - f. This background check is REQUIRED from students prior to formal admission to the program.
- Submit current transcripts (transfer students only)
Note: that transfer students may be interviewed for admission into the ATP if they have met or are taking the required prerequisites. If accepted the transfer student will still have to complete the three year program.
- Names and email address of three references
- Recommended: Additional shadowing experiences.
Complete the Athletic Training Program Applicant [Observation Experience Hour Log form](#).
Submit the observation experience hour log form as proof of additional observation hours under an athletic trainer in a setting other than that required in the Buddy Program. Include dates of observation, type of setting, name and contact information of supervising athletic trainer. While there is no set minimum of hours, we recommend at least 10-15 hours in a different setting to help you learn more

about the roles and responsibilities of the athletic trainer as a health care provider.

Complete Online Application

Once you have successfully completed all eight application requirements, you may complete the online application form at <https://www.indiana.edu/~hperweb/atApplication/index.php>. Complete all required fields in the online application. (Note: It is recommended that you read through the online application and prepare your answers BEFORE you begin.)

Admission to the Athletic Training Program (ATP) – Interview

Students who have successfully completed and submitted the ATP admission application will be notified via email to let them know whether or not they have been chosen for an interview. The email message will tell selected students the time and location of the interview. If the time does not work, students may reply to the email message requesting an alternate time. The email message will also inform students of any necessary preparation. If a student is not chosen for an interview the student may contact Dr. Katie Grove at (kagrove@indiana.edu) or (812) 855-3640.

Interview Process

An interview will occur with two to three faculty/staff athletic trainers. Applicants will also have a separate interview with current athletic training students. Each interview lasts approximately 20 minutes.

Weighted Importance of Admission Criteria in the Admission Decision

- Overall GPA and grade in the three required courses (45%)
- Letters of recommendation and application (20 %)
- Interview (35%).

The relative weight of these criteria may be adjusted from time to time at the reasonable discretion of the program director. However, such changes will be identified in the application materials so that all applicants will be aware of the weight of the selection criteria when they apply to the program. A selection committee that includes at least one BOC Certified Athletic Trainer determines final admission to the program.

Students will be notified of their admission status by July 1. If students are admitted, they will receive via email other documents for admission completion. If students are not chosen for admittance into the ATP, they may contact Dr. Katie Grove at (kagrove@indiana.edu) or (812) 855-3640.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Athletic Training degree. The Athletic Training Program is accredited by the Commission on Accreditation for Athletic Training Education (CAATE). This program is subject to change to meet new athletic training accreditation standards. The curriculum prepares the student to sit for the Board of Certification (BOC) examination. Admission to the program is limited. Students admitted to this program are selected from a pool of applicants. Applicants must earn minimum grades of C in ANAT-A 215, B in SPH-H 160, and B- in SPH-K 280. Graduation requirements include:

- completion of general education requirements.

- completion of athletic training major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulativeGPA.
- a minimum 2.0 cumulativeGPA in a combination of ANAT-A 215 and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (89 cr.)

Required Skill/Theory Courses (64 cr.)

A minimum grade of C– is required in each skill/theory course.

Complete each of the following courses:

- EDUC-G 207 Introduction to Student Athlete Counseling Psychology and Mental Health (3 cr.)
- SPH-A 265 Athletic Training Education I (1 cr.)
- SPH-A 269 Clinical Education I (1 cr.)
- SPH-A 270 Clinical Education II (1 cr.)
- SPH-A 279 Recognition and Evaluation of Lower-Extremity Injuries in the Physically Active (3 cr.)
- SPH-A 281 Recognition and Evaluation of Upper-Extremity Injuries in the Physically Active (3 cr.)
- SPH-A 282 Strapping and Bandaging of the Physically Active (3 cr.)
- SPH-A 283 General Medical Issues in Athletic Training (3 cr.)
- SPH-A 365 Athletic Training Education II (1 cr.)
- SPH-A 381 Clinical Education III (1 cr.)
- SPH-A 382 Clinical Education IV (1 cr.)
- SPH-A 383 Principles and Techniques of Therapeutic Modalities (3 cr.)
- SPH-A 384 Principles and Techniques of Therapeutic Exercise (4 cr.)
- SPH-A 465 Athletic Training Education III (1 cr.)
- SPH-A 481 Clinical Education V (1 cr.) (Fall)
- SPH-A 482 Clinical Education VI (1 cr.) (Spring)
- SPH-A 490 Organization and Administration of Athletic Training (3 cr.)
- SPH-A 494 (Formerly: HPER-A 491) Senior Seminar in Athletic Training (1 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.) (minimum B grade required)
- SPH-H 401 Emergency Medical Technician (3 cr.)
- SPH-H 404 Emergency Medical Technician Lab (1 cr.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.) (minimum B- grade required)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.) (P: ANAT-A 215 & PHSL- P215)

- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.) **+(N&M)(P):** CHEM-C 101 or equiv and BIOL

Additional Major Courses (25 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**(minimum C req.)
- Complete one of the following five-credit choices: the combination of CHEM-C 101 Elementary Chemistry I (3 cr.) **+(N&M)** and CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) **-OR-** CHEM-C 103 Introduction to Chemical Principles (5 cr.) **+(N&M)**
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PHYS-P 101 Physic in the Modern World (4 cr.) **+(N&M)**
- PSY-K300 Statistical Techniques OR SPEA-K300 (3 cr.)
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.) **or** SPH-R 212 Computers (3 cr.) **or** CSCI A110 Computers (3 cr.) **+(N&M)**

+ Courses followed by an A&H, N&M, or S&H notation apply toward completion of both the major requirement and the general education, arts and humanities, natural and mathematical sciences, and social and historical studies requirements.

Suggested Athletic Training Courses for the First-Year Student *Fall Semester* Mathematical Modeling course (3 cr.)

CHEM-C 101 (3 cr.) and CHEM-C 121 (2 cr.) **or** CHEM-C 103 (5 cr.)

ENG-W 131 Elementary Composition 1 (3 cr.)

SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)

SPH-K 280 Basic Prevention and Care of Athletic Injuries (3 cr.)

Spring Semester ANAT-A 215 Basic Human Anatomy (5 cr.)

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

Arts and Humanities (3 cr.)

Mathematical Modeling course (3 cr.)

Social and Historical Studies (3 cr.)

Special Opportunities

The Athletic Training Student Council, composed of both graduate and undergraduate students, is regularly involved with philanthropic activities and also assists students with partial funding for professional development activities.

An overseas travel experience during the summer to the Dominican Republic to work with a variety of different baseball teams.

Careers

Athletic trainers help prevent, assess, treat, and rehabilitate injuries. Athletic trainers can work with clients of all ages and in many areas, from athletics, to health care, to industry. They are often the first on the scene when injuries occur and are trained to assess injuries

and provide immediate care. Athletic trainers also help to prevent injuries through taping, bracing, and education. Athletic trainers often find employment in colleges and universities, secondary schools, clinics or hospitals, industrial settings, military, performing arts, physician offices, or professional teams.

Bachelor of Science in Public Health (BSPH), Environmental Health Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Bachelor of Science in Public Health, with a concentration in Environmental Health, is a four year undergraduate degree offered through the Department of Environmental Health at Indiana University-Bloomington. The field of public health is charged with assessing, understanding, and responding to the behavioral and ecological factors that influence the health of communities throughout the world. Public health professionals strive to improve the health of individuals and communities by efforts situated in government agencies, nonprofit organizations, hospitals, schools and universities, and corporations. The proposed structure of the BSPH degree is consistent with the standards required by the Council on Education for Public Health (CEPH), the federally recognized accrediting body for public health academic programs. Students who choose the Public Health degree option are required to take courses related to the five core areas in public health: epidemiology, health administration, environmental health, biostatistics, and social and behavioral health. They also take courses that expose them to the basic fundamentals required of a public health professional in the areas of measurement and evaluation, theoretical and practical treatment of the concepts of disease prevention and health promotion, health disparities, research methods, public health program planning, and community health. At the conclusion of their course work, students must complete an internship which allows them to experience the day-to-day operations of a public health agency in addition to participating in the development, implementation, and evaluation of specific public health programs. Students completing this degree will be well positioned to begin employment as an environmental health specialist or pursue an advanced degree.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Public Health degree with a major in environmental health will receive an offer of direct freshman admission to the community health program if the new student meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).

- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as an environmental health major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in environmental health to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a

student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to the degree Bachelor of Science in Public Health with emphasis in community health. There is a minimum 2.5 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of environmental health major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the department code-prefix: SPH-V.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (79 cr.)

Public Health Course Requirement (15 cr.)

A minimum grade of C– is required in each course.

Complete each of the following courses:

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 (Formerly SPH-H 311) Human Disease and Epidemiology (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 (Formerly SPH-H 381) Introduction to Biostatistics (3 cr.)
- SPH-V 351 Foundations of Environmental Health (3 cr.)

Environmental Health Course Requirement (23 cr.)

A minimum grade of C– is required in each course.

Complete each of the following courses:

- SPH-V 201 Introduction to Occupational Safety and Health (3 cr.)
- SPH-V 214 Environmental Regulations and Code Compliance (3 cr.)
- SPH-V 215 Food Safety and Sanitation (3 cr.)
- SPH-V 341 Environmental Health Management (3 cr.)
- SPH-V 442 Introductory Toxicology (3 cr.)
- SPH-V 443 Environmental Sampling and Analysis (3 cr.)
- SPH-V 496 Field Experience in Public Health (5 cr.)

Additional Required Courses (41 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-L 112 Foundations of Biology: Biologic Mechanisms (3 cr.) **+N&M**

- BIOL-L 113 Biology Laboratory (3 cr.)
- BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+N&M**
- CHEM-C 127 Principles of Chemistry and Biochemistry I Laboratory (2 cr.) **+N&M**
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- PHYS-P 201 General Physics I (5 cr.) **+N&M**
- PSY-P 101 Introduction to Psychology I (3 cr.) **+N&M**
- SPEA-E 431 Water Supply and Wastewater Treatment (3 cr.)
- SPEA-E 451 Air Pollution and Control (3 cr.)
- SPEA-E 452 Solid and Hazardous Waste Management (3 cr.)

+ Courses with a A&H notation may apply toward both major requirements and the general education, arts and humanities requirement.

+ Courses with a N&M notation may apply toward both major requirements and the general education, natural and mathematical sciences requirement.

+ Courses with a S&H notation may apply toward both major requirements and the general education, social and historical studies requirement.

Suggested Environmental Health Courses for the First-Year Student

Fall Semester

- ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 MATH-M 118 Finite Mathematics (3 cr.)
 Arts and Humanities Elective (3 cr.)
 Social and Historical Studies Elective (3 cr.)
 CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.)
 CHEM-C 127 Principles of Chemistry and Biochemistry I Laboratory (3 cr.)

Spring Semester

- BIOL-L 112 Foundations of Biology: Biologic Mechanisms (3 cr.)
 BIOL-L 113 Biology Laboratory (3 cr.)
 PSY-P 101 Introduction to Psychology I (3 cr.)
 Arts and Humanities Elective (3 cr.)
 Social and Historical Studies Elective (3 cr.)

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects.

Careers

The work of a public health professional is diverse and includes activities such as documenting the spread of disease and illness, developing and managing programs designed to change health-related behaviors, implementing regulatory initiatives and working with policy makers to facilitate societal changes that promote well-being. Public interest in a healthy lifestyle is increasing the demand for public health professionals. Public health careers can be found in local, state, and federal

government; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and with health foundations and health-based grant projects. A public health degree can lead to career positions such as the following:

- Biostatistician
- Disease Prevention Manager
- Environmental Health Specialist
- Health Data Analyst
- Health Promotion Specialist
- Maternal and Child Health Specialist
- Public Health Educator
- Public Health Epidemiologist
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Bachelor of Science in Kinesiology (BSK), Exercise Science Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The major in exercise science has a science-based curriculum that provides a broad background for students planning to further their education at the graduate level. The program emphasizes these primary disciplines: anatomy, biomechanics, exercise physiology, sport psychology, and motor learning/control. Students complete a rigorous curriculum in major course work as well as in areas such as anatomy, chemistry, mathematics, physics, physiology, and psychology. The major provides an excellent preparation for graduate work in adapted physical education, ergonomics, biomechanics, exercise physiology, motor control, sport psychology, and sports medicine. In addition, students with this major prepare for admission to graduate programs in physical and occupational therapy, medicine, physician assistant, dentistry, podiatry, optometry, chiropractic, osteopathy, and other allied health fields.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in exercise science will receive an offer of direct freshman admission to the exercise science program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as an exercise science major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in exercise science to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the

student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

The four-year exercise science curriculum in the subject matter of human movement and sport, provides the student with an understanding of current theoretical problems. Through the use of restricted electives, the student is asked to relate knowledge from other disciplines to the study of human performance. There is a minimum 2.5 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of exercise science major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in a combination of ANAT-A 215 and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (81-89 cr.)

Exercise Science Course Requirement (39-41 cr.)

Complete each of the following courses:

- SPH-I 119 Personal Fitness (2 cr.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.) **or** ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.) **+(N&M)**
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PHYS-P 201 General Physics I (5 cr.) **+(N&M)**
- PSY-K 300 Statistical Techniques (3 cr.) **or** STAT-S 300 Introduction to Applied Statistical Methods (4 cr.) **or** STAT-S 303 Applied Statistical Methods for the Life Sciences ((3 cr.)
- PSY-P 101 **or** PSY-P 155 Introduction to Psychology I (3 cr.) **+(N&M)**

Exercise Science Electives (22 cr.)

Complete a minimum of 19 credits from the following exercise science elective courses:

- SPH-B 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-F 150 Life Span Development (3 cr.) **+(S&H)** **or** EDUC-P 314 Life Span Development (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)

- SPH-K 301 Job Search Strategies for Kinesiology Students (1 cr.)
 - SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
 - SPH-K 335 Theories of Conditioning for Coaching (3 cr.)
 - SPH-K 385 (Formerly: HPER-P 399) Practicum in Adapted Physical Education (1-2 cr.)
 - SPH-K 398 Adapted Physical Education (3 cr.)
 - SPH-K 412 Exercise in Health and Disease (3 cr.)
 - SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.)
 - SPH-K 435 Philosophical Foundations of Coaching (3 cr.)
 - SPH-K 490 Motor Development and Learning (3 cr.)
 - SPH-K 492 (Formerly: HPER-P 491) Research in Kinesiology (3 cr.)
 - SPH-K 496 (Formerly: HPER-P 492) Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
 - SPH-K 497 (Formerly: HPER-P 448) Internship in Exercise Science (1-3 cr.)
 - SPH-M 211 Introduction to Sport Management (3 cr.)
 - SPH-M 333 Sport in America: Historical Perspective (3 cr.)
 - SPH-M 382 (Formerly: HPER-P 392) Sport in American Society (3 cr.)
 - ANTH-A 105 Human Origins (3 cr.) **+(S&H)**
 - ANTH-A 303 Evolution and Prehistory (3 cr.)
 - ANAT-A 464 Human Tissue Biology (4 cr.)
 - ANTH-B 200 Bioanthropology (3 cr.) **+(N&M)**
 - ANTH-B 301 Bioanthropology Laboratory (3 cr.)
 - BIOL-L 100 Humans and the Biological World (5 cr.) **+(N&M)** or BIOL-L 104 Introductory Biology Lectures (3 cr.) **+(N&M)** or BIOL-L 112 Introduction to Biology: Biological Mechanisms (3 cr.) **+(N&M)**
 - BIOL-L 111 Introduction to Biology: Evolution and Diversity (3 cr.) **+(N&M)**
 - BIOL-L 113 Biology Laboratory (3 cr.)
 - BIOL-L 211 Molecular Biology (3 cr.)
 - BIOL-L 311 Genetics and Development (3 cr.)
 - BIOL-L 312 Cell Biology (3 cr.)
 - BIOL-L 313 Cell Biology Laboratory (3 cr.)
 - BIOL-L 330 Biology of the Cell (3 cr.)
 - BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
 - BIOL-M 215 Microorganism Laboratory (1 cr.)
 - BIOL-P 451 Integrative Human Physiology (4 cr.)
 - CHEM-C 103 Introduction to Chemical Principles (5 cr.)
 - CHEM-C 118 Principles of Chemistry and Biochemistry II (5 cr.)
 - CHEM-C 341 Organic Chemistry I (3 cr.)
 - CHEM-C 342 Organic Chemistry II (3 cr.)
 - CHEM-C 343 Organic Chemistry Laboratory I (2 cr.)
 - CHEM-C 483 Biological Chemistry (3 cr.)
 - CHEM-N 330 Intermediate Inorganic Chemistry (5 cr.)
 - CHEM-R 340 Survey of Organic Chemistry (3 cr.)
 - CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
 - CSCI-A 202 Introduction to Programming II (4 cr.) **+(N&M)**
 - CSCI-C 212 Introduction to Software Systems (4 cr.) **+(N&M)**
 - CSCI-C 241 Discrete Structures for Computer Science (3 cr.)
 - CSCI-C 311 Programming Languages (4 cr.)
 - CSCI-C 335 Computer Structures (4 cr.)
 - CSCI-C 343 Data Structures (4 cr.)
 - HPSC-X 200 Introduction to Scientific Reasoning (3 cr.) **+(N&M)**
 - MATH-M 301 Applied Linear Algebra (3 cr.)
 - MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
 - MATH-M 311 Calculus DI (4 cr.)
 - MATH-M 312 Calculus IV (3 cr.)
 - MSCI-M 131 Disease and the Human Body (3 cr.)
 - MSCI-M 216 Medical Science of Psychoactive Drugs (3 cr.) **+(A&H)**
 - PHIL-P 105 Thinking and Reasoning (3 cr.) **+(A&H)**
 - PHIL-P 140 Elementary Ethics (3 cr.) **+(A&H)**
 - PHIL-P 150 Elementary Logic (3 cr.) **+(A&H)**
 - PHIL-P 250 Introduction to Symbolic Logic (3 cr.) **+(N&M)**
 - PHIL-P 251 Intermediate Symbolic Logic (3 cr.) **+(N&M)**
 - PHYS-P 202 General Physics 2 (5 cr.) **+(N&M)**
 - PSY-P ____ Any Psychology course (3 cr.)
- Math Requirement (3-4 cr.)**
Complete one of the following math options that was not used to satisfy the general education, mathematical modeling requirement:
- MATH-M 118 Finite Mathematics (3 cr.) **+(N&M)** or V 118 Finite and Consumer Mathematics (3 cr.) **+(N&M)** or V 118 Finite Mathematics for Social and Biological Sciences (3 cr.) **+(N&M)** or D 116 and D 117 Introduction to Finite Mathematics I-II (2-2 cr.) **+(N&M)**
 - MATH-M 119 Brief Survey of Calculus I (3 cr.) or MATH-M 211 Calculus I (4 cr.) **+(N&M)**
 - MATH-M 120 Brief Survey of Calculus II (3 cr.) or MATH-M 212 Calculus II (4 cr.) **+(N&M)**
- Chemistry Requirement (5-10 cr.)**
Complete one of the following chemistry options:
- Option 1: Complete the following two chemistry courses
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+(N&M)**
 - CHEM-C 127 Chemistry and Biochemistry Laboratory I (2 cr.) **+(N&M)**
- OR**
- Option 2: Complete the following four chemistry courses:
- CHEM-C 101 Elementary Chemistry I (3 cr.) **+(N&M)**
 - CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) **+(N&M)**
 - CHEM-C 102 Elementary Chemistry II (N&M) (3 cr.) **+(N&M)**
 - CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) **+(N&M)**
- Computer requirement (3 cr.)**

Complete one of the following computer courses:

- BUS-K 201 The Computer in Business (3 cr.)
- CSCI-A 110 Introduction to Computers and Computing (3 cr.) **+(N&M)**
- SPH-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-R 212 Computers in Park, Recreation, and Tourism Management (3 cr.)

Communication Requirement (3 cr.)

Complete the following communication course:

- COLL-P 155 Public Oral Communication (3 cr.) **+(A&H)**

Writing Requirement (6 cr.) Complete 6 credits from the following writing courses:

- BUS-C 204 Business Communications (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.) **+(A&H)**
- ENG-W 202 English Grammar Review (1 cr.)
- ENG-W 203 Creative Writing (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- MSCH-C 221 (Formerly: TEL-T 211) Writing for Electronic Media (3 cr.)

Cardiopulmonary Resuscitation (CPR) Certification Required A student applying to graduate with a Bachelor of Science in Kinesiology degree in exercise science must present evidence of current CPR certification to the School of Public Health - Bloomington recorder's office in SPH Room 123 at the time the student applies for graduation. The document submitted must display a date which indicates that the student is currently certified in CPR. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council.

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Suggested Courses for the First-Year Exercise Science Student *Fall Semester (15 cr.)* Chemistry Preparation Course **or** an Arts and Humanities course **or** a World Languages and Culture course (3 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.) **or** ENG-W 170 Introduction to Argumentative Writing (3 cr.)
 MATH-M 118 Finite Mathematics (3 cr.) **or** MATH-M 119 Brief Survey of Calculus I (3 cr.)
 PSY-P 101 Introductory Psychology 1 (3 cr.)
 SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)

Spring Semester (16 cr.) CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **and** CHEM-C 127 Chemistry and Biochemistry Laboratory I (2 cr.)

or

CHEM-C 101 Elementary Chemistry (3 cr.) **and** CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)
 COLL-P 155 Public Oral Communication (3 cr.)
 SPH-I 119 Personal Fitness (2 cr.)
 Exercise Science Elective (3 cr.)
 Second Mathematics Course (3 cr.)

Special Opportunities

Majors have the opportunity to work with faculty research specialists in areas specific to kinesiology. Students planning to pursue graduate kinesiology programs are encouraged to gain laboratory research experience offered by departmental faculty. Internship opportunities outside of the department in a wide variety of medical and allied health areas are coordinated by the Kinesiology Career office. Throughout the year, the very active Kinesiology Club invites speakers from a number of health profession areas to share their expertise and professional perspective with majors. Through these experiences, students learn firsthand about the graduate programs/professions of interest to them. Expert and in-depth advising services help students tailor their major program to meet their eventual goals.

Careers

Many students with this major are preparing to enter graduate programs in their career area of interest, while others may seek positions in pharmaceutical sales, or sales or marketing of medical, fitness, and sports related equipment. Others seek employment as rehabilitation specialists in hospitals.

Bachelor of Science in Kinesiology (BSK), Health Fitness Specialist Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The undergraduate health fitness specialist program focuses on the applied science of movement and research-based preparation of a health and fitness professional. Students who choose to study in this program become qualified to seek certification through many NCCA accredited organizations, including the American College of Sports Medicine (ACSM), the American Council on Exercise (ACE), the National Strength and Conditioning Association (NSCA), and the National Academy of Sports Medicine (NASM). This undergraduate program provides the education and practice that students need to be competitive in health and fitness careers. The curriculum is based on guidelines and standards developed by the ACSM. The health fitness specialist curriculum delivers a scientific academic foundation in topics such as physiology, psychology, functional kinesiology, biomechanics, motor learning, and chemistry. This knowledge is combined with the latest research and training methods as well as a variety

of community engagement experiences which promote active and healthy lifestyles that impact the health of the public at large.

The health fitness specialist program strives to provide students with numerous practical experiences in the areas of assessment, exercise prescription and leadership, program administration, posture and movement analysis, communication and coaching strategies, and program design for a variety of populations across the lifespan.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in health fitness specialist will receive an offer of direct freshman admission to the health fitness specialist program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of School of Public Health - Bloomington as a health fitness specialist major, all other students must be admitted after completing an application process.

Admission to the Health Fitness Specialist Program (HFS)

Students admitted to Indiana University are eligible to be considered for admission to the health fitness specialist program after they have earned 30 credits of college coursework that count toward graduation. Applications for the program are accepted one time a year. The deadline for application submission is March 1st. Students who meet the requirements and are accepted will be notified of admission no later than June 1st. The number of students admitted to the health fitness specialist undergraduate degree program is limited to 30 per year to provide optimal educational experiences. *Note: Due to a sequenced curriculum with course pre-requisites, a student may not apply for admission to the health fitness specialist program after accruing 75 course credits without obtaining special permission from the health fitness specialist program faculty, and only then if the student meets all requirements above and understands that if admitted, the student would have a minimum of two additional years of coursework to complete the degree.*

Admission/Application Requirements

In order to apply to the HFS program, students must:

1. Complete the following three prerequisite courses with the following minimum required grades:
 - SPH-K 205 with a minimum grade of B-
 - SPH-K 216 with a minimum grade of B- (P: SPH-K 205)
 - SPH-K 217 --or-- SPH-K 283 with a minimum grade of B- (P: SPH-K 205)

(Note: Students may be enrolled in these courses when they apply.)

2. Have a minimum cumulative Indiana University GPA of 2.50 at the time of application.
3. Have grades for all prerequisite course work posted on the student's transcript at the end of the semester of application. For purposes of admission, the average of the grades earned in the prerequisite courses will be used to compute the GPA. For repeated courses, the highest grade will be used in the computation of the prerequisite average GPA. Grades in transferred prerequisite courses will be included in the prerequisite GPA.
4. Complete the online application at <https://www.indiana.edu/~hperweb/hfsApplication/index.php>.

A maximum of 30 students will be accepted into the HFS program each year. Admission is competitive and applications are reviewed on an individual basis. A selection committee consisting of HFS faculty and/or advisors determines final admission to the program, using both objective and subjective criteria. Objective criteria include the applicant's GPA (both pre-requisite and cumulative GPA). The average of the grades earned in the pre requisite courses will be used to compute the pre-requisite GPA. Subjective criteria include instructor recommendations (pre-requisite courses and others), participation in previous health and fitness related experiences, and other relevant knowledge, skills and abilities.

Students will be notified of their admission status no later than June 1st. If students are not chosen for admittance into the HFS program, they may contact Michelle Miller at michmill@indiana.edu or (812) 855-8167.

Students in the University Division should declare their intention to major in health fitness specialist to the University Division Records Office.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists

of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

The four-year health fitness specialist curriculum is designed to prepare students to work in the fitness/wellness industry. Indiana University students must apply for admission to this program. There is a minimum 2.3 cumulative grade point average (GPA) eligibility requirement for the internship. The internship is generally completed near the end of the program. The core course work is designed to follow the behavioral objectives of American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification. Students are encouraged to also sit for other health-related certifications. Graduation requirements include:

- completion of general education requirements.
- completion of health fitness specialist major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in a combination of ANAT-A 215 and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (88-89 cr.)

Health Fitness Specialist Course Requirement (67-68 cr.)

Complete one of the following 5 credit chemistry options:

- CHEM-C 101 Elementary Chemistry I (3 cr.) **+(N&M)** and CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) **+(N&M)**

OR

- CHEM-C 103 Introduction to Chemical Principles (5 cr.) **+(N&M)**

Complete each of the following:

- COLL-P 155 Public Oral Communication (3 cr.)
- SPH-B 416 Introduction to Health Counseling (3 cr.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr., Minimum grade of B- required)
- SPH-K 216 Current Concepts and Applications in Physical Fitness (3 cr., Minimum grade of B- required) (P: K 205)
- SPH-K 217 Methods of Group Exercise Instruction (3 cr., Minimum grade of B- required) (P: K 205) **-or-** SPH-K 283 Group Fitness Practicum (2 cr., Minimum grade of B- required) (P: K 205)
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.): (P: A 215/K 205 & P 215)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 497 Internship in Exercise Science (3 cr.) (2.3 GPA eligibility requirement)
- SPH-N 231 Human Nutrition (3 cr.) (P: Introductory Chemistry) **+(N&M)**
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PSY-P 101 Introductory Psychology I (3 cr.) **+(N&M)** or PSY-P 155 Introduction to Psychological and Brain Sciences (3 cr.) **+(N&M)**

A student must be an admitted health fitness specialist major or minor to enroll in the following classes.

Complete each of the following:

- SPH-K 218 Methods of Personal Fitness Instruction (3 cr.) (P: K 205, K 216)
- SPH-K 395 Fitness Specialist Practicum (2 cr.) (P: K 216, K 218)
- SPH-K 416 Fitness Management (3 cr.)
- SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) (P: K 409)
- SPH-K 419 Fitness Testing and Interpretation (3 cr.) (P: K 218, K 409)
- SPH-K 420 Exercise Leadership and Program Design (3 cr.) (P: K 417, K 419)

Human Development Requirement (6 cr.)

Complete two of the following courses:

- SPH B-315 Health in the Later Years (3 cr.)
- SPH-B 325 Health Informatics and Aging (3 cr.)
- SPH-B 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 366 Community Health (3 cr.)

- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **S&H**
- SPH-H 234 Prevention of Cardiovascular Disease (3 cr.)
- SPH-H-235 Obesity and Health (3 cr.) **+(S&H)**
- SPH-K 490 Motor Development and Learning (3 cr.)

Statistics Requirement (3 cr.) Complete one of the following courses:

- PSY-K 300 Statistical Techniques (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.)
- SPH-Q 381 (Formerly: SPH-H 381) Intro to Biostatistics (3 cr.)

Computer Competency Requirement (3 cr.)

Complete one of the following courses:

- BUS-K 201 The Computer in Business (3 cr.)
- CSCI-A 110 Introduction to Computers and Computing (3 cr.) **+(N&M)**
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-R 212 Computers in Park, Recreation, and Tourism Management (3 cr.)

Communications Requirement (3 cr.)

Complete one of the following courses:

- ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 204 Business Communications (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.) **+(A&H)**
- ENG-W 143 Interdisciplinary Writing (1 cr.)
- ENG-W 203 Creative Writing (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- MSCH-C 221 (Formerly: TEL-T 211) Writing for Electronic Media (3 cr.)

Health Fitness Elective Requirement (6 cr.)

These courses enhance professional development in the health and fitness industry. Consult your academic advisor when selecting electives from this list of courses. Courses are commonly selected with the intent of completing a minor.

Select 6 credits from the following courses:

- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.)
- SPH-H 401 Emergency Medical Technician (EMT)—Ambulance I (3 cr.)
- SPH-H 404 Emergency Medical Technician Lab (1 cr.)

- SPH-K 217 Methods of Group Exercise Instruction (3 cr.) (if not taken above)
- SPH-K 283 Group Fitness Practicum (2 cr.) (if not taken above)
- SPH-K 301 Job Strategies for Kinesiology Students (1 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 412 Exercise in Health and Disease (3 cr.)
- SPH-K 421 Field Assessment of Physical Activity and Health (3 cr.)
- SPH-K 496 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- SPH-R 142 Living Well (3 cr.) **+(S&H)**

Cardiopulmonary Resuscitation (CPR) Certification Requirement

A student applying to graduate with a Bachelor of Science in Kinesiology degree in the health fitness specialist program must present evidence of current CPR certification to the School of Public Health - Bloomington recorder's office in SPH Room 123 at the time the student applies for graduation. The document submitted must display a date which indicates that the student is currently certified in CPR. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council.

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Suggested Courses for the First-Year Health Fitness Specialist Student

First Semester (15-16 cr.)

- ENG-W 131 Elementary Composition (3 cr.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- Arts and Humanities Course (3 cr.)
- Free Elective (1-2 cr.)

Second Semester (16-17 cr.)

- COLL-P 155 Public Oral Communication (3 cr.)
- CHEM-C 101 Elementary Chemistry I (3 cr.)
- CHEM-C 121 Elementary Chemistry Lab I (2 cr.)
- SPH-K 216 Current Concepts in Physical Fitness (3 cr.)
- SPH-K 217 Methods of Group Exercise Instruction (3 cr.)
- or-- SPH-K 283 Group Fitness Practicum (2 cr.)
- Math Modeling Course (3 cr.)

Special Opportunities

The IU Health Fitness Specialist Program has the distinction of being endorsed by the ACSM (in May

2004) as having fulfilled the educational requirements established by the Committee on Certification and Registry Boards. This means that the current curriculum covers the knowledge, skills, and abilities expected of an ACSM Health Fitness Specialist. This certification can only be taken by those individuals with a four-year degree in an allied health field.

In addition, students are encouraged to complete a 200-hour internship and encouraged to complete a 50-hour practicum during their matriculation. Students are given numerous opportunities to demonstrate their skills by working at various on and off campus sites.

All students are encouraged to sit for the ACE, NSCA, or ACSM personal training certification within their junior or senior years. Many students are actively involved both on campus and in the community as fitness consultants, instructors, and personal trainers gaining invaluable experience working directly with individuals.

Careers

There are many exciting, rewarding, and challenging careers in the health/fitness industry. Community wellness program director; Medically-based facilities (post-rehabilitation specialist); Worksite fitness/wellness center directors; Health coaches; Private and commercial health clubs as directors, general manager, owner or consultant.

Bachelor of Science in Kinesiology (BSK), Sport Communication-Broadcast Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Sport Communication Program reflects the widening opportunities that exist in the area of communication within the professional, collegiate, and amateur sports industries. This multidisciplinary major provides students with an effective mix of practice and theory, while exposing students to new and innovative methods of sport communication, particularly in the areas of new and social media.

With the cooperation of the Department of the Media School, the Department of Kinesiology offers undergraduate programs in sport communication—broadcast and print, leading to the Bachelor of Science in Kinesiology degree. The sport communication-broadcast emphasis concentrates on courses in new and electronic media, such as social media and Internet, television, radio, and other technologies. Additionally, both specialization areas offer instruction in advanced new media technology, such as blogging, podcasting, and online communications.

The kinesiology curriculum provides the student with an understanding of the science of human movement and the interrelationship among the historical, sociological, and psychological elements of sport. Combining the kinesiology curriculum with the print or broadcast

specialization provides for a more thorough background than is possible if the areas are studied separately.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in sport communication-broadcast will receive an offer of direct freshman admission to the sport communication-broadcast program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a sport communication-broadcast major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in sport communication-broadcast to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that

one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

The four-year sport communication-broadcast curriculum combines the subject matter of human movement and sport with a significant body of course work in the Department of Telecommunications. There is a minimum 2.5 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of sport communication-broadcast major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in a combination of ANAT-A 215 and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (81 cr.)

Sport Communication Course Requirement (36 cr.)

Complete each of the following courses:

- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-C 251 Sport and Electronic Media (3 cr.)
- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-C 497 (Formerly: HPER-P 438) Internship in Sport Communication (3 cr.)
- SPH-K 150 Introduction to Kinesiology in Public Health (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)

- SPH-M 382 (Formerly: HPER-P 392) Sport in American Society (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotion and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)

Sport Communication-Broadcast Elective Requirement (9 cr.):

Complete 9 credits from the following courses:

- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 404 Colloquium in Sport Management (3 cr.)
- SPH-M 423 Financial Principles of Sport (3 cr.)

Oral and Written Communication Requirement (6 cr.)

Complete 6 credits from the following courses:

- ANTH-A 122 (Formerly CMCL-C 122) Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)
- BUS-C 204 Business Communications (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.)
- ENG-W 203 Creative Writing (3 cr.) (P: W 103)
- ENG-W 270 Argumentative Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- THTR-T 120 Acting I: Fundamentals of Acting (3 cr.)

Telecommunication Core (12 cr.)

Complete the following four required courses:

- MSCH-C 101 (Formerly: TEL-T 101) Media (3 cr.)
- MSCH-C 213 (Formerly: TEL-T 205) Introduction to Media and Society (3 cr.) **+(S&H)**
- MSCH-C 223 (Formerly: TEL-T 206) Introduction to Design and Production (3 cr.)
- MSCH-C 207 (Formerly: TEL-T 207) Introduction to Telecommunications Industry and Management (3 cr.)

Telecommunications 300/400 Level Electives (6 cr.)

Complete six credits, at the 300/400 level, of MSCH-C, MSCH-L, MSCH-M, MSCH-P, MSCH-S, MSCH-T, MSCH-V, or TEL-T courses.

Telecommunications Elective at any level (3 cr.)

Complete three credits, at any level, of MSCH-C, MSCH-L, MSCH-M, MSCH-P, MSCH-S, MSCH-T, MSCH-V, or TEL-T courses.

Journalism Core (9 cr.)

Complete the following three required courses:

- Complete either MSCH-J 261 Studies in Journalism (3 cr.) or JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) **+(S&H)**
- MSCH-C 225 (Formerly: JOUR-J 200) Reporting, Writing, and Editing 1 (3 cr.)
- MSCH-C 226 (Formerly: JOUR-J 210) Visual Communication (3 cr.)

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

The Sport Communication program supports and sponsors *IUSportcom*, the only all-digital, all-sports student media website in the country. Through this media portal, students gain valuable hands-on experience in a variety of areas, including written stories, podcasting, video stories, social media interaction, and more. *IUSportCom* content producers cover every Indiana University varsity sport, and the website is a credentialed media member within the IU community. The site is designed to provide a venue for students to gain experience, sharpen their skills, and get their work published and presented to a large, multifaceted audience of both students and IU sports fans. *IUSportCom* content producers are also highly active in sports blogging, writing and commenting on their thoughts and opinions throughout the sports world, including NCAA athletics, major professional sports such as the NFL and the NBA, and even international sports such as soccer and auto racing. There is no prior experience required to become a member of *IUSportcom*. For more information, visit the website at www.iusportcom.com.

Direct experience in the area of sport communication is an important component of this undergraduate major. Through practica, internships, and/or field experiences, students have the opportunity to work and train in a variety of sport and communication related fields. Local internship opportunities include Indiana University athletics, the Colts, Indiana Pacers and Fever, the Indianapolis Motor Speedway, the Natatorium, AAA baseball at Victory Field, the NCAA Headquarters, and four sport National Governing Bodies.

Specialized advising is provided to assist students with degree planning that allows them to tailor their degree to meet long-term goals. Students are required to meet with an academic advisor at least twice a year.

The Sport Communication Program also sponsors and supports the IU Sport Communication Club. The goal of this club is to bring together students from across campus who are interested in the world of sport communication, careers in the industry, and opportunities in sports media across campus.

Career resources are provided through the expertise of a career specialist to assist students in career planning, resume and cover letter preparation, and skill development for the interview process. In addition the Career Center contains a variety of up-to-date and highly accessible resources designed to facilitate long-range decision making and future employment considerations.

Careers

Students completing the Bachelor of Science in Kinesiology with a specialization in Sport Communication will be prepared for entry-level positions in radio, television, athletic or sports information, sports journalism, public and/or community relations, and promotions.

Students may also find employment with semiprofessional and professional sports teams in the area of media relations. Graduates are likely to be knowledgeable in a variety of sport communication applications and suited to diverse employment opportunities.

Bachelor of Science in Kinesiology (BSK), Sport Communication-Print Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Sport Communication Program reflects the widening opportunities that exist in this field. An increasing amount of sport related activity is occurring in television, radio, Internet, and print communication. The sport communication emphasis is an interdisciplinary program that provides a strong background in sport with either a broadcast or print specialization.

With the cooperation of the Media School, the Department of Kinesiology offers undergraduate programs in sport communication—broadcast and print, leading to the Bachelor of Science in Kinesiology degree. The sport communication-print emphasis combines the sport and new media-focused classes of the program with a Journalism certificate, allowing for effective learning of journalistic principles in a sport-focused, 21st-century setting.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in sport communication-print will receive an offer of direct freshman admission to the sport communication-print program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a sport communication-print major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in sport communication-print to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

The four-year sport communication-print curriculum combines the subject matter of human movement and sport with a significant body of course work in the Media School.

The sport communication-print major has a minimum 2.5 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of sport communication-print major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in a combination of ANAT-A 215 and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (81 cr.)

Sport Communication Core Requirement (36 cr.)

Complete each of the following courses:

- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-C 251 Sport and Electronic Media (3 cr.)
- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-C 497 (Formerly: HPER-P 438) Internship in Sport Communication (3 cr.)
- SPH-K 150 Introduction to Kinesiology in Public Health (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 (Formerly: HPER-P 392) Sport in American Society (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotion and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)

Sport Communication-Broadcast Elective Requirement (9 cr.):

Complete 9 credits from the following courses:

- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 404 Colloquium in Sport Management (3 cr.)
- SPH-M 423 Financial Principles of Sport (3 cr.)

Oral and Written Communication Requirement (6 cr.)

Complete 6 credits from the following courses:

- ANTH-A 122 (Formerly CMCL-C 122) Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)
- BUS-C 204 Business Communications (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.)>

- ENG-W 203 Creative Writing (3 cr.) (P: W 103)
- ENG-W 270 Argumentative Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- THTR-T 120 Acting I: Fundamentals of Acting (3 cr.)

Journalism Core (15 cr.)

Complete the following five required courses::

- Complete either MSCH-J 261 Studies in Journalism (3 cr.) or JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) **+(S&H)**
- MSCH-C 225 (Formerly: JOUR-J 200) Reporting, Writing, and Editing I (3 cr.)
- MSCH-C 226 (Formerly: JOUR-J 210) Visual Communication (3 cr.)
- MSCH-J 300 (Formerly: JOUR-J 300) Communications Law (3 cr.)
- MSCH-J 410 (Formerly: JOUR-J 410) Media as Mass Social Institutions (3 cr.)

Journalism Electives (6 cr.)

Complete 6 credits from the following courses:

- JOUR-J 201 Reporting, Writing, and Editing II (3 cr.)
- JOUR-J 455 News Analysis and Opinion Writing (3 cr.)
- MSCH-J 303 (Formerly: JOUR-J 303) Online Journalism (3 cr.)
- MSCH-J 315 (Formerly: JOUR-J 315) Feature Writing (3 cr.)
- MSCH-J 341 (Formerly: JOUR-J 341) Newspaper Reporting (3 cr.)
- MSCH-J 342 (Formerly: JOUR-J 342) Magazine Reporting (3 cr.)
- MSCH-J 343 (Formerly: JOUR-J 343) Broadcast News (3 cr.)
- MSCH-J 344 (Formerly: JOUR-J 344) Photojournalism Reporting (3 cr.)
- MSCH-R 349 (Formerly: JOUR-J 349) Public Relations Writing (3 cr.)
- MSCH-J 351 (Formerly: JOUR-J 351) Newspaper Editing (3 cr.)
- MSCH-J 352 (Formerly: JOUR-J 352) Magazine Editing (3 cr.)
- MSCH-J 353 (Formerly: JOUR-J 353) Advanced Broadcast News (3 cr.)
- MSCH-J 354 (Formerly: JOUR-J 354) Photojournalism Editing (3 cr.)
- MSCH-J 362 (Formerly: JOUR-J 362) Journalism Multimedia Storytelling (3 cr.)
- MSCH-J 385 (Formerly: JOUR-J 385) Television News (3 cr.)
- MSCH-J 401 (Formerly: JOUR-J 401) Depth Reporting and Editing (3 cr.)
- MSCH-J 420 (Formerly: JOUR-J 420) Advertising Concepts and Copywriting (3 cr.)
- MSCH-R 429 (Formerly: JOUR-J 429) Public Relations Campaigns (3 cr.)
- MSCH-J 444 (Formerly: JOUR-J 444) Advanced Photojournalism (3 cr.)
- MSCH-J 463 (Formerly: JOUR-J 463) Graphic Design I (3 cr.)
- MSCH-J 464 (Formerly: JOUR-J 464) Infographics (3 cr.)

- MSCH-J 465 (Formerly: JOUR-J 465) Graphic Design II (3 cr.)
- MSCH-J 488 (Formerly: JOUR-J 488) Agency Practicum--Agency 7 (3 cr.)

Journalism/Intensive Writing/Statistics Elective (3 cr.)

Complete three credits in any of the following areas.:

- Any additional Journalism or any course with a department code of MSCH-J
- Any College of Arts and Sciences Intensive Writing Course which was not previously used by other requirements
- Any statistics course

Telecommunications (6 cr.)

Complete 3 credits from the following courses.:

- MSCH-C 213 (Formerly: TEL-T 205) Introduction to Media and Society (3 cr.) **+(S&H)**
- MSCH-C 223 (Formerly: TEL-T 206) Introduction to Design and Production (3 cr.)
- MSCH-C 207 (Formerly: TEL-T 207) Introduction to Telecommunications Industry and Management (3 cr.)

Complete any 3 credit Telecommunications course at the 300/400 level.

- Any 300/400 level course, which has not been used to satisfy previous requirements, with the following department codes: MSCH-C, MSCH-L, MSCH-M, MSCH-P, MSCH-S, MSCH-T, MSCH-V, and TEL-T. (3 cr.)

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

Direct experience in the area of sport communication is an important component of this undergraduate major. Through practica, internships, and/or field experiences, students have the opportunity to work and train in a variety of sport and communication related fields. Local internship opportunities include the Colts, Indiana Pacers and Fever, the Indianapolis Motor Speedway, the Natatorium, AAA baseball at Victory Field, the NCAA Headquarters, and four sport National Governing Bodies.

Specialized advising is provided to assist students with degree planning that allows them to tailor their degree to meet long-term goals. Students are required to meet with an academic advisor at least twice a year. Career resources are provided through the expertise of a career specialist to assist students in career planning, resume, and cover letter preparation, and skill development for the interview process. In addition the Career Center contains a variety of up-to-date and highly accessible resources designed to facilitate long-range decision making and future employment considerations.

Careers

Students completing the Bachelor of Science in Kinesiology with a specialization in sport communication are prepared for entry-level positions in radio, television, athletic or sports information, sports journalism, public and/or community relations, and promotions. Students may also find employment with semiprofessional and professional sports teams in the area of media relations. Graduates are knowledgeable in a variety of sport communication applications and suited to diverse employment opportunities.

Bachelor of Science in Kinesiology (BSK), Sport Marketing and Management Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The IU Sport Marketing and Management Program, which began in 1985, is recognized as one of the top programs of its kind in the United States. Graduates of the program can be found in nearly all segments of the sport industry and are located around the world. International students as well as students from across the country seek to gain admission to this competitive program. The major uses an interdisciplinary approach that includes foundation courses in both sport and business. In addition to completing a broad core of professional sport courses (in law, marketing, communication, management, psychology, and finance), students complete a minimum of 15 credit hours of course work from the Kelley School of Business (and with additional coursework may complete a business minor and/or the Business Foundations Certificate). Students gain strong preparation and skills in marketing, media relations, event planning/management, public relations, computers, and business organizational structures.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in sport marketing and management will receive an offer of direct freshman admission to the sport marketing and management program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a sport marketing and management major, all other students must meet all three of the following admission criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.
- The student must complete SPH-M 211 Introduction to Sport Management, with a minimum grade of C-.

Students in the University Division must also declare their intention to major in sport marketing and management to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits, including SPH-M 211 with a minimum grade of C-, and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the

student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

The four-year sport marketing and management program leads to the degree, Bachelor of Science in Kinesiology, with course work taken in conjunction with the Kelly School of Business. Admission to the program is limited. Graduation requirements include:

- completion of general education requirements.
- completion of sport marketing and management major courses with a minimum grade of C- required in each course.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses any courses which the student takes from the following list: ANAT-A 215, and courses with the following department code-prefixes: SPH-A, SPH-C, SPH-D, SPH-K, and SPH-M.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (78 credits with a minimum grade of C- in each course)

Sport Marketing and Management Core Requirement (42 cr.)

Complete each of the following courses:

- BUS-M 300 Introduction to Marketing (3 cr.)
- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-K 150 Introduction to Kinesiology & Public Health (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.)
- SPH-M 333 Sport in America: Historical Perspective (3 cr.)
- SPH-M 382 (Formerly: HPER-P 392) Sport in American Society (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotion and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)
- SPH-M 423 Financial Principles of Sport (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)
- SPH-M 428 Strategic Management in the Sport Industry (3 cr.)
- SPH-M 495 Practicum in Sport Studies (3 cr.) (2.3 cumulative GPA required) **or** SPH-M 497 Internship in Sport Management (3 cr.) (2.5 cumulative GPA required)

Sport Marketing and Management Professional Requirement (18 cr.)

Complete six the following courses:

(SPH-M 304 and SPH-M 404 may repeated for credit with different topics.)

- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 404 Colloquium in Sport Management (3 cr.)
- SPH-M 425 Sport Governance in the Global Community (3 cr.)

Oral and Written Communication Requirement (6 cr.)

Complete two of the following courses:

- ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)
- BUS-C 204 Business Communications (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.)

Business Core Requirement (12 cr.)

Complete four of the following courses:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-F 300 Introduction to Financial Management (3 cr.)
- BUS-G 300 Introduction to Managerial Economics (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.) **+(S&H)**
- BUS-P 300 Introduction to Operation Management (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations **or** BUS-J 306 Strategic Management and Leadership (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.) **+(S&H)**
- ECON-E 202 Introduction to Macroeconomics (3 cr.) **+(S&H)**

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Suggested Courses for the First-Year Sport Marketing and Management Student

Fall Semester (16 cr.)

BUS-A 100 Basic Accounting Skills (1 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.)
 MATH-M 118 Finite Mathematics (3 cr.) **or** MATH-M 119 Brief Survey of Calculus (3 cr.)
 SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
 SPH-M 211 Introduction to Sport Management (3 cr.)
 Arts and Humanities Course (3 cr.)

Spring Semester (15 cr.)

ECON-E 201 Introduction to Microeconomics (3 cr.)
 Arts and Humanities Course (3 cr.)

Natural and Mathematical Sciences Course (3 cr.)
 Oral and Written Communication Requirement Course (3 cr.)
 Free Elective Course (3 cr.)

Special Opportunities

Majors are required to complete a practicum or internship experience and most often complete several varied experiences prior to graduation. There is also a sport marketing and management student-led organization – the Indiana University Sport Marketing Alliance – in which students can join and participate. The School of Public Health - Bloomington Career Services Office provides expert career advisement and services for students. Indiana provides many local opportunities for majors looking for internship study. In addition to the various sport entities in Bloomington and around the state, there are numerous opportunities in nearby Indianapolis, which is home to the Colts (NFL) in Lucas Oil Stadium, the Pacers (NBA) and Fever (WNBA) at Conseco Fieldhouse, motorsports at the Indianapolis Motor Speedway, swimming and diving at the Natatorium, the Indianapolis Indians (MiLB) at Victory Field, the NCAA Headquarters, as well as several sport National Governing Bodies.

Careers

Employment opportunities are directed to the fields of professional sports, amateur sports, and intercollegiate sports, including facility operations, corporate sport marketing/public relations, media relations, and event marketing and management. In addition, students are prepared for careers in sports equipment sales and other positions that require good communication, marketing, and management skills. Following their undergraduate education, some students seek admission to graduate programs in such areas as law, sport management, and public health administration.

Bachelor of Science in Kinesiology (BSK), Teacher Preparation-All Grade Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Physical Education Teacher Education (PETE) Program prepares students to be successful teachers of physical education. Through their training in this program, graduates make a valuable contribution by promoting healthy lifestyles and vigorous physical activity through school-based physical education programs.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Kinesiology degree with a major in teacher preparation-all grade receive an offer of direct freshman admission to this teacher preparation program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a teacher preparation-all grade major, all other students must complete an application process. Students seeking an undergraduate kinesiology teaching degree and an all-grade teaching license must be admitted to both the Department of Kinesiology Physical Education Teacher Education (PETE) Program and to the School of Education Teacher Education Program (TEP). Usually, students apply for admission to the PETE program during the spring semester of the freshman year and to the School of Education Teacher Education Program before the end of the sophomore year.

Admission to the PETE program

Students seeking admission to the PETE program in the Department of Kinesiology are eligible for consideration under the following conditions:

- Completion of 30 credit hours of college course work that count toward graduation
- University GPA of 2.5 or higher
- Completion of the following two prerequisite courses with a minimum grade of C in each course:
 - SPH-K140 Foundations of Physical Education
 - SPH-K141 Fundamentals of Human Movement
- Formal application to the program, including:
 - submission of a completed application form to the SPH Office of the Dean in SPH 123 by March 1 for fall admission. Complete the online application form at <https://www.indiana.edu/~hperweb/pete/>.
 - three letters of recommendation
 - personal interview

Students in the University Division should declare their intention to major in teacher preparation-all grade physical education to the University Division Records Office.

Admission to the Teacher Education Program (TEP)

Students who want to obtain a teaching certificate must be admitted to the School of Education (SOE) Teacher Education Program (TEP) as well as the Physical Education Teacher Education Program (PETE) in the School of Public Health - Bloomington. The admission process to the SOE TEP is separate from admission to the School of Public Health - Bloomington programs. It is recommended that students seek admission to the TEP early in their sophomore year. TEP standards must be met before the student may be admitted to the TEP, and admission to the TEP is required to enroll in advanced professional education courses. Information and access to admission information to the TEP is available at info.educ.indiana.edu/teachered. Required TEP admission standards include:

- Minimum overall GPA of 2.5

- The PETE program requires enrollment or completion of EDUC-M 300, EDUC-P 254/M 201, and SPH-K 200 (Students who earn less than a grade of C in any of these courses must retake the course and earn a minimum grade of C before student teaching.)
- Minimum GPA of 2.5 in 12 credit hours of the student's major
- Passing the Core Academic Skills Assessment (CASA): scoring at least 220 in mathematics, 220 in reading, and 220 in writing; or achieve a qualifying score on the ACT by attaining a 24 composite score based on Math, Reading, Grammar, and Science OR on the SAT earn a combined score of 1100 based on the sum of scores on Critical Reading and Math.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the

student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Kinesiology degree with license to teach grades K-12. Students admitted to this program are selected from a pool of applicants. Graduation requirements include:

- completion of general education requirements.
- completion of teacher preparation-all grade major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum grade of C in oral and written communication courses.
- a minimum 2.5 cumulative GPA.
- a minimum 2.5 GPA in all major courses.
- a minimum 2.5 GPA in all professional education courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (90 cr.)

Physical Education Core Requirement (49 cr.)

A minimum GPA of 2.5 is required in SPH-K Kinesiology courses.

Complete each of the following courses:

- SPH-K 140 Foundations and Principles of Physical Education (2 cr.) (Minimum grade of C required.)
- SPH-K 141 Fundamentals of Human Movement (3 cr.) (Minimum grade of C required.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.) (Minimum grade of C required.)
- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 216 Current Concepts and Applications in Physical Fitness (3 cr.) (Minimum grade of C required.)
- SPH-K 219 Performance and Teaching of Stunts and Tumbling and Novice Gymnastics (1 cr.) (Minimum grade of C required.)
- SPH-K 224 Teaching Dance Activities (2 cr.) (Minimum grade of C required.)
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- SPH-K 283 Group Fitness Practicum (2 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Education (3 cr.) (Minimum grade of C required.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.) (Minimum grade of C required.)

Must be admitted to the PETE program to take the following:

- SPH-K 203 Teaching Practicum in Physical Education (1 cr.) (Minimum grade of C required.)
- SPH-K 214 Basic Methods Teaching Physical Education (3 cr.) (Minimum grade of C required.)
- SPH-K 303 Physical Education Laboratory/Field Experience (0 cr.) (Minimum grade of C required.)
- SPH-K 313 Tools of Learning (1 cr.) (Minimum grade of C required.)
- SPH-K 314 Intermediate Methods in Physical Education (3 cr.) (Minimum grade of C required.)
- SPH-K 323 Teaching Individual Dual Activities (2 cr.) (Minimum grade of C required.)
- SPH-K 325 Teaching of Team Sports (2 cr.) (Minimum grade of C required.)
- SPH-K 414 Professional Seminar in Physical Education (1 cr.) (Minimum grade of C required.)

Professional Education Requirements (33 cr.)

A minimum GPA of 2.5 is required in the following professional education courses. A minimum full C grade is required in each course.

Complete each of the following courses:

- EDUC-H 340 Education and American Culture (3 cr.)
- EDUC-M 201 Laboratory Field Experience (2 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-P 254 Educational Psychology, All-Grade (3 cr.)

Before taking the following five courses, students must be admitted to the teacher education program (TEP). TEP admission requires the following minimum scores on the Core Academic Skills Assessment (CASA): 220 in mathematics, 220 in reading, and 220 in writing. Alternatively, students may be admitted to the TEP with a composite score on the ACT of 24, or a combined score of 1100 on the critical reading and math portions of the SAT.

- EDUC-M 403 Laboratory Field Experience (0 cr.)
- EDUC-M 456 Methods of Teaching Physical Education (3 cr.)
- EDUC-M 464 Methods of Teaching Reading (3 cr.)
- EDUC-M 425 Student Teaching, Elementary (8 cr.)
- EDUC-M 480 Student Teaching, Secondary (8 cr.)

Additional Required Courses (8 cr.)

- Complete each of the following courses:
- EDUC-G 203 Communication in the Classroom (3 cr.) (Preferred) (minimum grade of C required) or COLL-P 155 Public Oral Communication (3 cr.) (minimum grade of C required)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**

Cardiopulmonary Resuscitation (CPR) Certification Requirement

A student applying to graduate with a Bachelor of Science in Kinesiology degree in the physical education teacher preparation program must present evidence of current CPR certification to the School of Public Health - Bloomington recorder's office in SPH Room 123 at the time the student applies for graduation. The document submitted must display a date which indicates that the student is currently certified in CPR. Certification in CPR is only acceptable from the American Red Cross,

the American Heart Association, or the National Safety Council.

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematical sciences requirement.

Optional Cognate in Health Education (30 cr.)

(C minimum in each course, no Pass/Fail)

Completion of the following courses will prepare students to take the health education Pearson health education exam and develop competencies required for middle and high school health education teacher certification. This cognate, when added to a teaching degree in another field, extends the time required for degree completion. A normal four-year bachelor's degree becomes a five-year degree when this cognate is added.

Health Content Courses (19 cr.)

- SPH-F 255 Human Sexuality (3 cr.) **+(S&H)**
- SPH-H 174 Violence Prevention in American Society (3 cr.) **+(S&H)**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 205 Introduction to Public and School Health (S/F)1 (1 cr.)
- SPH-H 263 Personal Health (3 cr.) **+(S&H)**
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.)

Health Education Courses (11 cr.)

- SPH-H 352 Secondary School Health Curriculum and Strategies (3 cr.)
- SPH-H 353 Field Observation (1 cr.)
- SPH-H 452 Secondary School Health Instruction and Assessment (3 cr.)
- SPH-H 453 Microteaching Lab for Health Education (1 cr.)
- SPH-H 464 Coordinated School Health Programs (3 cr.)

Students must also complete:

- First Aid/CPR certification earned in SPH-H 160 First Aid and Emergency Care, or via community resources. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council.
- Pearson Health exam with a passing grade
- Health student teaching experience along with PE student teaching

Suggested Teacher Preparation Courses for the First-Year Student

Fall Semester

- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
- SPH-K 140 Foundations of Physical Education (2 cr.)
- SPH-K 141 Fundamentals of Human Movement (3 cr.)

SPH-K 150 Topic: Introduction to Kinesiology and Public Health (3 cr.)
Mathematical Modeling Course (3 cr.)

Spring Semester

SPH-K 200 Microcomputer Application in Kinesiology (3 cr.)
SPH-K 205 Structural Kinesiology (3 cr.)
SPH-K 216 Current Concepts of Physical Fitness (3 cr.)
SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
Social and Historical Studies Course (3 cr.)

Special Opportunities

At the department level students may participate in the PETE Majors Club and/or the Kinesiology Club. Students are also encouraged to join the Indiana Association for Health, Physical Education, Recreation, and Dance (IASPHD). Through this professional organization as well as the Department of Kinesiology, students may compete for scholarships and professional recognition.

Careers

Graduates with this degree are prepared to become teachers in school-based (grades K-12) physical education programs and coaches in interscholastic sport programs.

Bachelor of Science in Recreation (BSR), Outdoor Recreation, Parks, and Human Ecology Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The outdoor recreation, parks, and human ecology program focuses on educating students about outdoor recreation and parks within a human ecology framework. Topics include outdoor recreation, environmental education, interpretive techniques, outdoor adventure education, nature study, recreation resource management, human health and natural environments and organized camping.

Students pursue a course of study leading to a Bachelor of Science in Recreation degree with a major in outdoor recreation, parks, and human ecology. The curriculum includes a general education core, specialization courses, electives, 320 hours of field experience, and an internship. Each student meets regularly with a faculty adviser for ongoing academic career planning. In addition to the general education core courses, students take 40 credits in outdoor recreation subjects. The emphases of this curriculum are basic concepts of outdoor resources, the relationships and interactions of people and outdoor resources and how to manage them, and skills and knowledge to pursue specific careers in this field. A number of skill certificates are available to students through various academic courses.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Recreation degree with a major in outdoor recreation, parks, and human ecology will receive an offer of direct freshman admission to this desired program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as an outdoor recreation, parks, and human ecology major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in outdoor recreation, parks, and human ecology to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Recreation degree with a major in outdoor recreation, parks and human ecology. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of outdoor recreation, parks, and human ecology major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-L, SPH-O, SPH-R, SPH-T, and SPH-Y.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (74 cr.)

Outdoor Recreation, Parks, and Human Ecology Specialization (30 cr.)

Complete each of the following courses:

- ENG-W 231 Professional Writing (3 cr.)
- SPH-O 210 (Formerly: HPER-R 210) Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 244 (Formerly: HPER-R 280) Natural History and Field Ecology (3 cr.)
- SPH-O 279 (Formerly: HPER-R 279) Adventure Education (3 cr.) **or** SPH-O 430 (Formerly: HPER-R 413) Outdoor Adventure Program (3 cr.)
- SPH-O 305 (Formerly: HPER-R 338) Integrated Resource Management (3 cr.)
- SPH-O 310 (Formerly: HPER-R 323) Ecosystem Management (3 cr.)
- SPH-O 313 (Formerly: HPER-R 385) Wilderness and Protected Lands (3 cr.)

- SPH-O 340 (Formerly: HPER-R 372) Interpretation and Tour Guiding (3 cr.)
- SPH-O 360 Human Health and Natural Environments (3 cr.)
- SPH-O 413 (Formerly: HPER-R 475) Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- SPH-R 110 (Formerly: HPER-R 160) Foundations of Recreation and Leisure (3 cr.) **+(S&H)**
- SPH-R 142 (Formerly: HPER-T 142) Living Well (3 cr.) **+(S&H)**
- SPH-R 210 (Formerly: HPER-R 270) Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 (Formerly: HPER-R 330) Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 (Formerly: HPER-R 392) Career Perspectives and Internship Preparation (3 cr.)
- SPH-R 314 (Formerly: HPER-R 395) Data-Based Decision-Making Methods (3 cr.)
- SPH-R 497 (Formerly: HPER-R 463) Professional Internship (12 cr.)
- SPH-T 410 (Formerly: HPER-R 430) Event Planning and Program Development (3 cr.)
- 320 Hours of Field Experience are required.

Professional Electives (11 cr.)

Complete a minimum of 11 credits from the following professional electives:

- SPH-O 318 (Formerly: HPER- R 355) Outdoor Recreation Consortium (2 cr.)
- SPH-O 322 (Formerly: HPER- R 345) Therapeutic Outdoor Instructional Techniques (3 cr.)
- SPH-O 324 (Formerly: HPER- R 380) Outdoor Experiential Education: Instructional Techniques (3 cr.)
- SPH-O 331 (Formerly: HPER- R 370) Wilderness First Responder(3 cr.)
- SPH-O 341 (Formerly: HPER- R 356) Field Techniques in Environmental Education (3 cr.)
- SPH-O 342 (Formerly: HPER- R 357) Applied Ecology: Water Communities (3 cr.)
- SPH-O 343 Sustainable Agriculture (3 cr.)
- SPH-O 412 (Formerly: HPER- R 429) Ecotourism: Administration and Management (3 cr.)
- SPH-O 420 (Formerly: HPER- R 412) Principles of Therapeutic Outdoor Programs (3 cr.)
- SPH-R 223 (Formerly: HPER- R 283) Recreation-Based GIS (3 cr.)
- SPH-R 395 (Formerly: HPER- R 398) Practicum in Therapeutic Outdoor Programs (3 cr.)
- SPH-R 412 (Formerly: HPER- R 422) Marketing for Leisure Services (3 cr.)
- SPH-R 413 (Formerly: HPER- R 451) Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 414 (Formerly: HPER- R 441) Legal Aspects of Recreation (3 cr.)
- SPH-R 425 (Formerly: HPER- R 468) Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)

- SPH-T 301 (Formerly: HPER- R 350) Sustainable Tourism (3 cr.)
- SPH-W 305 (Formerly: HPER-O 305) Introduction to Wilderness Leadership (2 cr.)

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

Through class practica, projects, internship opportunities, and field experiences, the Department of Recreation, Park, and Tourism Studies helps students apply what they learn when—and where—they learn it. And Indiana University offers the following recreational management opportunities and living laboratories that give students firsthand experience: C.O.R.E. (Conservation & Outdoor Recreation/Education), Therapeutic Outdoor Programs (TOP), Great Lakes Park Training Institute, and Bradford Woods Outdoor Center. Additional nearby facilities include Hilltop Garden and Nature Center, Brown County State Park, City of Bloomington Parks, the Hoosier National Forest (including Charles C. Deam Wilderness), McCormick's Creek State Park, Monroe County Parks, Monroe Reservoir, and Yellowwood State Forest.

Careers

The specialization in outdoor recreation, parks and human ecology provides a thorough foundation for careers in an array of settings, including historic sites, municipal parks and recreation departments, nature preserves, nonprofit organizations, outdoor adventure organizations, zoos, and state and federal agencies, including the U.S. Forest Service and the National Park Service.

Because people are spending more time and money on leisure and fitness services, the job outlook for recreation and park administration graduates is excellent. The U.S. Department of Labor projects that employment of recreation and fitness workers will grow faster than the average through 2015. In 2000, Newsweek predicted that 50 percent of American jobs will be in leisure and tourism by 2050. The Department of Recreation, Park, and Tourism Studies prepares a monthly nationwide listing of recreation-related jobs totaling more than 1,500 annually.

Many graduates with this specialization go on to pursue advanced degrees including the Master of Science (M.S.) in Recreation with an option in Park and Recreation Administration, the and the Doctor of Philosophy (Ph.D.) in Leisure Behavior.

Bachelor of Science in Recreation (BSR), Public, Nonprofit, and Community Recreation Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

In the specialization, public, nonprofit, and community recreation, students acquire professional management skills that can be applied in a wide variety of recreation and leisure facilities (such as community centers,

museums, and public parks) and programs around the world. Quality courses with small faculty/student ratio and varied fieldwork opportunities guarantee our students an outstanding educational experience.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Recreation degree with a major in public, nonprofit, and community recreation will receive an offer of direct freshman admission to this major program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a public, nonprofit, and community recreation major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in public, nonprofit, and community recreation to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening

comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Recreation degree with a major in public, nonprofit, and community recreation. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of public, nonprofit, and community recreation major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-L, SPH-O, SPH-R, SPH-T, and SPH-Y.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (72 cr.)

Public, Nonprofit, and Community Recreation Specialization (30 cr.)

Complete one of the following communication courses:

- COLL-P 155 Public Oral Communication (3 cr.) (minimum grade of C–)
- ANTH-A 122 (Formerly CMCL-C 122) Interpersonal Communication (3 cr.) (minimum grade of C–) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.) (minimum grade of C–)

Complete each of the following courses:

- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPH-R 101 (Formerly: HPER-T 101) Introduction to Resource Development/Fundraising (3 cr.)
- SPH-R 220 (Formerly: HPER-R 205) Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- SPH-R 221 (Formerly: HPER-R 266) Recreation Facilities Management (3 cr.)
- SPH-R 412 (Formerly: HPER-R 422) Marketing for Leisure Services (3 cr.)
- SPH-R 413 (Formerly: HPER-R 451) Fiscal Management for Leisure Service Organizations (3 cr.)
- SPH-R 414 (Formerly: HPER-R 441) Legal Aspects of Recreation (3 cr.)
- SPH-R 425 (Formerly: HPER-R 468) Strategic Planning for Recreation Organizations (3 cr.)
- SPH-T 201 (Formerly: HPER-R 236) Tourism and Commercial Recreation (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- SPH-R 110 (Formerly: HPER-R 160) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**
- SPH-R 142 (Formerly: HPER-T 142) Living Well (3 cr.) **+(S&H)**
- SPH-R 210 (Formerly: HPER-R 270) Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 (Formerly: HPER-R 330) Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 (Formerly: HPER-R 392) Career Perspectives and Internship Preparation (3 cr.)
- SPH-R 314 (Formerly: HPER-R 395) Data-Based Decision-Making Methods (3 cr.)
- SPH-R 497 (Formerly: HPER-R 463) Professional Internship (12 cr.)
- SPH-T 410 (Formerly: HPER-R 430) Event Planning and Program Development (3 cr.)
- 320 Hours of Field Experience are required.

Professional Electives (9 cr.)

Complete a minimum of 9 credits from the following professional electives:

- ANTH-A 403 Introduction to Museum Studies (3 cr.)
- SPH-F 150 (Formerly: HPER-F 150) Introduction to Life Span Development (3 cr.) **+(S&H)**
- SPH-O 279 (Formerly: HPER-R 279) Outdoor Adventure Education (3 cr.)
- SPH-O 313 (Formerly: HPER-R 385) Wilderness and Protected Lands (3 cr.)
- SPH-O 430 (Formerly: HPER-R 413) Outdoor Adventure Programs: Foundation/Theories (3 cr.)
- SPH-R 201 (Formerly: HPER-T 201) Annual Giving (2 cr.)
- SPH-R 202 (Formerly: HPER-T 202) Major Gifts (2 cr.)
- SPH-R 223 (Formerly: HPER-R 283) Recreation Based GIS Systems (3 cr.)
- SPH-R 230 (Formerly: HPER-R 206) Recreational Sport Programming (3 cr.)
- SPH-R 301 (Formerly: HPER-T 301) Capital Campaigns (2 cr.)

- SPH-R 315 (Formerly: HPER-R 310) Leadership Strategies and Diversity Applications (3 cr.)
- SPH-R 321 (Formerly: HPER-R 302) Aquatic Management (3 cr.)
- SPH-R 426 (Formerly: HPER-R 471) Human Resources Management in Leisure Services (3 cr.)
- SPH-R 431 (Formerly: HPER-R 472) Youth Sport Management (3 cr.)
- SPH-T 301 (Formerly: HPER-R 350) Sustainable Tourism (3 cr.)
- SPH-T 333 Festival and Event Tourism (3 cr.)

+ Courses followed by a A&H notation apply toward completion of both the major requirement and the general education, arts and humanities requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

During the course of their studies, students have the opportunity to work and train in a variety of professional public, nonprofit and community recreation management settings. Through class practica, projects, internship opportunities, and field experiences, students learn leadership, management, programming, marketing and evaluation, legal aspects of park and recreation management, and communication skills.

Careers

Graduates with this degree are prepared for a range of career positions, including: facility manager, community specialist, recreation leader, youth recreation services specialist, public sector special events programmer, aquatics director, recreation event manager, military recreation provider, recreation manager/supervisor, national park staff, and conservation officer.

Bachelor of Science in Recreation (BSR), Recreational Sport Management Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The major in recreational sport management prepares students to assume leadership positions in all types of participatory sports programs. This specialization focuses on enhancing the quality of people's lives by helping them participate in challenging physical activities and by bringing professional management skills to state-of-the-art sports facilities and programs around the world.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Recreation degree with a major in recreational sport management will receive an offer of direct freshman admission to this desired major program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a recreational sport management major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in recreational sport management to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is

required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Recreation degree with a major in recreational sport management. This major program prepares students to assume leadership positions in all types of participatory sports programs. This specialization focuses on the management of people and resources in recreational sports, and provides students with a skill set to work in a variety of settings in the sport continuum. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of recreational sport management major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-L, SPH-O, SPH-R, SPH-T, and SPH-Y.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (75 cr.)

Recreational Sport Management Specialization Requirement (27 cr.)

Complete each of the following courses:

- SPH-N 220 (Formerly: HPER-N 220) Nutrition for Health (3 cr.)
- SPH-R 212 (Formerly: HPER-R 237) Computers in Park, Recreation, Sport, and Tourism Management (3 cr.)
- SPH-R 221 (Formerly: HPER-R 266) Recreation Facilities Management (3 cr.)
- SPH-R 230 (Formerly: HPER-R 206) Recreational Sport Programming (3 cr.)
- SPH-R 412 (Formerly: HPER-R 422) Marketing for Leisure Services (3 cr.)
- SPH-R 413 (Formerly: HPER-R 451) Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 426 (Formerly: HPER-R 471) Human Resource Management of Leisure Services (3 cr.)
- SPH-R 431 (Formerly: HPER-R 472) Youth Sport Management (3 cr.)

- SPH-R 434 (Formerly: HPER-R 411) Legal Issues in Sport Settings (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- SPH-R 110 (Formerly: SPH-R 160) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**
- SPH-R 142 (Formerly: SPH-T 142) Living Well (3 cr.) **+(S&H)**
- SPH-R 210 (Formerly: SPH-R 270) Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 (Formerly: SPH-R 330) Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 (Formerly: SPH-R 392) Career Perspectives and Internship Preparation (3 cr.)
- SPH-R 314 (Formerly: SPH-R 395) Data-Based Decision-Making Methods (3 cr.)
- SPH-R 497 (Formerly: SPH-R 463) Professional Internship (12 cr.)
- SPH-T 410 (Formerly: SPH-R 430) Event Planning and Program Development (3 cr.)
- 320 Hours of Field Experience are required.

Professional Elective Requirement (15 cr.)

Complete a minimum of 15 credits from the following professional electives:

- SPH-H 160 (Formerly: HPER-H 160) First Aid and Emergency Care (3 cr.)
- SPH-H 315 (Formerly: HPER-H 315) Consumer Health (3 cr.)
- SPH-H 319 (Formerly: HPER-H 319) Global Health Promotion (3 cr.)
- SPH-K 398 (Formerly: HPER-P 398) Adapted Physical Education (3 cr.)
- SPH-M 333 (Formerly: HPER-P 333) Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 (Formerly: HPER-P 392) Sport in American Society (3 cr.)
- SPH-O 279 (Formerly: HPER-R 279) Outdoor Adventure Education (3 cr.)
- SPH-R 101 (Formerly: HPER-T 101) Introduction to Resource Development and Fund Raising (3 cr.)
- SPH-R 315 (Formerly: HPER-R 310) Leadership Strategies and Diversity Applications (3 cr.)
- SPH-R 321 (Formerly: HPER-R 302) Aquatic Management (3 cr.)
- SPH-R 335 (Formerly: HPER-R 354) Sport and Violence (3 cr.)
- SPH-Y 225 (Formerly: HPER-T 220) Disability, Health, and Function (3 cr.)
- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

Direct experience in the area of recreational sports is an important component of the undergraduate option. During the course of their studies, students have the opportunity to work and train in a variety of professional recreational sport management settings. Through class practica,

projects, internship opportunities, and field experiences, students learn leadership, management, programming, marketing and evaluation, legal aspects of sport, and communication skills.

Careers

Recreational sport management graduates pursue careers in a variety of sport settings including municipal parks and recreation, YMCAs, boys' and girls' clubs, fitness centers, college sport programs, industrial settings, commercial recreation, resort/tourism, amateur athletics, and military recreation. Job titles include sport programmer, supervisor, leader, activity specialist, or counselor, among others.

Bachelor of Science in Recreation (BSR), Recreational Therapy Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The recreational therapy major prepares students to assume positions as recreational therapists. All students graduating from this program are eligible to sit for the National Council on Therapeutic Recreation Certification (NCTRC) examination.

The Bureau of Labor Statistics describes the field of recreational therapy as follows: "Recreational therapists, also referred to as therapeutic recreation specialists, provide treatment services and recreation activities for individuals with disabilities or illnesses. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists improve and maintain the physical, mental, and emotional well-being of their clients. Therapists help individuals reduce depression, stress, and anxiety; recover basic motor functioning and reasoning abilities; build confidence; and socialize effectively so that they can enjoy greater independence and reduce or eliminate the effects of their illness or disability. In addition, therapists help people with disabilities integrate into the community by teaching them how to use community resources and recreational activities. Recreational therapists are different from recreation workers, who organize recreational activities primarily for enjoyment. In acute healthcare settings, such as hospitals and rehabilitation centers, recreational therapists treat and rehabilitate individuals with specific health conditions, usually in conjunction or collaboration with physicians, nurses, psychologists, social workers, and physical and occupational therapists. In long-term and residential care facilities, recreational therapists use leisure activities—especially structured group programs—to improve and maintain their clients' general health and well-being. They also may provide interventions to prevent the client from suffering further medical problems and complications."

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Recreation degree with a major in recreational

therapy will receive an offer of direct freshman admission to this desired major program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a recreational therapy major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.3 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major inrecreational therapy to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.3 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees

for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to the degree, Bachelor of Science in Recreation with a major in recreational therapy. The recreational therapy program prepares students to assume positions as recreation therapy specialists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions. All students graduating from the major are eligible to sit for the National Council on Therapeutic Recreation Certification (NCTRC) examination. A minimum of 30 successfully completed credit hours and a minimum 2.3 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of recreational therapy major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-L, SPH-O, SPH-R, SPH-T, and SPH-Y.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (76-78 cr.)

Recreational Therapy Specialization (46-48 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
or HPER-P 205 Structural Kinesiology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PSY-P 101 Introduction to Psychology I (3 cr.) **+(N&M)**
- PSY-P 102 Introduction to Psychology II (3 cr.) **+(S&H)**

- PSY-P 324 Abnormal Psychology (3 cr.)
- SPH-F 150 (Formerly: HPER-F 150) Introduction to Life Span Human Development (3 cr.) **+(S&H)**
- SPH-K 398 (Formerly: HPER-P 398) Adapted Physical Education (3 cr.)
- SPH-Y 225 (Formerly: HPER-T 220) Disability, Health, and Function (3 cr.) (minimum grade of C-)
- SPH-Y 277 (Formerly: HPER-R 277) Foundations of Recreational Therapy Practice (3 cr.) (Minimum grade of C- required)
- SPH-Y 378 (Formerly: HPER-R 378) Recreational Therapy Assessment and Planning (4 cr.) (minimum grade of C-)
- SPH-Y 379 (Formerly: HPER-R 379) Recreational Therapy Facilitation: Techniques and Evaluation (4 cr.) (minimum grade of C-)
- SPH-Y 397 (Formerly: HPER-R 396) Recreational Therapy Internship and Professional Preparation (3 cr.)
- SPH-Y 470 (Formerly: HPER-R 479) Contemporary Issues in Recreational Therapy (3 cr.) (minimum grade of C-)
- SPH-Y 472 (Formerly: HPER-R 462) Recreational Therapy in the Health Care Environment (3 cr.) (minimum grade of C-)

Recreation Core (30 cr.)

Complete each of the following courses:

- SPH-R 110 (Formerly: SPH-R 160) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**
- SPH-R 142 (Formerly: SPH-T 142) Living Well (3 cr.) **+(S&H)**
- SPH-R 210 (Formerly: SPH-R 270) Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 (Formerly: SPH-R 330) Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 314 (Formerly: SPH-R 395) Data-Based Decision-Making Methods (3 cr.)
- SPH-R 497 (Formerly: SPH-R 463) Professional Internship (12 cr.)
- SPH-T 410 (Formerly: SPH-R 430) Event Planning and Program Development (3 cr.)
- 320 Hours of Field Experience are required.

+ Courses followed by a N&M notation apply toward completion of both the major requirement and the general education, natural and mathematical sciences requirement.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

The major in recreational therapy provides students with opportunities for direct experience with clients with disabilities through local agencies. Through class practica, projects, internship opportunities, and field experiences, students learn assessment and evaluation techniques, intervention planning, treatment planning, and intervention techniques. The Recreational Therapy Club is a student club that promotes the professional development and growth of its majors. Students in both undergraduate and graduate programs have opportunities to participate in faculty research.

Careers

Graduates with a B.S. assume positions in hospitals, skilled nursing facilities, community settings, residential programs, school settings, adult day care facilities, chemical dependency units, partial hospitalization programs, and others. The largest area of employment is with the Department of Veterans Affairs, psychiatric/behavioral health settings, followed by geriatric settings, physical rehabilitation, and developmental disabilities.

Bachelor of Science in Recreation (BSR), Tourism, Hospitality, and Event Management Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The tourism, hospitality, and event management program prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and expectations of visitors. Although the tourism industry includes transportation, travel brokers, and food and lodging, students in this program focus on the marketing and management of tourist facilities and destinations. These include government tourism divisions, hotels, resorts, convention centers, theme parks, visitor centers, cruises, and airlines.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Recreation degree with a major in tourism, hospitality, and event management will receive an offer of direct freshman admission to this major program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington as a tourism, hospitality, and event management major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in tourism, hospitality, and event management to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to the degree, Bachelor of Science in Recreation with a major in tourism, hospitality, and event management. This major program prepares students to become leaders in the tourism industry for a wide range of careers as students develop competencies in administration, budgeting, communications, event planning, marketing, and management. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.

- completion of tourism, hospitality, and event management major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-L, SPH-O, SPH-R, SPH-T, and SPH-Y.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (75 cr.)

Tourism, Hospitality, and Event Management Specialization (42 cr.)

Complete each of the following courses:

- ENG-W 231 Professional Writing Skills (3 cr)
- SPH-R 412 (Formerly: HPER-R 422) Marketing for Leisure Services (3 cr.)
- SPH-R 413 (Formerly: HPER-R 451) Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 414 (Formerly: HPER-R 441) Legal Aspects of Recreation (3 cr)
- SPH-R 425 (Formerly: HPER-R 468) Strategic Planning for Recreation Organizations (3 cr.)
- SPH-R 426 (Formerly: HPER-R 471) Human Resource Management in Leisure Services(3 cr.)
- SPH-T 201 (Formerly: HPER-R 236) Tourism and Commercial Recreation (3 cr)
- SPH-T 203 (Formerly: HPER-R 252) Introduction to Lodging Management (3 cr.)
- SPH-T 211 (Formerly: HPER-R 240) International Tourism (3 cr)
- SPH-T 301 (Formerly: HPER-R 350) Sustainable Tourism (3 cr.) (minimum C- required)
- SPH-T 311 (Formerly: HPER-R 351) Convention Management and Meeting Planning (3 cr.) (minimum C- required)
- SPH-T 321 (Formerly: HPER-R 352) Resort Management (3 cr)
- SPH-T 323 (Formerly: HPER-R 353) Festival and Event Management (3 cr) **or** SPH-T 333 Festival and Event Tourism (3 cr.)
- SPH-T 431 (Formerly: HPER-R 457) Green Operations in Hospitality Management (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- SPH-R 110 (Formerly: SPH-R 160) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**
- SPH-R 142 (Formerly: SPH-T 142) Living Well (3 cr.) **+(S&H)**
- SPH-R 210 (Formerly: SPH-R 270) Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 (Formerly: SPH-R 330) Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 (Formerly: SPH-R 392) Career Perspectives and Internship Preparation (3 cr.)

- SPH-R 314 (Formerly: SPH-R 395) Data-Based Decision-Making Methods (3 cr.)
- SPH-R 497 (Formerly: SPH-R 463) Professional Internship (12 cr.)
- SPH-T 410 (Formerly: SPH-R 430) Event Planning and Program Development (3 cr.)
- 320 Hours of Field Experience are required.

+ Courses followed by a S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities

Tourism students have opportunities to expand their understanding of international tourism and travel through select study abroad programs. Further, internship opportunities allow students to preview their career interests and build a competitive edge within a field of specialization (e.g., hotel/resort management, event planning, destination management) prior to graduation.

Careers

Tourism graduates often secure positions in hotel, resort, and theme park management as well as visitor and convention bureaus, and event and meeting planning organizations.

Acceptable Human Development and Family Studies Professional Electives

Professional Electives for Human Development and Family Studies Students

The following list of department codes and course numbers represent courses which may count toward the 24 required credits in human development and family studies professional electives. 18 of the 24 electives must be at the 300/400 level. A minimum grade of C- is required in each course. The academic advisor may suggest courses which are not on this list.

- AAAD A210 **(S&H)**, A 425
- AMST A202 **(A&H)**
- CJUS P100 **(S&H)**, P200 **(S&H)**, P202 **(S&H)**, P290, P300, P302, P303, P304, P320, P340, P360, P370, P371, P 375, P 380, P381, P411, P412, P423, P425, P435, P439, P450, P457, P460, P461, P462 (strongly recommended), P471, P475, P493
- EDUC E330, E335, K205, P465
- GNDR G101, G102 **(S&H)**, G104, G105 **(S&H)**, G205, G215 **(S&H)**, G225, G290, G302, G303, G402, G425, G485
- HIST H231 **(S&H)**
- NURS Any course
- PSY P303, P304, P319, P323, P325, P326, P327, P329, P335, P425
- SOC S101 **(S&H)**, S210 **(S&H)**, S215 **(S&H)**, S217 **(S&H)**, S230 **(S&H)**, S302, S305, S308, S309, S312, S313, S315, S317, S320, S321, S324, S326, S329, S335, S338, S344, S422
- SPEA H320, H455, V160 **(S&H)**, V161 **(S&H)**, V221, V263, V336, V362, V366, V373, V432, V435, V436, V450, V462, V463
- SPH B310, B315, B335, B354, B366, B403, B416, F341, F350, F355, F370, F417, F453, F457, F460, F491, F492, F493, F496, H160, H163, H172 **(S&H)**, H174 **(S&H)**, H180, H220 **(S&H)**, H234, H263

- (S&H), H305, H306, H311, H315, H318, H319, H320, H326, H340, H350, H351, H418, H464, K290, K398, K405, N220, N231 (N&M), N331 (strongly recommended), N336, R101, R110(S&H), R142 (S&H), R201, R202, R301, R303, R310, R365, R381, R401
- SPHS S433
 - SWK S100 (S&H), S141, S221 (S&H), S300, S332, S352

Acceptable Safety Professional Electives

Professional Electives for Safety Students

The following list of department codes and course numbers are three-credit courses which may count toward the 15 required credits in safety professional electives.

12 of the 15 elective credits must be at the 300/400 level.

A minimum grade of C- is required in each course. The academic advisor may suggest courses which are not on this list.

Note: Choose professional electives from SPH or LSTU below, or decide if you want to minor in SPEA, Business or Psychology

School of Public Health - Bloomington courses

SPH-H 160 (take SPH-H160 if not certified in first aid), SPH-H 174 +S&H (if not taken as a requirement), SPH-H 180, SPH-H 305, SPH-H 306, SPH-H 311, SPH-H 318, SPH-H 401, SPH-H 404, SPH-H 460, SPH-H 494; SPH-R 142 +S&H, SPH-R 201, SPH-R 202, SPH-R 301, SPH-R 302, SPH-R 401; SPH-S 217, SPH-S 255 (if not taken as a requirement), SPH-S 350, SPH-S 352, SPH-S 354, SPH-S 370, SPH-S 425, SPH-S 430, SPH-S 491, SPH-S 492.

SPEA Environmental Management Minor (15 credits required for this minor; in order to receive this minor students must complete SPEA-E 272, SPEA-E 311, SPEA-E 363, plus two other courses in this category.

- SPEA-E 272 Introduction to Environmental Sciences +S&H
- SPEA-E 311 Introduction to Risk Assessment and Risk Communication
- SPEA-E 363 Environmental Management
- SPEA-E 400 Topics in Environmental Studies
- SPEA-E 410 Introduction to Environmental Toxicology
- SPEA-E 412 Risk communication
- SPEA-E 431 Water Supply and Wastewater Treatment
- SPEA-E 451 Air Pollution and Control
- SPEA-E 452 Solid and Hazardous Waste Mgt
- SPEA-E 475 Techniques of Environmental Science (P: SPEA-E 272 or SPEA-H 316)
- SPEA-H 316 Environmental Health

SPEA Environmental Science and Health Minor (15 credits required for this minor; in order to receive this minor students must complete SPEA-E 272, SPEA-E 410, and SPEA-H 316, plus two other courses in this category.

- SPEA-E 272 Introduction to Environmental Sciences +S&H
- SPEA-E 375 Techniques of Environmental Science

- SPEA-E 410 Introduction to Environmental Toxicology
- SPEA-E 431 Water Supply and Wastewater Treatment
- SPEA-E 451 Air Pollution and Control
- SPEA-E 452 Solid and Hazardous Waste Management or other courses in environmental science and health approved by a SPEA faculty advisor
- SPEA-H 316 Environmental Health

Business Option Including Business Minor (21 credits required for this minor; in order to receive this minor, students must choose BUS-A 200 and BUS-L 201 plus four other courses in this category. BUS-K 201 required course counts in this minor.)

- BUS-A 200 Foundations of Accounting
- BUS-K 201 The Computer in Business
- BUS-L 201 Legal Environment of Business +S&H (P: Soph or honors freshman)
- BUS-F 300 Introduction to Financial Management (P: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-G 300 Introduction to Managerial Economics and Strategies
- BUS-M 300 Introduction to Marketing (P or C: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-P 300 Introduction to Operations Management (P: BUS-K 201, BUS-A 200)
- BUS-Z 302 Managing and Behavior in Organizations or J306 Strategic Management and Leadership

Labor Studies:

Students may include any LSTU courses as professional electives. LSTU-L 101 +S&H, LSTU-L 110 +S&H, and LSTU-L 230 +S&H

Psychology Minor

PSY-P 323, PSY-P 303, P324 (If 2 of these courses are taken, a safety student qualifies for a psychology minor because PSY-P 101, PSY-P 102 and PSY-K 300 may be taken as requirements for this major.)

Bachelor of Science in Applied Health Science (BSAHS), Youth Development Major

- Description of Program
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The youth development major prepares students for the professional delivery of services which focus on the infant, child and adolescent across all ability levels and within the family, community context. Required courses build a strong foundation to serve youth through integration of key professional topics including: professionalism, cultural and human diversity, applied human development, relationships and communication, and program development.

Admission

Apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in youth development will receive an offer of direct freshman admission to the youth development program if he or she meets both of the following criteria:

- The applicant must have earned one of the following minimum standardized test scores: A combined critical reading and math score of 1270 on the SAT (Scholastic Aptitude Test) or a composite score of 29 on the ACT (American College Test).
- The applicant must have either graduated in the top 12 percent of his or her high school graduating class or earned a minimum high school GPA of 3.5.

Before entering the School of Public Health - Bloomington, and Recreation as a youth development major, all other students must meet both of the following criteria:

- The student must successfully complete at least 30 credit hours.
- The student must have a minimum 2.5 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in youth development to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.5 cumulative GPA.

International applicants for admission to a second undergraduate degree program in the School of Public Health - Bloomington, whose primary language is not English, must satisfy one of the following criteria before being considered for admission directly into one of the School's degree programs:

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.
- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

For students from countries where the TOEFL and the IELTS are not available, other evidence of English proficiency may be considered.

All entering international students whose primary language is not English will be required to take a special examination in English with IU prior to registering. Prepared by IU and designed to test a student's ability to use English in an academic setting, the exam consists of three parts: an essay on a general topic, a listening comprehension exercise, and a grammar, vocabulary, and reading comprehension section. There is little that one can do to prepare for this exam other than to continue using written and spoken English at every opportunity. Appropriate remedial English courses may be prescribed on the basis of the results of this test.

International students whose primary language is not English must agree to take any English language courses prescribed from the results of this examination. Fees for special part-time English courses are the same as for other courses; however, credits earned do not meet degree requirements. If the results of the proficiency examination indicate that full-time work in English is required, the student will be assigned to the Intensive English Program (IEP).

Students enrolled in IEP do not take academic courses until they achieve adequate English proficiency. If a student has serious doubts about English ability and is not financially prepared to undertake the additional time and expense of an intensive English program here, the student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major in youth development. A minimum of 30 successfully completed credit hours and a minimum 2.5 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of youth development major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, and SPH-S.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2015-2016 General Education Bulletin](#) to view these requirements.

Major (90cr.)

Professional Core Courses (66 cr.)

A minimum grade of C– is required in each professional core course.

Complete the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 180 Survey of Practice with Youth and Families (3 cr.)
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- SPH-F 345 Parent Child Relations (3 cr.)
- SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)

- SPH-F 430 Professional Preparation in Human Development and Family Studies (3 cr.)
- SPH-F 453 Family Life Education (3 cr.)
- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-F 497 Internship in Human Development and Family Studies (6 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M or** SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-O 279 Outdoor Adventure Education (2 cr.)
- SPH-R 142 Living Well (3 cr.) **+S&H**
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 230 Recreational Sports Programming (3 cr.)
- SPH-R 311 Management in Recreation, Park, and Tourism (3 cr.)

Additional Required Courses (24 cr.)

A minimum grade of C- is required in each additional major course.

Complete the following courses:

- BUS-F 260 Personal Finance (3 cr.)
- Computer Literacy: BUS-K 201 The Computer in Business (3 cr.) **or** CSCI-A 110 Introduction to Computers and Computing (3 cr.) **+N&M or** SPH-P 200 Microcomputer Applications in Physical Education (3 cr.) **or** SPH-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)
- CJUS-P 414 Adolescents and the Law (3 cr.) **or** EDUC-P 313 Adolescents in a Learning Community (3 cr.)
- MATH/PSY-K 300 Statistical Techniques (3 cr.) **or** SPH-Q 381 Introduction to Biostatistics (3 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.) **+N&M or** PSY-P 155 Introduction to Psychological and Brain Sciences (3 cr.) **+N&M**
- PSY-P 102 Introductory Psychology II (3 cr.) **+S&H**
- SOC-S 100 Introduction to Sociology (3 cr.) **+S&H or** SOC-S 101 Social Problems and Policies (3 cr.) **+S&H**
- SOC-S 316 Sociology of the Family (3 cr.)

+ Courses followed by the N&M notation may apply to both the major requirements and the general education, natural and mathematical sciences requirement.

+ Courses followed by the S&H notation may apply to both the major requirements and the general education, social and historical studies requirement.

Suggested Youth Development Courses for the First-Year Student

Fall Semester ENG-W 131 Elementary Composition (3 cr.)

SPH-F 150 Intro to Life Span Development (3 cr.)

SPH-R 142 Living Well (3 cr.)

Arts and Humanities Elective (3 cr.)

Free Elective (3 cr.) *Spring Semester* MATH-M 118 Finite Mathematics (3 cr.)

PSY-P 101 Introduction to Psychology I (3 cr.)

SPH-B 150 Introduction to Public Health (3 cr.)

SPH-F 180 Survey of Practice with Youth and Families (3 cr.)

SPH-L 102 Personal Leadership Development (1 cr.)

World Languages and Cultures Elective (3 cr.)

Special Opportunities

Students participate in required internships with faculty supervision and are encouraged to engage in a variety of youth-serving settings. A student who completes the major requirements is prepared to apply for certification to become a Family Life Educator with an Indiana Youth Development Credential from the National Council on Family Relations. Initial steps will also have been completed toward earning the Child and Youth Care – Professional (CYC-P) credential.

Students in this program have the opportunity to engage in a career class, School of Public Health - Bloomington Career Services, leadership development student organizations, clubs, and individual research with faculty members, and involvement in service and professional organizations.

Careers

Graduates with a bachelor's degree are equipped to work in a wide variety of youth-serving agencies including: hospitals, schools, group homes, non-profit organizations, juvenile justice systems, public health agencies, and community youth services, and afterschool programs. The Youth Development degree was compiled to complement both state and national efforts to provide high quality professionals who are prepared to maintain both credentials at both the state and national level. The youth development curriculum also provides a strong base of theoretical and practical knowledge which serves students who may pursue advanced degrees in public health, criminal justice, social work, physical therapy, and medicine.

Minors

- Aquatics
- Coaching
- Ecotourism
- Event Planning
- Exercise Science
- Fitness Instruction
- Fund Raising and Resource Development
- Gerontology
- Global Health Promotion
- Health Studies
- Hospitality Services
- Human Development and Family Studies
- Human Sexuality
- Kinesiology
- Leadership
- Nutrition
- Outdoor Recreation, Parks, and Human Ecology
- Parks and Recreation Administration
- Public Health
- Recreational Sport Management
- Safety
- Sport Marketing and Management

- Therapeutic Outdoor Programs
- Tourism, Hospitality, and Event Management
- Youth Development
- Youth Sport Management

Aquatics

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Dr. Bill Ramos for academic advising.

Bill Ramos
 Director, Aquatics Minor
 Department of Recreation, Park, and Tourism Studies
 School of Public Health - Bloomington
 SPH 104
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 856-7161
wramos@indiana.edu

Requirements

This undergraduate minor is jointly offered by the Department of Kinesiology and the Department of Recreation, Park, and Tourism Studies. It is intended for students in degree programs who wish to add an aquatics specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- successful completion of the required 12 credit hour core with a minimum 2.5 core GPA.

Note: No course in this minor may be taken under the Pass/Fail Option.

Required Core Courses (12 cr. with a minimum 2.5 core GPA)

Complete each of the following courses:

- SPH-K 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)
- SPH-K 485 Practicum in Physical Education and Athletics* (3 cr.) **or** SPH-R 395 Practicum in Parks and Recreation* (3 cr.)
- SPH-R 321 Aquatic Management (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.) **or** SPH-M 411 Legal Issues in Sport Settings (3 cr.) **or** SPH-R 434 Legal Issues in Sport Settings (3 cr.)

*(Appropriate practicum to be assigned through faculty within minor)

Electives (3 cr.):

Complete 3 credits of electives from any of the following areas:

Management:

- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- SPH-K 206 Recreational Sports Programming (3 cr.)
- SPH-R 230 Recreational Sports Programming (3 cr.)
- SPH-R 311 Management in Recreation, Park, and Tourism (3 cr.)
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)

Aquatic Instruction and Coaching Education:

- SPH-A 367 Coaching of Swimming and Diving (2 cr.)
- SPH-I 475 Lifeguard Certification (1 cr.)
- SPH-I 477 Water Safety Instructor (1 cr.)
- SPH-K 464 Small Boat Sailing Instructor (3 cr.) (P: Permission of Instructor)
- SPH-K 472 Scuba Instructor Development (3 cr.) (P: Permission of instructor)
- SPH-K 473 Laboratory Teaching in the Physical Education Program

First Aid/Safety:

- SPH-H 401 Emergency Medical Technician (EMT)-Ambulance (3 cr.) (P: H 160)
- SPH-H 404 Emergency Medical Technician Lab (1 cr.)

Coaching

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Dr. Robert Chapman for academic advising.

Dr. Caner Acikada
 Department of Kinesiology
 School of Public Health - Bloomington
 SPH 112
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 856-2462
caacikad@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a coaching specialty to their studies. This minor requires:

- successful completion of 20 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Required Core Courses (10-11 cr.):

Complete each of the following courses:

- SPH-K 280 Principles of Athletic Training and Emergency Care (2 cr.) **or** SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-K 335 Theories of Conditioning for Coaching (limited to coaching minor students or instructor consent) (3 cr.)
- SPH-K 435 Philosophical Foundations of Coaching (limited to coaching minor students or instructor consent) (3 cr.)
- SPH-K 455 Practicum in Coaching (junior/senior standing and admission to the coaching minor) (2 cr.)

Coaching Courses (4 cr.):

complete 4 credits from the following courses:

- SPH-A 361 Coaching of Football (2 cr.) (spring only)
- SPH-A 362 Coaching of Basketball (2 cr.) (fall only)
- SPH-A 363 Coaching of Baseball (2 cr.) (fall only)
- SPH-A 364 Coaching of Track and Field (2 cr.) (fall only)
- SPH-A 367 Coaching of Swimming and Diving (2 cr.)
- SPH-A 368 Coaching of Tennis (2 cr.) (spring only)
- SPH-A 370 Coaching of Soccer (2 cr.) (spring only)
- SPH-A 371 Coaching of Volleyball (2 cr.) (fall only)
- SPH-A 483 Sports Officiating (1 cr.) (usually basketball, track & field, or softball)
- SPH-I 220 Training Theories for Endurance Events (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 450 Topic: History of Indiana High School Basketball (3 cr.)

Specialized Electives (6 cr.):

Complete 6 credits from the following courses:

- EDUC-G 207 Introduction to Student-Athlete Counseling Psychology (3 cr.)
- SPH-N 231 Human Nutrition (P: CHEM-C 101 and BIOL or ANAT or PHSL) **+N&M**
- SPH-K 150 Introduction to Public Health and Kinesiology (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (P: PHSL-P 215) (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)

Proof of CPR certification is required. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council. First aid and AED essentials certification is strongly recommended.

+ Courses followed by the N&M notation may apply to both the minor requirements and to the general education, natural and mathematical sciences requirement for bachelor's degree students.

Ecotourism

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to

the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty directors for this minor are Dr. James Farmer jafarmer@indiana.edu; and Dr. Joseph Chen joechen@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add an ecotourism specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Required Ecotourism Courses (9 cr.):

Complete each of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 412 Ecotourism: Administration and Management (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)

Ecotourism Electives (6 cr.):

Complete two courses from the following list (6 cr.):

- SPH-O 244 Natural History and Field Ecology (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 310 Ecosystem Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)
- SPH-O 324 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- SPH-O 340 Interpretation and Tour Guiding (3 cr.)
- SPH-O 342 Applied Ecology: Water Communities (3 cr.)
- SPH-O 430 Outdoor Adventure Programming: Foundations and Theories (3 cr.)
- SPH-O 414 Legal Aspects of Recreation (3 cr.)
- SPH-R 425 Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)
- SPH-T 201 Tourism and Commercial Recreation (3 cr.)

Exercise Science

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Carolyn Estell or Donna Lane for academic advising.

Carolyn Estell
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cmunk@indiana.edu

Donna Lane
Academic Advisor
Department of Kinesiology
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Bloomington, IN 47405-7109
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dglane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the exercise science major, who wish to add an exercise science specialty to their studies. This minor requires:

- successful completion of 18 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- College of Arts and Sciences students completing this minor must earn a minimum grade of C- in each course used in the minor.

Note: No course in this minor may be taken under the Pass/Fail Option.

Exercise Science Core Course (3 cr.)

Complete the following course:

- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)

Exercise Science Elective Courses (15 cr.)

Complete 15 credits from the following courses:

- SPH-K 205 Structural Kinesiology (3 cr.) or ANAT-A 215 (5 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Education (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)

Fitness Instruction

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit the Health Fitness Specialist advisor, Tammy Nichols for academic advising.

Tammy Nichols, M.S.
Advisor, Fitness Instruction Minor
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tmnichol@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the health fitness specialist major, who wish to add a fitness instruction specialty to their studies. This minor requires:

- successful completion of 18 to 20 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Fitness Instruction Minor (18-20 credits):

Required Core Courses (16-17 credits):

Complete each of the following courses:

- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 216 Current Concepts and Applications in Physical Fitness (3 cr.) (P: SPH-K 205)
- SPH-K 283 Group Exercise Practicum (2 cr.) (P: SPH-K 205) **or** SPH-K 217 Methods of Group Exercise Instruction (3 cr.) (P: SPH-K 205)
- SPH-K 409 Basic Physiology of Exercise (3 cr.) (P: SPH-K 205 or ANAT-A 215 and PHSL-P 215)

Specialized Electives (2-3 credits):

Complete one of the following courses:

- SPH-B 416 Introduction to Health Counseling (3 cr.)
- SPH-K 218 Methods of Personal Fitness Instruction (3 cr.) (P: SPH-K 216)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 416 Fitness Administration (3 cr.)
- SPH-K 496 Lab Assisting/Field Experience in Sport and Kinesiology (2 cr.)

Notes:

Current CPR certification is required for students to sit for a national certification examination. Certification in CPR is only acceptable from the American Red Cross, the American Heart Association, or the National Safety Council.

Completion of this minor does not qualify students to sit for the American College of Sports Medicine (ACSM) Health Fitness Specialist Certification Examination.

+ Courses followed by the N&M notation may apply to both the minor requirements and to the general education, natural and mathematical sciences requirement for bachelor's degree students.

Fund Raising and Resource Development

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Rasul Mowatt, ramowatt@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a fund raising and resource development specialty to their studies. This minor requires:

- successful completion of **18 credit hours** prescribed below.
- a minimum cumulative minor GPA of 2.0.
- College of Arts and Sciences students completing this minor must earn a minimum grade of C- in each course used in the minor.
- College of Arts and Science students completing this minor must include at least 6 credit hours of courses at the 300/400 level.

Note: No course in this minor may be taken under the Pass/Fail Option.

Fund Raising and Resource Development Core Courses (5 cr.):

Complete the following two courses:

- SPH-R 101 Introduction to Resource Development/Fundraising (3 cr.)
- SPH-R 201 Annual Giving (2 cr.)

Fund Raising and Resource Development Elective Courses (4 cr.):

Complete two of the following courses:

- SPH-R 202 Major Gifts and Planned Giving (2 cr.)
- SPH-R 203 Development Services (2 cr.)
- SPH-R 301 Capital Campaigns (2 cr.)

Ethics Elective Course (3 cr.):

Complete one of the following courses:

- LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) **+A&H**
- REL-R 170 Religion, Ethics, and Public Life (3 cr.) **+A&H**

Writing and Public Speaking Elective Course (3 cr.)

Complete one of the following courses:

- ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+S&H**
- ANTH-L 208 (Formerly: CMCL-C 229) Ways of Speaking (3 cr.)
- BUS-C 104 Business Presentations (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-R 228 (Formerly: CMCL-C 228) Argumentation and Advocacy (3 cr.) **+S&H**
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)
- MSCH-C 225 (Formerly: JOUR-J 200) Reporting, Writing, and Editing I (3 cr.)
- THTR-T 120 Acting I (3 cr.) **+A&H**

Social Organization and Behavior Elective Course (3 cr.)

Complete one of the following courses:

- ANTH-E 105 Culture and Society (3 cr.) **+S&H**
- HIST-A 307 American Cultural History (3 cr.)
- HIST-A 347 American Urban History (3 cr.)
- POLS-Y 105 Introduction to Political Theory (3 cr.)
- POLS-Y 308 Urban Politics (3 cr.)
- POLS-Y 326 American Social Welfare Policy (3 cr.)
- SOC-S 215 Social Change (3 cr.) **+S&H**
- SOC-S 217 Social Inequality (3 cr.) **+S&H**
- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

Note: An internship (T 499) is strongly recommended for all fundraising minor students.

+ Courses followed by the A&H notation may apply to both the minor requirements and to the general education, arts and humanities requirement for bachelor's degree students.

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Gerontology

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C004
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
sstryjew@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a gerontology specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Gerontology Core Courses (9 cr.)

Complete each of the following courses:

- SPH-B 315 Health in the Later Years (3 cr.)
- SPH-B 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-F 348 Human Development III: Early, Middle, and Late Adulthood (3 cr.)

Gerontology Elective Course I (3 cr.)

Compete one course from the following:

- SPH-B 335 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-F 453 Family Life Education (3 cr.)

Gerontology Elective Course II (3 cr.)

Complete any one course from the following which was not used above:

- SPEA-H 320 Health Systems Administration (3 cr.)
- SPH-B 335 Aging Health, and Diverse Populations (3 cr.)
- SPH-B 403 Public Health Program Planning2 (3 cr.)
- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 453 Family Life Education** (3 cr.)
- SPH-F 460 Grief in the Family Context (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**

- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-R 381 Leisure and Aging (3 cr.)
- SPH-R 382 Therapeutic Interventions with the Elderly2 (3 cr.)
- SPHS-S 307 Cognition/Communication in Aging (3 cr.)
- A COLL Topics course may be taken as an elective with advisor approval.

Note: Two prerequisite courses, SPH-F 150 and SPH-F 258, or their equivalents, are required for this minor. For this reason, an additional 6 credit hours will be required for students without any background in life span development or family interaction.

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Human Development and Family Studies

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree granting-school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
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Requirements

This undergraduate minor program is intended for students in degree programs other than the human development and family studies major, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Human Development and Family Studies Core Courses (6 cr.):

Complete the following two courses:

- SPH-F 150 Introduction to Life Span Development (3 cr.) **+S&H**

- SPH-F 258 Marriage and Family Interaction (3 cr.)
+S&H

Human Development Elective Course (3 cr.)

Complete one of the following courses:

- SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- SPH-F 348 Human Development III—Early, Middle, and Late Adulthood (3 cr.)

Human Development and Family Studies Elective Courses (6 cr.)

Complete two of the following courses:

- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-F 370 Family Health and the Media (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 453 Family Life Education (3 cr.)
- SPH-F 457 Stress and Resilience in the Family (3 cr.)
- SPH-F 460 Grief in a Family Context (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Human Sexuality

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
Academic Advisor
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Requirements

This undergraduate minor program is intended for students in degree programs who wish to add the study of human sexuality. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Human Sexuality Core Courses: (9 cr.)

Complete each of the following courses:

- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-H 395 (Formerly: HPER-H 340) Practicum in College Sex Education (3 cr.)
- A 3 credit 300 or 400-level sexually-related course from Criminal Justice, Gender Studies, Sociology, or other College of Arts and Sciences academic department approved by the student's Department of Applied Health Science minor advisor (3 cr.)

Human Sexuality Health Courses: (3 cr.)

Complete one of the following courses:

- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)

Human Sexuality Elective Courses (3 cr.)

Complete two of the following elective courses:

- CJUS-P 412 Sex, Drugs, AIDS, and Criminal Law (3 cr.)
- CJUS-P 423 Sexuality and the Law (3 cr.)
- GNDR-G 225 Gender, Sexuality, and Popular Culture (3 cr.)
- GNDR-G 250 Race, Sexuality, and Culture (3 cr.)
- GNDR-G 335 Explaining Sex/Gender Differences (3 cr.)
- GNDR-G 435 Health, Sex, and Gender (3 cr.)
- SOC-S 321 Sexual Diversity (3 cr.)
- SOC-S 422 Constructing Sexuality (3 cr.)
- SPH-B 491 Readings in Public Health Education (3 cr.)
- SPH-B 492 Research in Public Health Education (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 350 Teaching Methods in Human Sexuality (3 cr.)
- Other sexuality-related course with approval of the student's Department of Applied Health Science minor advisor (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Kinesiology

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
 Academic Advisor
 Department of Kinesiology
 School of Public Health - Bloomington
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Requirements

This undergraduate minor program is intended for students in degree programs outside the Department of Kinesiology, who wish to add a kinesiology specialty to their studies. This minor requires:

- successful completion of 18 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Kinesiology Core Course (3 cr.)

Complete the following course:

- SPH-K 150 Introduction to Public Health and Kinesiology (3 cr.)

Specialization Courses (15 Cr.)

Complete 15 credits of any of the following courses:
Fitness

- SPH-I 119 Personal Fitness (2 cr.)
- SPH-K 217 Methods of Group Exercise Instruction (3 cr.) (P: P 216)
- SPH-K 218 Methods of Personal Fitness Instruction (3 cr.) (P: P 216)
- SPH-K 280 Principles of Athletic Training and Emergency Care (2 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 326 Lifeguard Training and Water Safety Instructor (2 cr.)
- SPH-K 416 Fitness Management (3 cr.)
- SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) (P: P 409)
- SPH-K 419 Fitness Testing and Interpretation (3 cr.)
- SPH-K 420 Exercise Leadership and Program Design (3 cr.) (P: P 419)
- SPH-K 450 Special Topics in Kinesiology (3 cr.)
- SPH-K 492 Research in Kinesiology (3 cr.)
- SPH-K 496 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- SPH-K 497 Internship in Exercise Science (1-3 cr.)
- SPH-R 142 Living Well (3 cr.)

Management

- SPH-A 483 Principles of Sports Officiating (1 cr.)
- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-K 206 or SPH-R 230 Recreational Sports Programming (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (3 cr.)

- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 411 or SPH-R 434 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotions and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.) (P: BUS F260 or BUS A200)
- SPH-M 423 Financial Principles of Sport (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)
- SPH-M 428 Strategic Management in the Sport Industry (3 cr.)
- SPH-M 495 Practicum in Sport Studies (1-3 cr.)

Science

- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 385 Practicum in Adapted Physical Education (1-2 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Education (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.) (P: PHSL P215)
- SPH-K 412 Exercise in Health and Disease (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)
- SPH-K 492 Research in Kinesiology (3 cr.)
- SPH-K 497 Internship in Exercise Science (1-3 cr.)

Sociology/Psychology

- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (3 cr.)
- SPH-K 492 Research in Kinesiology (3 cr.)
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 Sport in American Society (3 cr.)

Leadership

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Rasul Mowatt, ramowatt@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a leadership specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Leadership Core Courses (7 cr.):

Complete each of the following courses:

- SPH-L 102 Participant Leadership Development (1 cr.) **or** SPH-L 103 Organizational Leadership Development (1 cr.)
- SPH-R 215 Recreation Activities and Leadership Methods (3 cr.)
- SPH-R 315 Leadership Strategies & Diversity Applications (3 cr.)

Diversity Courses (2-3 cr.)

Complete at least one of the following courses:

- ANTH-E 210 Human Diversity across Space & Time (3 cr) **+S&H**
- ANTH-E 230 American Ethnic Diversity (3 cr) **+S&H**
- ANTH-E 372 Racism and the Anthropology of Prejudice (2 cr)
- EDUC-U 495 Diversity Issues (2 cr)
- SOC-S 217 Social Inequality (3 cr)
- SPH-R 210 Inclusive Recreation (3 cr)

Community Engagement or Global Awareness Course (1-3 cr.)

Complete at least one course from the following:

- COLL-S 103 Leadership: Mind, Body and Spirit- Lessons from the Aspen Idea (3 cr) **+S&H**
- EDUC-U 210 Survival Skills at IU (1 cr)
- EDUC-U 495 Leadership and Society (2 cr)
- LESA-L 105 Beyond the Sample Gates (3 cr)
- POL-Y 204 Institutional Analysis and Governance (3 cr) **+S&H**
- POL-Y 351 Political Simulations: Model UN (1-3 cr)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr)
- SPEA-V 473 Management, Leadership, and Policy (3 cr)

Leadership Development Course (1-3 cr.)

Complete at least one course from the following:

- BUS-J 306 Strategic Management and Leadership (3 cr.)
- BUS-Z 442 Leading and Motivating Individuals and Teams (3 cr.)
- EDUC-U 206 Orientation to College Life (2 cr.)
- EDUC-U 207 Leadership Training (2 cr.)
- EDUC-U 307 Leadership Training (3 cr.)
- EDUC-U 495 Leadership Ethics (2 cr.)
- MIL-G 102 Foundations in Leadership: Basic Leadership (2 cr.)

- SPH-L 101 Recreation Leadership Skills (2 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.) *if not taken above*
- SPH-L 103 Organizational Leadership Development (1 cr.) *if not taken above*
- SPH-O 313 Wilderness in the American Mind (3 cr.)
- SPH-O 324 Outdoor Experiential Education: Instructional Techniques and Methods (3 cr.)
- SPH-O 331 Wilderness First Responder (3 cr.)
- SPH-O 430 Outdoor Adventure Programming, Organization and Leadership (3 cr.)
- SPH-R 211 Careers in Leisure Services (3 cr.)
- SPH-X 505 Public Health Foundations and Leadership (3 cr.)

Complete additional courses from above, if required, to reach the minimum of 15 credits required for this minor. (0-4 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Nutrition

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Gwenette Gaddis for academic advising.

Gwenette Gaddis
Academic Advisor
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1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
ggaddis@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the dietetics and nutrition science majors, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Nutrition Core Courses (6 cr.):

Complete the following two courses:

- SPH-N 120 Introduction to Foods (3 cr.)

- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M**

Nutrition Elective Courses (9 cr.)

Complete three of the following courses:

- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 350 Topical Seminar in Nutrition/Dietetics: Diet, Disease, and Fitness (3 cr.)
- SPH-N 350 Topical Seminar in Nutrition/Dietetics: Nutrition in the Community (3 cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 480 Mechanisms of Nutrient Action (3 cr.)

+ Courses followed by the N&M notation may apply to both the minor requirements and to the general education, natural and mathematical sciences requirement for bachelor's degree students.

Outdoor Recreation, Parks, and Human Ecology

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. James Farmer, jafarmer@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs outside the Outdoor Recreation, Parks and Human Ecology major, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Outdoor Recreation, Parks, and Human Ecology Core Courses (6 cr.):

Complete each of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.) **or** SPH-O 244 Natural History and Field Ecology (3 cr.)

Outdoor Recreation, Parks, and Human Ecology Elective Courses (9 cr.):

Complete 9 credits from the following list of courses or consult your advisor for other choices:

(A minimum of 6 credits in these electives must be in courses at the 300/400 level.)

- SPH-O 244 Natural History and Field Ecology (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)
- SPH-O 322 Therapeutic Outdoor Instructional Techniques (3 cr.)
- SPH-O 324 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- SPH-O 340 Interpretation and Tour Guiding (3 cr.)
- SPH-O 341 Field Techniques in Environmental Education (3 cr.)
- SPH-O 342 Applied Ecology: Water Communities (3 cr.)
- SPH-O 343 Sustainable Agriculture (3 cr.)
- SPH-O 360 (Formerly SPH-O 410) Human Health and Natural Environments (3 cr.)
- SPH-O 412 Ecotourism: Administration and Management (3 cr.)
- SPH-O 413 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 420 Principles of Therapeutic Outdoor Programs (3 cr.)
- SPH-O 430 Outdoor Adventure Programming: Foundations and Theories (3 cr.)
- SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- SPH-R 395 Practicum in Recreation, Park, and Tourism Studies (3 cr.)
- Other outdoor recreation, parks, and human ecology electives may be substituted for electives listed above with the permission of the minor advisor

Public Health

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

Angela Taylor
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH 138
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Bloomington, IN 47405-7109
 (812) 855-3627
tayloane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the community health major, who wish to add public health to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Public Health Core Courses: (12 cr.)

Complete the following four courses:

- SPH-B 150 Introduction to Public Health (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-H 311 Human Disease and Epidemiology (3 cr.)

Public Health Elective Course (3 cr.)

Complete one of the following electives:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-B 354 Multidisciplinary Perspectives on Gerontology (3 cr.)
- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- SPH-F 350 Topical Seminar in Human Development and Family Studies (3 cr.) **or** SPH-F 341 Effects of Divorce on Children (3 cr.) **or** SPH-F 345 Parent/Child Relations (3 cr.) **or** SPH-F 355 Leading Family Process Discussion Groups (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-H 234 Prevention of Cardiovascular Disease (3 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 350 Topical Seminar in Health Education (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.)

- SPH-H 381 Introduction to Health Information and Statistics (3 cr.)
- SPH-H 385 Practicum in College Death Education (3 cr.)
- SPH-H 395 Practicum in College Sex Education (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)
- SPH-H 445 Travel Study (3 cr.)
- SPH-H 464 Coordinated School Health Programs (3 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Community Nutrition (3 cr.)
- SPH-S 350 Topical Seminar in Safety Education (3 cr.)

Parks and Recreation Administration Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Rasul Mowatt, ramowatt@indiana.edu.

Requirements

This undergraduate minor program is intended for students who wish to add a parks and recreation administration specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Parks and Recreation Administration Core Courses (9 cr.):

Complete each of the following courses:

- SPH-R 110 Foundations of Recreation and Leisure (3 cr.) **+S&H**

- SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- SPH-R 425 Strategic Planning for Recreation Organizations (3 cr.)

Parks and Recreation Administration Elective Courses (6 cr.):

Complete two of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-R 101 Introduction to Resource Development and Fundraising (3 cr.)
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 221 Recreation Facilities Management (3 cr.)
- SPH-R 230 Recreational Sport Programming (3 cr.)
- SPH-R 311 Management in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 315 Leadership Strategies and Diversity Applications (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Services Organizations (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Recreational Sport Management

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonly@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Sarah Young, sariyou@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs outside the recreational sport management major, who wish to add a recreational sport management specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.

- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Recreational Sport Management Courses (9 credits)

Complete each of the following courses:

- SPH-R 110 Foundations of Recreation and Leisure (3 cr.) **+S&H**
- SPH-R 230 Recreational Sport Programming (3 cr.) **or** SPH-K 206 Recreational Sport Programming (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)

Recreational Sport Management Electives (6 credits)*

Complete two courses from the following list:

- SPH-K 398 Adapted Physical Education (3 cr.)#
- SPH-R 221 Recreation Facilities Management (3 cr.)#
- SPH-R 321 Aquatics Management (3 cr.)#
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)
- SPH R 434 Legal Issues in Sport Settings (3 cr.)#
- SPH T 410 Event Planning and Program Development (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

* Students majoring in Tourism, Hospitality, and Event Management must take at least one recreational sport management elective course which is not required for that major. Courses which are not required by the Tourism, Hospitality, and Event Management major are marked with a #.

Safety

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

Angela Taylor
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
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(812) 855-3627
taylor@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs outside the safety major,

who wish to add a safety specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Safety Core Courses (9 cr.):

Complete each of the following courses:

- SPH-S 101 Introduction to Safety (3 cr.) **or** SPH-S 217 Safety: A Personal Focus (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 345 Safety Program Management (3 cr.)

Safety Elective Courses (6 cr.)

Complete two of the following courses:

(At least one course must be at the 300 level or above.)

- SPEA-E 311 Introduction to Risk Assessment and Risk (3 cr.)
- SPEA-E 452 Solid and Hazardous Waste Management (3 cr.)
- SPEA-E 476 Environmental Law and Regulation (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 460 Practicum in First Aid Instruction (3 cr.)
- SPH-S 231 Safety Engineering and Technology (3 cr.)
- SPH-S 251 Incident Investigation and Analysis (3 cr.)
- SPH-S 352 System Safety Analysis (3 cr.)
- SPH-S 370 Principles and Strategies of Behavioral Safety (3 cr.)
- SPH-S 415 Safety Education and Training (3 cr.)
- SPH-S 425 Safety Process: Administration and Leadership (3 cr.)
- SPH-S 430 Exploring Safety Culture (3 cr.)
- Other course electives as approved by advisor

Sport Marketing and Management

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
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School of Public Health - Bloomington
SPH 112
1025 E. 7th St.

Bloomington, IN 47405-7109
(812) 855-5538
cmmoore@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the sport marketing and management major, who wish to add this specialty to their studies. This minor requires:

- successful completion of 21 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Sport Marketing and Management Core Courses (12 cr.)

Complete each of the following courses:

- BUS-A 200 Foundations of Accounting (3 cr.) **or** BUS-A 201 Introduction to Financial Accounting (3 cr.) **or** BUS-A 202 Introduction to Managerial Accounting (3 cr.) **or** BUS-F 260 Personal Finance (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (P: M 211) (3 cr.)
- SPH-M 418 Sport Marketing (P: P211; BUS F260 or BUS A200 or BUS A202) (3 cr.)

Specialized Electives (9 cr.)

Complete three of the following courses:

- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-M 328 Issues in Intercollegiate Athletics (P: M 211) (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (P: M 211) (3 cr.) **or** SPH-R 411 Legal Issues in Sport Setting (3 cr.)
- SPH-M 415 Sport Promotion and Public Relations (P: M 211) (3 cr.)
- SPH-M 423 Financial Principles in Sport (P: M 211) (3 cr.)
- SPH-M 426 Sales Management in Sport (P: M 211) (3 cr.)
- SPH-M 428 Strategic Management in the Sport Industry (P: M 211, M 318) (3 cr.)

Recommended (not required)

- SPH-M 495 Practicum in Sport Studies (P: 2.3 CGPA) (1-3 cr.)

Therapeutic Outdoor Programs

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department

of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Alison Voight, avoight@indiana.edu.

Requirements

This undergraduate minor program is intended for students who wish to add a therapeutic outdoor programs specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Therapeutic Outdoor Programs Core Courses (12 cr.)

Complete each of the following courses:

- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 322 Therapeutic Outdoor Instructional Techniques (3 cr.)
- SPH-O 420 Principles of Therapeutic Outdoor Programs (3 cr.)
- SPH-R 395 Practicum in Recreation, Park, and Tourism Studies (3 cr.)

Therapeutic Outdoor Programs Elective Courses (3 cr.)

Complete one course from the following list:

- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-Y 225 Disability, Health, and Function (3 cr.)
- SPH-Y 277 Foundations of Recreational Therapy Practice (3 cr.)

Tourism, Hospitality, and Event Management

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if

desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Joseph Chen, joechen@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs outside the tourism, hospitality, and event management major, who wish to add a tourism management specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Tourism, Hospitality, and Event Management Core Courses (9 cr.)

Complete each of the following courses:

- SPH-T 201 Tourism and Commercial Recreation (3 cr.)
- SPH-T 211 International Tourism (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)

Tourism, Hospitality, and Event Management Elective Courses (6 cr.)

Complete two courses from the following list:

- SPH-O 412 Ecotourism: Administration and Management (3 cr.)
- SPH-R 412 Marketing for Leisure Services (3 cr.)
- SPH-R 425 Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)
- SPH-T 321 Resort Management (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)

Youth Sport Management

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Sarah Young, sariyou@indiana.edu.

Requirements

This undergraduate minor program is intended for students who wish to add a youth sport management specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Youth Sport Management Core Courses (9 cr.)

Complete each of the following courses:

- SPH-R 230 Recreational Sport Programming **or** SPH-K 206 Recreational Sport Programming (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)
- SPH-R 434 Legal Issues in Sport Settings (3 cr.)

Youth Sport Management Elective Course: (6 cr.)

Complete two courses from the following list:

Note: No substitutions allowed.

- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-P 249 Growth and Development in Early Childhood (3 cr.)
- EDUC-P 314 Lifespan Development (3 cr.)
- EDUC-P 351 Foundation of Child Development (3 cr.)
- PSY-P 315 Developmental Psychology (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SPH-F 150 Introduction to Lifespan Human Development (3 cr.) **+S&H**
- SPH-R 101 Introduction to Resource Development/Fundraising (3 cr.)
- SPH-T 410 Event Planning and Program Development (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Event Planning

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: [http://](http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml)

www.publichealth.indiana.edu/current-students/advising/advisors.shtml.

The faculty director for this minor is Dr. Joseph Chen, joechen@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs other than the BS in Recreation degree program with a major in Tourism, Hospitality, and Event Management, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

(Note: No course in this minor may be taken under the Pass/Fail Option.)

Event Planning Core Courses (12 cr.)

Complete each of the following courses:

(Note: No substitutions allowed.)

- SPH-T 201 Tourism and Commercial Recreation (3 cr.)
- SPH-T 311 Convention Management and Meeting Planning (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 410 Event Planning and Program Development (3 cr.)

Event Planning Elective Courses (3 cr.)

Complete one course from the following list:

- SPH-R 230 Recreational Sport Programming (3 cr.)
- SPH-R 412 Marketing for Leisure Services (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Services Organizations (3 cr.)
- SPH-R 425 Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)

Global Health Promotion

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

Angela Taylor
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tayloane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a global health promotion specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Global Health Promotion Core Courses (12 cr.)

Complete each of the following courses:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 311 Human Diseases and Epidemiology (3 cr.)
- SPH-H 319 Global Health Promotion (3 cr.)

Global Health Promotion Elective Course (3 cr.)

Compete one of the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.)
- SPH-B 335 Aging Health, and Diverse Populations (3 cr.)
- SPH-H 445 Travel Study (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-O 412 Ecotourism: Administration and Management (3 cr.)
- SPH-T 411 International Meeting Planning (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Health Studies

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

Angela Taylor
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Requirements

This undergraduate minor program is intended for students in degree programs other than the B.S. in Public Health degree program, who wish to add a health studies specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Health Studies Core Courses (9 cr.)

Complete each of the following courses:

- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 319 Global Health Promotion (3 cr.)

Health Studies Elective Concentration Requirement (6 cr.)

Compete six credits from one of the following specific concentrations. Three credits of the six must be a 300 or 400 level course.

Family Health

- SPH-B 315 Health in the Later Years (3 cr.)
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-H 150 Children's Health Up to Age 5 (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-N 220 Nutrition for Health (3 cr.)

Health Epidemics

- SPH-H 234 Prevention of Cardiovascular Disease (3 cr.)
- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)

Intentional and Unintentional Injuries

- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 401 Emergency Medical Technician (3 cr.)
- SPH-H 460 Practicum in First Aid Instruction (3 cr.)
- SPH-S 217 Safety: A Personal Focus (3 cr.)

Sexual Health

- SPH-B 492 Research in Public Health Education (3 cr.)
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-H 350 Topical Seminar in Health Education, TOPIC: Prevention of Birth Defects (3 cr.)
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Hospitality Services

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may seek advising from the academic advisors for the Department of Recreation, Park, and Tourism Studies, Janet Donley, jdonley@indiana.edu; and Barbara Grinder, bgrinder@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <http://www.publichealth.indiana.edu/current-students/advising/advisors.shtml>.

The faculty director for this minor is Dr. Joseph Chen, jochen@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs other than the BS in Recreation degree program with a major in Tourism, Hospitality, and Event Management, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.

(Note: No course in this minor may be taken under the Pass/Fail Option.)

Hospitality Services Core Courses (12 cr.)

Complete each of the following courses:

- SPH-T 201 Tourism and Commercial Recreation (3 cr.)
- SPH-T 203 Introduction to Lodging Management (3 cr.)
- SPH-T 321 Resort Management (3 cr.)
- SPH-T 431 Green Operations in Hospitality Services (3 cr.)

Hospitality Services Elective Course (3 cr.)

Complete one course from the following list:

- SPH-O 412 Ecotourism (3 cr.)
- SPH-R 412 Marketing for Leisure Services (3 cr.)
- SPH-R 425 Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)

Youth Development

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C004
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
sstryjew@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a youth development specialty to their studies. This minor requires:

- successful completion of **16 credit hours** prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

Note: No course in this minor may be taken under the Pass/Fail Option.

Youth Development Core Courses (10 cr.)

Complete the following four courses:

- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 180 Survey of Practice in Youth and Family (3 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.)
- SPH-R 311 Management in Recreation, Park, and Tourism (3 cr.)

Youth Development Elective Courses (6 cr.)

Compete two of the following courses:

- EDUC-P 313 Adolescents in a Learning Community (3 cr.)
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-F 346 Human Development I: Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II: Middle Childhood through Adolescence (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 453 Family Life Education (3 cr.)
- SPH-F 457 Stress and Resilience in the Family (3 cr.)

- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-H 350 Topical Seminar in Health Education: TOPIC: Teaching Methods in Human Sexuality Education (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Certificates

- Certificate in Martial Arts
- Certificate in Safety Management
- Certificate in Underwater Resource Management

Certificate in Martial Arts

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

Students earning the 23 credit hour Undergraduate Certificate in Martial Arts demonstrate the motivation, discipline, and expertise to exceed the normal standards of martial arts training and teaching. The Kinesiology Martial Arts Certificate program incorporates key foundation courses into the martial arts curriculum, such as Structural Kinesiology, Current Concepts and Applications in Physical Fitness, and Introduction to Sport Management. In addition the student is guided to selected elective courses in the areas of sport management and physical fitness. Each student chooses to specialize in one of three areas of martial arts: Hapkido, Karate, or T'ai Chi Ch'uan, and must attain black belt proficiency or the equivalent in at least one of the martial arts.

Admission

Most students pursue the Certificate in Martial Arts while completing a baccalaureate degree. However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Certificate in Martial Arts program should contact the director of the certificate program, Patrick Kelly, to become admitted.

Patrick Kelly
 Director, Martial Arts
 Department of Kinesiology
 School of Public Health - Bloomington
 SPH 296 A
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-4143
pkelly@indiana.edu

Students will be notified of the admission decision by Mr. Kelly.

Certificate Requirements

Students pursuing this certificate program must complete 23 credit hours from the following courses with a minimum 2.0 cumulative certificate GPA. The Pass/Fail option is not permitted for any certificate courses.

Required Core (13 cr.):

Complete each of the following courses:

- SPH-I 119 Personal Fitness (2 cr.)
- SPH-I 145 Introduction to the Martial Arts (2 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.)
- SPH-K 485 (Formerly: SPH-P 498) Practicum in Physical Education and Athletics (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)

Specialization (5 cr.):

Complete one of the 5-credit groups below:

- SPH-I 147 Hapkido (1 cr.)
- SPH-I 247 Intermediate Hapkido (1 cr.)
- SPH-I 347 Advanced Hapkido (1 cr.)
- SPH-I 447 Advanced Hapkido II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 150 Tae Kwon Do (1 cr.)
- SPH-I 250 Tae Kwon Do-Intermediate (1 cr.)
- SPH-I 350 Advanced Tae Kwon Do (1 cr.)
- SPH-I 450 Advanced Tae Kwon Do II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 148 T'ai Chi Ch'uan (1 cr.)
- SPH-I 248 Intermediate T'ai Chi Ch'uan (1 cr.)
- SPH-I 348 T'ui Shou (Push Hands) (1 cr.)
- SPH-I 448 T'ai Chi Ch'uan Sword (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 140 Beginning Brazilian Ju-jitsu (1 cr.)
- SPH-I 240 Intermediate Brazilian Ju-jitsu (1 cr.)
- SPH-I 340 Advanced Brazilian Ju-jitsu (1 cr.)
- SPH-I 100 Advanced Brazilian Ju-jitsu II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)

Note: Among the requirements for completion of SPH-I 445 or E 100 Independent Study in the Martial Arts is evidence of the following: Black belt or equivalent; training in CPR, first aid, or athletic training emergency care.

Additional Area I (1 cr.):

Complete 1 credit hour from the following courses in an area different from your specialization:

- SPH-I 140 Brazilian Jujitsu (1 cr.)
- SPH-I 143 Modern Arnis (1 cr.)
- SPH-I 146 Jeet Kune Do (1 cr.)
- SPH-I 147 Hapkido (1 cr.)
- SPH-I 148 T'ai Chi Ch'uan (1 cr.)
- SPH-I 149 Judo (1 cr.)
- SPH-I 150 Tae Kwon Do (1 cr.)
- SPH-I 151 Self Defense (1 cr.)
- SPH-I 152 Japanese Jujitsu (1 cr.)

- SPH-I 153 Aikido (1 cr.)
- SPH-I 157 Escrima (1 cr.)
- SPH-I 158 Shotokan Karate (1 cr.)

Additional Area II (1 cr.):

Complete 1 credit hour from the following courses:

- SPH-I 100 Techniques of Stress Reduction (1 cr.)
- SPH-I 144 Chi Gong (1 cr.)
- SPH-I 146 Jeet Kune Do (1 cr.)
- SPH-I 190 Yoga I (1 cr.)

Martial Arts Certificate Electives (3 cr.):

Complete any 3 additional credit hours from the following lists of courses :

Consult with Patrick Kelly when selecting courses.

Fitness:

- SPH-K 217 Methods of Group Exercise Instruction (3 cr.) (P: K 216)
- SPH-K 218 Methods of Personal Fitness Instruct (3 cr.) (P: K 216)
- SPH-K 280 Principles of Athletic Training and Emergency Care (2 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 326 Lifeguard Training & Water Safety (2 cr.)
- SPH-K 416 Fitness Management (3 cr.)
- SPH-K 417 Physical Activity and Disease (3 cr.) (P: P409)
- SPH-K 419 Fitness Testing and Interpretation (3 cr.) (3 cr.) (P: K 409)
- SPH-K 420 Exercise Leadership for Special Populations (3 cr.) (P: K 409, K 419)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #
- SPH-K 496 Lab Assisting or Field Experience in Kinesiology (3 cr.) #

Management:

- SPH-A 483 Principle of Sports Officiating (1 cr.)
- SPH-K 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.) #
- SPH-M 411 Legal Issues in Sport (3 cr.) (P: BUS-L 201) #
- SPH-M 415 Sport Promotions & Public Relations (3 cr.) #
- SPH-M 418 Sport Marketing (3 cr.) (P: BUS-M 300) #
- SPH-R 230 (Formerly: HPER-R 206) Recreational Sports Programming (3 cr.)

Science:

- SPH-K 385 Practicum in Adapted Physical Education (1-2 cr.) #
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Education (3 cr.)
- SPH-K 409 Basic Exercise Physiology (3 cr.) (P: PHSL-P 215)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)

- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #
- SPH-K 497 Internship to Exercise Science (3 cr.) #

Socio/Psychology:

- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 392 Sport in American Society

Special Opportunities

We offer students the opportunity to apply the theoretical and practical aspects of the martial arts while providing a service to the public/community through internships with Indiana University, local independently owned businesses, clubs, local schools, and care centers. Our students have access to several newly upgraded training sites within the SPH Building and the SRSC through credit hour instruction and Club Sports programs.

Careers

Undergraduate students who are interested in pursuing a career in physical education, recreation, sport management, law enforcement, philosophy, social sciences, and psychology can all derive necessary skills and a solid, well-rounded education from this multidimensional program. Students who complete the Undergraduate Certificate in Martial Arts will have certification in the martial arts to teach professionally in community settings, including private clubs, fitness centers, and YMCA's.

Certificate in Safety Management

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

The undergraduate Safety Management Certificate Program at Indiana University allows individuals to acquire a 24 hour certificate in Safety Management. To be awarded the certificate, individuals must complete 24 hours which includes a 15 hour core of designated safety management courses and an additional 9 hour block of designated courses from one of three concentrations.

These concentrations are Health Care, Homeland Security, and Process Safety Education. Students electing to complete a Certificate in Safety Management must initiate this process by signing up with a designated safety faculty member responsible for advising those seeking a certificate in Safety Management within the Department of Applied Health Science.

Student consumer information about this program may be found at: <http://apps.ussu.iu.edu/disclosures/?plan=BL01.15.0701>.

Admission

Most students pursue the Certificate in Safety Management while completing a baccalaureate degree. However, it is possible to apply for admission to this

certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Safety Management program should contact:

Shannan Stryjewski
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH Room C004
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-2462
sstryjew@indiana.edu

Students will be notified of the admission decision by Ms. Stryjewski.

Certificate Requirements

This one-year program of study is designed for the practitioner who is interested in gaining general safety and health knowledge combined with specific expertise in health care, homeland security or process safety education. See an advisor for specifics. Certificate requirements include

- 24 successfully complete credit hours of prescribed certificate course work.
- A minimum 2.0 cumulative grade point average (GPA) in courses used for this certificate.
- No Pass/Fail courses are allowed.

Required Health and Safety Courses (15 cr.)

Complete each of the following courses:

- SPH-S 101 Introduction to Safety (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 201 Introduction to Industrial Hygiene (3 cr.)
- SPH-S 202 Fundamentals of Fire Protection (3 cr.)
- SPH-S 210 OSHA General Industry Standards (3 cr.) or SPH-S 214 OSHA Construction Standards (3 cr.)

Concentration Courses (9 cr.)

Select and complete one of the following three concentrations:

Healthcare (9 cr.)

- SPH-S 332 Ergonomic and Human Factors (3 cr.) or SPH-S 354 Hazardous Material and Waste Control (3 cr.)
- SPH-S 336 Emergency Management (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene (3 cr.)

Homeland Security (9 cr.)

- SPH-S 302 Introduction to Homeland Security (P: 9 cr. 200 Level SPH-S courses) (3 cr.)
- SPH-S 336 Emergency Management (P: SPH-S 302) (3 cr.)
- SPH-S 365 Security Issues for the Safety Professional (P: SPH-S 302) (3 cr.)

Process Safety Education (9 cr.)

- SPH-S 354 Hazardous Material and Waste Control (P: 6 cr. SPH-S courses or instructor approval) (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene (P: SPH-S 201; CHEM-C 102) (3 cr.)
- SPH-S 411 Industrial Hygiene Sampling and Analysis (P: SPH-S 410) (3 cr.)

Special Opportunities

Students have the opportunity to participate in professional safety and health protection organizations including student chapters of Eta Sigma Gamma and the American Society of Safety Engineers.

Careers

According to a recent survey of American Society of Safety Engineers members, the largest employer groups are insurance, service industries, health care, business, public safety, and nonprofit organizations such as the Red Cross. Typical jobs include safety technician, safety inspector, safety educator or emergency responder.

Certificate in Underwater Resource Management

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

The curriculum in Underwater Resources Management (URM) emphasizes research, education, and interpretation of underwater resources with emphasis on park development, management, and sustainable use of significant submerged cultural and biological resources. The URM certificate program requires a minimum of 24 credit hours with the scuba skill development courses offered by the Academic Diving Program in the Department of Kinesiology, and underwater park development courses offered in the Department of Recreation, Park, and Tourism Studies.

Admission

Most students pursue the Certificate in Underwater Resource Management while completing a baccalaureate degree. However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University at <http://admit.indiana.edu/>.

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Certificate in Underwater Resource Management program should:

- print and complete an [application](#).
- write a letter of intent, explaining why you wish to pursue the certificate.
- submit these items to
 - Charles Beeker

Academic Diving Program/Underwater Science Program
 Indiana University
 Department of Kinesiology
 School of Public Health - Bloomington
 1025 East 7th Street, SPH 058
 Bloomington, IN 47405

Phone: (812) 855-5748
 E-mail: scuba@indiana.edu
 Web: www.indiana.edu/~scuba

Students will be notified of the admission decision by Charles Beeker.

Certificate Requirements (24 cr.)

Students pursuing this certificate program must successfully complete 24 credit hours from the following courses with a minimum 2.0 cumulative certificate GPA. 18 of the 24 credit must consist of courses within the School of SPH. No courses for this certificate may be taken under the Pass/Fail Option.

Field Study Requirement (3 cr.)

Complete one of the following 3 credit courses:

- ANTH-A 496 Field Study in Anthropology (3 Cr)
- BIOL-L 433 Tropical Biology (3 Cr)
- SPH-K 492 Research in Kinesiology (3 Cr)

Diving and Research Courses (minimum 7 cr.)

Complete a minimum of 7 credits from the following courses:

- GEOL-G 341 Natural History of Coral Reefs (3 Cr)
- SPH-I 270 Introduction to Scientific Diving (2 Cr)
- SPH-I 370 SCUBA Certification (2 Cr)
- SPH-I 371 Advanced SCUBA (3 Cr)
- SPH-I 471 Underwater Archeology Techniques (2 Cr)

Certificate Electives

Complete courses from below so that the total of credits from below and above reaches at least 24 credits.

RPTS Courses Related to Resource Management

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 Cr)
- SPH-O 244 Natural History and Field Ecology (3 Cr)
- SPH-O 310 Ecosystem Management (3 Cr)
- SPH-O 340 Interpretation and Tour Guiding(3 Cr)

KINESIOLOGY Academic Diving Program

- SPH-I 272 Scuba Knowledge Development (1 Cr)
- SPH-I 370 Scuba Certification (2 Cr)
- SPH-I 371 Advanced Scuba (3 Cr)
- SPH-I 374 Keelboat and Powerboat Safety (2 Cr)
- SPH-I 470 Diver Safety and Rescue (3 Cr)
- SPH-K 472 Scuba Instructor Development (3 Cr)

SPEA Courses Related to Environmental Management of Water Resources

- SPEA-E 162 Environment and People (3 Cr)
- SPEA-E 455 Limnology (4 Cr)

- SPEA-E 456 Lake and Watershed Management (3 Cr)
- SPEA-E 457 / E 557 Introduction to Conservation Biology (3 Cr)
- SPEA-E 555 Topics in Environmental Science (3 Cr)
- SPEA-V 450 Environment and Regulations (3 Cr)

COAS Anthropology Courses Related to Underwater Archaeology

- ANTH-A 399 Honors Tutorial (3 Cr)
- ANTH-A 401 Cultural Resource Management (3 Cr)
- ANTH-A 408 Anthropology: Museum Practicum (1-4 Cr)
- ANTH-A 495 Individual Readings in Anthropology (1-4 Cr)
- ANTH-P 330 Historical Archaeology (3 Cr)
- ANTH-P 399 Undergraduate Seminar (3 Cr)
- ANTH-P 409 Archaeological Ethics (3 Cr)

Special Opportunities

The URM certificate requires a minimum of one underwater field research project, although students often participate in more than one. Current and past underwater field projects have been partially supported by the National Oceanic and Atmospheric Administration (NOAA), National Marine Sanctuaries Program, Florida Bureau of Archaeological Research, California State Parks, National Park Service, Indiana Department of Natural Resources, and the governments of the Cayman Islands, Turks and Caicos, and the Dominican Republic. Underwater field research projects provide students with a wide variety of diving experiences augmented by research and publication opportunities that by their nature require interdisciplinary activities. When possible, the Academic Diving Program encourages faculty from various departments to participate in the field or, at a minimum, supervise student reports or research papers.

Careers

Indiana University's URM certificate gives students a unique interdisciplinary education that prepares them for the challenges associated with sustainable management of submerged cultural and biological resources. Previous students have obtained career opportunities with various federal and state agencies including the National Marine Sanctuary Program, National Park Service, U.S. Geological Survey, and the recreational dive industry.

Financial Aid, Awards & Scholarships

Financial Aid

Applying for financial aid and being considered for merit scholarships is easier than you might think. Just follow these steps.

1. Apply for admission to IU by the appropriate priority date. The priority date for all incoming freshmen is November 1. Students who apply by this date will receive maximum consideration for merit-based scholarships. Transfer students and international graduate students should visit [How to Apply](#) to determine their priority date.
2. Submit the [Free Application for Federal Student Aid \(FAFSA\)](#) as soon after January 1 as possible, and so it's received by March 1, for need-based financial aid consideration. Be sure to enter IU's federal school

code, 001809. International students are not eligible to file the FAFSA.

3. Apply for additional aid [opportunities](#). These include additional scholarship [opportunities outside IU](#)—such as national scholarships and those in your local community—and aid for [international students](#).
4. Stay tuned. Admitted freshmen who file the FAFSA by March 1 will learn about their fall financial aid awards in late spring. Returning, transfer, and graduate students find out in mid-summer.

School of Public Health Awards and Scholarships

A variety of awards and scholarships are available for admitted undergraduate students in the School of Public Health - Bloomington. Eligibility criteria for these awards vary. Some of these considerations include demonstration of academic excellence, leadership in extracurricular activities, and financial need. Students are encouraged to discuss these award and scholarship possibilities with their academic advisors. Award amounts vary, based on funding availability. For more information, contact the Office of Advancement, (812) 855-4712, or visit www.publichealth.indiana.edu/current-students/financial-aid/index.shtml.

Student Research and Travel Grant-In-Aid

Student research and publication support is viewed by the School of Public Health - Bloomington faculty as an essential component in an academic environment that encourages undergraduate and graduate students to become actively engaged in research-related activities. The program of financial support for student research in the school is intended to provide support for inquiry (Student Research Grant-In-Aid) and the dissemination of research results (Student Travel Grant-In-Aid). Two competitions are held annually with deadlines of January 15 and May 1. Applications and information are available online at www.publichealth.indiana.edu/current-students/financial-aid/grants.shtml.

Advising & Registration

Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, School of Public Health - Bloomington students are required to meet with their assigned School of Public Health - Bloomington academic advisors before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded in the student information system's ADRX advising contacts system. When the prescribed schedule is entered into ADRX, the advisor will contact the School of Public Health - Bloomington records office, and the student will be given clearance to register. (Additional registration information is available at <http://studentcentral.indiana.edu/register/index.shtml>.)

Online academic advisement reports and degree requirement tab sheets are two effective tools used by advisors and students to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at <https://one.iu.edu/>. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, the academic program requirements in this

bulletin are reproduced with extra academic advising information on degree requirement tab sheets. The degree requirement tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, and suggested electives in an abbreviated format. This document also includes course sequencing information for each bachelor's degree program. Degree requirement tab sheets may be viewed at the [degrees and majors](#) portion of the School of Public Health - Bloomington Website. These advising tools are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility.

Career Services

Each academic department actively provides career resources and services for students in their fields. Services include: career exploration, job search assistance and resources, resume and cover letter development, interview preparation, internship coordination, workshops, employer information sessions, on-campus interview opportunities, networking events, and job fairs. Contact your major department office or your academic advisor for more details.

Graduate Academic Programs

The School of Public Health - Bloomington offers a wide variety of academic programs for Graduate students. For information about individual programs, please view our Master's Degree Programs, Doctoral Degree Program, or Graduate Certificates.

Graduate Programs

The School of Public Health - Bloomington offers a wide variety of academic programs for Graduate students. For information about individual programs, please click on the choices below.

Master of Public Health Degree (MPH)

Majors:

- Behavioral, Social, and Community Health
- Biostatistics
- Environmental Health
- Epidemiology
- Family Health
- Physical Activity
- Professional Health Education
- Public Health Administration

Special Opportunities for MPH Students:

- Joint Graduate Degrees

Master of Science in Applied Health Science Degree (MSAHS)

Majors:

- Nutrition Science
- Safety Management
- School and College Health Education

Master of Science in Kinesiology Degree (MSK)

Majors:

- Applied Sport Science

- Athletic Administration/Sport Management
- Athletic Training
- Biomechanics
- Ergonomics
- Exercise Physiology
- Motor Learning/Control
- Physical Activity, Fitness, and Wellness

Master of Science in Recreation Degree (MSR)

Majors:

- Outdoor Recreation
- Park and Public Lands Management
- Recreation Administration
- Recreational Sports Administration
- Recreational Therapy
- Tourism Management

Master of Public Health Degree (MPH), Behavioral, Social, and Community Health Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

IU's degrees in public health prepare students to promote the health of the general public by assuming leadership roles that influence education, policy development, advocacy efforts, research, and program development, implementation, and evaluation. Students in the public health degree programs examine a range of critical health issues facing communities both domestically and abroad.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-B 696 (Formerly: HPER-C 644) Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-B 698 (Formerly: HPER-C 650) MPH Culminating Experience (2 cr.)

Behavioral, Social, and Community Health Concentration (21 credits)

Complete each of the following courses:

- SPH-B 501 Assessment and Planning in Public Health (3 cr.)
- SPH-B 529 Health and Disease Disparities in Diverse Communities (3 cr.)
- SPH-B 602 Intervention Design in Public Health (3 cr.) (p: B 589 and B 501)
- SPH-H 562 (Formerly: HPER-H 594) Health Program Evaluation (3 cr.)
- Electives by approval of advisor (minimum 9 cr.)

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Public interest in a healthy lifestyle is increasing the demand for public health professionals. Public health careers can be found in local, state, and federal government; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and with health foundations and health-based grant projects. A public health degree with a concentration in Behavioral, Social and Community Health can lead to career positions such as the following:

- Community Health Educator
- Disease Prevention Manager
- Health Promotion Specialist
- Intervention Designer
- Maternal and Child Health Specialist
- Obesity Prevention Coordinator
- Public Health Educator
- Public Health Program Manager
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Master of Public Health Degree (MPH), Family Health Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Family Health concentration trains students to develop and implement effective strengths based interventions, educational programs, and policies to enhance the health and wellness of individuals and

families across the lifespan. Students learn how families can affect individual health, how individual health affects families, how the social and cultural experiences of diverse families influence health, and how external social systems influence health through their effects on families. Students have the opportunity to work with an interdisciplinary faculty with expertise in a variety of topics including: lifespan development, gerontology, adolescent health, life crises, family diversity, as well as family transitions and interactions.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-F 696 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-F 698 MPH Culminating Experience (2 cr.)

Family Health Concentration (21 credits)

Complete each of the following courses (12 cr.):

- SPH-F 510 African American and Latino Families (3 cr.)
- SPH-F 557 Stress and Resilience in the Family and Community (3 cr.) (p: SPH-E 611)
- SPH-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.)
- SPH-F 656 Families and Health (3 cr.)

Complete one of the following courses (3 cr.):

- SPH-B 615 Health, Longevity and Integrative Therapies in the Later Years (3 cr.)
- SPH-F 531 Human Development I: Preconception to Age 6 (3 cr.)
- SPH-F 532 Human Development II: Ages 6-19 (3 cr.)
- SPH-F 533 Human Development III: Adulthood (3 cr.)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experiences through internships and opportunities to work with faculty on research, teaching, and service projects. Students in the Family Health concentration will have the opportunity to work with faculty with diverse research and program focuses to develop knowledge and skills in their area of interest. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Graduates of the MPH in Family Health have numerous employment opportunities including:

- Family, youth, or senior services program director
- Director of family or caregiver support agency
- Family or senior services case worker
- Family resource coordinator
- Parent and family educator
- Family advocate
- Rehabilitation coordinator
- After school program director or coordinator
- Pastoral care

Master of Public Health Degree (MPH), Physical Activity Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Public health organizations have recently turned their attention to physical inactivity, a modifiable behavior, as it has been recognized as a major risk factor for chronic diseases. The Master of Public Health concentration in Physical Activity trains professionals to effectively quantify physical activity, monitor populations, and design interventions focused on improving health through the promotion of physical activity. You will learn how to assess physical activity behavior, to apply behavioral theories when designing physical activity interventions, use epidemiology techniques to describe the relationship between physical activity and health and to develop public health policies aimed at impacting physical activity behavior. You will have the opportunity to work with faculty with interdisciplinary interests such as health games, worksite wellness, recreation, and disabilities.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-K 696 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-K 698 MPH Culminating Experience (2 cr.)

Physical Activity Concentration (21 credits)

Complete each of the following courses (15 cr.):

- SPH-B-602 Intervention Design in Public Health (3 cr.)
- SPH-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 554 Seminar in Physical Activity and Wellness (3 cr.)
- SPH-K 556 Physical Activity Assessment in Public Health (3 cr.)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Faculty will identify opportunities to work within the academic and broader community to allow for skill building, networking, research, and practical experience. Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Public interest in a healthy lifestyle is increasing the demand for public health professionals. Below is a list indicating a few of the settings in which you could work:

- Centers for Disease Control and Prevention
- Local, state, and federal government
- Nonprofit organizations
- Businesses and corporations
- County and state health departments
- Universities
- Health foundations and health-based grant projects.

Individuals who earn a public health degree with a concentration in physical activity will be well suited to play an integral role in multidisciplinary team centered on health promotion and disease prevention. A public health degree in physical activity can lead to career positions such as the following:

- Community Health Promotion Specialist

- Community Physical Activity Specialist
- Physical Activity Epidemiologist
- Nutrition and Physical Activity Program Manager
- Physical Activity Policy Analyst
- Public Health Advisor

Master of Science in Applied Health Science Degree (MSAHS), Nutrition Science Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Nutrition science integrates nutrition with biochemistry, epidemiology, and research methods, including dietary assessment, statistics, and presentation skills to prepare students for doctoral study in nutrition, environmental health, nutritional epidemiology or health behavior. Specialization courses can be selected from food chemistry, medical nutrition therapy, nutrigenomics, phytonutrients, nutrition for sports, community nutrition, or behavioral theory to add depth to your program of study.

Competencies:

1. Identify key sources of data for epidemiologic purposes.
2. Apply the basic terminology and definitions of epidemiology.
3. Evaluate the strengths and limitations of epidemiologic reports.
4. Use biochemical mechanisms of nutrient metabolism to explain contributions of nutrients to health and disease.
5. Demonstrate command of elective area of specialization in nutrition science.
6. Demonstrate command of structures, chemical properties, and interrelationships of biological substances.
7. Demonstrate command of ethical principles in designing and conducting research and presenting and publishing findings.
8. Critically synthesize scientific literature to evaluate research findings.
9. Select, apply and interpret appropriate statistical methods of analysis to data.
10. Conduct nutrition science research project.
11. Synthesize and summarize nutrition research in an effective presentation.
12. Demonstrate proficiency with Nutrient Data System for Research software to analyze food intake.
13. Demonstrate command of methods and techniques of research.

Degree Requirements

A minimum of 35 graduate credit hours is required for the nutrition science program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. The sequence of courses for completing the degree must be approved each semester by the advisor.

Complete the following list of requirements to reach a total of 35 graduate credits:

Complete each of the following public health core courses (6 cr.):

- SPH-E 651 Epidemiology (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete each of the following nutrition science core courses (6 cr.):

- SPH-N 530 Advanced Nutrition I (3 cr.)
- SPH-N 532 Advanced Nutrition II (3 cr.)

Complete one of the following nutrition science core biochemistry courses (3 cr.):

- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 484 Biomolecules and Catabolism (3 cr.)
- MCHE-C 580 Medical Biochemistry (3 cr.)

Complete six credits from the following specialization courses (6 cr.):

- CHEM-C 485 Biosynthesis and Physiology (3 cr.)
- MCHE-C 583 Physiological Biochemistry (3 cr.)
- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-N 520 Food Chemistry (3 cr.)
- SPH-N 525 Food Chemistry Laboratory (3 cr.)
- SPH-N 531 Medical Nutrition Therapy (3 cr.)
- SPH-N 533 Medical Nutrition Therapy Application (2 cr.)
- SPH-N 536 Community Nutrition (3 cr.)
- SPH-N 600 Nutrigenomics (3 cr.)
- SPH-N 601 Phytonutrients (3 cr.)
- SPH-N 620 Nutrition in Sports (3 cr.)

Complete each of the following research and research techniques courses (5 cr.):

- SPH-N 517 Research Presentations Nutrition Science (1 cr.) (S/F grade)
- SPH-N 550 Dietary Assessment Techniques (1 cr.) (S/F grade)
- SPH-X 590 Introduction to Research in Health, Kinesiology & Recreation (3 cr.)

Complete the following biostatistics course (3 cr.):

- SPH-Q 502 (Formerly: HPER-T 592) Intermediate Statistics in Public Health (3 cr.)

Complete one of the following six-credit research options (6 cr.):

- Complete a master's thesis.
- SPH-H 599 Masters Thesis (6 cr.)

OR

Complete the following six-credit combination of courses (6 cr.).

- SPH-N 691 (Formerly: HPER-N 641) Readings in Nutrition Science (3 cr.) **or** SPH-N 539 Special Problems: Nutrition & Food Science (3 cr.)
- SPH-N 692 (Formerly: HPER-N 640) Research in Nutrition Science (3 cr.)

Special Opportunities

Special opportunities include individualized research with faculty members, laboratory experiences, and volunteer opportunities in nutrition education.

Careers

The study of nutrition science lays a solid foundation for further study in doctoral programs, or professional schools that train doctors, dentists, physicians' assistants, and other professionals. Graduates with an M.S. in Nutrition Science can also work in related government agencies or food industry, health-related companies, or pharmaceutical sales. Graduates with an MS in Nutrition Science can conduct research in nutrition, food science, or health.

Master of Science in Applied Health Science Degree (MSAHS), Safety Management Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Protecting America's work force, the general public, and the environment from injury and illness in today's age of technological and scientific advancement has become one of the most challenging and rewarding career fields available. The Safety and Safety Management Graduate and Undergraduate Programs in School of Public Health prepare students to respond to the needs of employees and the public, analyze hazardous situations, and research government regulations to determine which problems pose significant hazards. Safety managers recognize and devise methods to control hazards with management skills and techniques needed to administer a department or facility.

Degree Requirements

A minimum of 35 graduate credit hours is required for the safety management program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. A minimum of 20 credits must be in the Department of Applied Health Science. All electives for completing the degree must be approved by the advisor.

Complete the following requirements to reach a minimum total of 35 graduate credits:

Required Safety Management Courses

Complete the following public health core course (3 cr.):

- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete one of the following research/statistics courses (3 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following safety core courses (12 cr.):

- SPH-S 502 Safety Education and Training Strategies (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 535 Crisis and Emergency Management (3 cr.)
- SPH-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.)

Selective Safety Courses (6 cr. minimum required in this area)

Complete at least one of the following six-credit tracks. Students may complete more than one track, thereby reducing the number of elective credits needed to reach the required total of 35 credit hours.

Safety Track (6 cr.)

- SPH-S 514 Safety Standards for Industry and Construction (3 cr.)
- SPH-S 515 Safety Performance Measures and Leadership (3 cr.)

Health Track (6 cr.)

- SPH-S 610 Risk Assessment and Compliance (3 cr.)
- SPH-S 632 Safety and Health Program Design (3 cr.)

Emergency Management Track (6 cr.)

- SPH-S 536 Facility Emergency Planning (3 cr.) (p:S535 or permission of instructor)
- SPH-S 537 Threat Assessment, Mitigation and Security Planning (3 cr.) (p: S535 or permission of instructor)

Elective Coursework

To complete the 35 credits required for this degree program, students may complete extra tracks from above, or with advisor approval, electives may be selected from the following courses, or from other courses as prescribed by the student's advisor.

- SPH-Q 502 (Formerly: HPER-T 592) Intermediate Statistics in Public Health (3 cr.)
- SPH-S 550 (Formerly: HPER-S 517) Workshop in Safety Education (1-3 cr.)
- SPH-S 650 (Formerly: HPER-S 617) Seminar in Safety Education (1-6 cr.)
- SPH-S 691 (Formerly: HPER-S 641) Readings in Safety Education (1-3 cr.)
- SPH-S 692 (Formerly: HPER-S 640) Research in Safety Education (1-3 cr.)
- SPH-S 697 (Formerly: HPER-S 642) Internship in Safety Education (1-6 cr.)

Special Opportunities

Students have access to an emergency care program and first aid labs located in the SPH Building. Students also have access to research opportunities in the area of first aid and emergency care. Students who are new to the safety field are expected to serve an internship in safety as a part of their coursework. Students are encouraged to participate in clubs such as the American Society of Safety Engineers and Eta Sigma Gamma.

Careers

Safety professionals frequently have responsibility for a variety of functions; they must have a broad knowledge of various fields. Some of the major functions performed include safety training, accident investigation, audits and inspections, hazard analysis, fire protection, compliance, machine guarding, and emergency preparedness. According to a recent survey of American Society of Safety Engineers members, the largest employer groups are manufacturing, construction, consulting firms, insurance, service industries, health care, transportation, utilities, and nonprofit and government organizations. Typical job titles include safety manager, safety director, safety specialist, and safety & health coordinator.

Electives must be approved in advance by the student's advisor. Graduate courses not listed below may also be selected as electives if approved in advance by the advisor. Note: If one track is selected, 12 hours of electives are required; if 2 tracks are selected, 6 hours of electives are required; if 3 tracks are selected, 0 hours of electives are required.

Master of Science in Applied Health Science Degree (MSAHS), School and College Health Education Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

School and college health education is designed to be both comprehensive and coordinated, with the goal of promoting the health of children and young adults. Students in this major accrue professional skills required to design, deliver, and assess effective health education programs in preschools, schools, and colleges.

Degree Requirements

A minimum of 30 graduate credit hours is required for the school and college health education major. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. A minimum of 20 credits must be in the Department of Applied Health Science. Electives for completing the degree must be approved by the advisor.

Required Courses (27 cr.)

Complete the following public health core course (3 cr.):

- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete the following research course (3 cr.):

- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following school and college health education core courses (6 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 Cr.)
- SPH-H 500 Philosophy and Principles of Health Education (3 Cr.)

Complete each of the following school and college health education major courses (12 cr.):

- SPH-H 510 Organization of School Health Programs (3 Cr.)
- SPH-H 552 Instructional Strategies for Health Education (3 Cr.)
- SPH-H 562 (Formerly: HPER-H 594) Health Program Evaluation (3 Cr.)
- SPH-H 662 (Formerly: HPER-H 695) Acquiring and Managing External Funds for Health & Human Services (3 cr.)

Complete one of the following capstone project/experience options (3 cr.):

- SPH-H 599 Master's Thesis (3 cr.)
- SPH-H 685 (Formerly: HPER-H 643) Practicum in Health (3 cr.)

Elective Courses (3 cr.)

Complete 3 credits of graduate-level elective course work to be determined in consultation with the academic advisor, based on student career goals and interests. If completing a master's thesis, a 3 credit statistics course is required. (3 cr.)

Special Opportunities

Students develop professional skills through required internships near the end of the program of study that can be completed in one of a number of local school corporations. They can also be involved in research with faculty members and fellow students.

Careers

Sources of potential employment for program graduates are numerous and varied and include public and private schools and colleges; local, state, and federal agencies; international agencies; voluntary health agencies; and professional associations. Prospects for employment are excellent, especially if the individual is willing to relocate.

Master of Public Health Degree (MPH), Professional Health Education Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

This MPH degree program in Professional Health Education has a two-fold mission. The first is to enhance the professional practice of health education in general by preparing graduates to meet the criteria as Certified Health Education Specialists. The second is to prepare graduates to meet the health challenges of the 21st century as professionals in a variety of public health settings. This program places a greater emphasis on education including instructional and training competencies, and educational outcomes regarding health program development, planning, and delivery. There will be in depth focus regarding curricular design, instructional/training strategies and communication, as well as competencies regarding health literacy. This program is designed to empower individuals and groups

to acquire, understand and utilize information to enhance health promoting behaviors.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (25 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-H 696 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-H 698 MPH Culminating Experience (2 cr.)

Complete one of the following required public health research courses. (3 cr.):

- SPH-X 590 Introduction to Research in Health, Kinesiology & Recreation (3 cr.)
- SPH-X 580 Introduction to Qualitative Inquiry in Public Health Research (3 cr.)

Professional Health Education Concentration (18 credits)

Complete each of the following courses (12 cr.):

- SPH-H 500 Philosophy & Principles of Health Education (3 cr.)
- SPH-H 552 Instructional Planning for Public Health Settings (3 cr.)
- SPH-H 610 Professional Applications in Health Education (3 cr.) (P: SPH-H 552)
- SPH-H 682 Research in Health Education (3 cr.)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Graduates with health education degrees are more likely to be hired soon after graduation. "Employment of health educators is expected to grow by 37 percent from 2010 to 2020, much faster than the average for all occupations. Growth will be driven by efforts to reduce healthcare costs by teaching people about healthy habits and behaviors." (Health Educators : Occupational Outlook Handbook : U.S. Bureau of Labor, www.bls.gov/ooh/)

community-and-social-service/health-educators.htm ,
September 23, 2012).

Careers

A health educator is defined as a professionally prepared individual who serves in a variety of roles and is specifically trained to use appropriate educational strategies and methods to facilitate the development of policies, procedures, interventions, and systems conducive to the health of individuals, groups, and communities. Professional Health Educators are needed everywhere and hold a variety of job titles in a wide array of public health settings. Below are just a few of the settings for which you may be employed:

- City, county, state, federal government: health departments/agencies
- Nonprofit health organizations: American Cancer Society, American Heart Assoc.; others
- For Profit business: health related products and equipment
- Professional health organizations: APHA, AAHE, SOPHE, ACHA, ADA, AMA, others
- Businesses & corporations: Employee worksite wellness programs
- Universities & schools: health clinics/centers, health education classes/programs
- Hospitals/community clinics: Patient education, community outreach prevention programs
- Civic organizations: Charities, foundations, social welfare/advocacy groups
- Health Museums & Centers: Children's , geriatric , disability health
- Independent health consultant: Substance abuse, adolescent health, disease prevention
- Health information or marketing firms: health journalism and advertising

Master of Science in Kinesiology Degree (MSK), Applied Sport Science Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Students in applied sport science develop a scientific background in human performance through study in biomechanics, exercise physiology, motor control, and sport psychology.

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor. *Complete each of the following courses (18 cr.):*

- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 533 Advanced Theories of High Level Performance (3 cr.)

- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete one of the following courses (3 cr.):

- SPH-K 541 Nature and Basis of Motor Skill (3 cr.)
- SPH-K 542 Neuromuscular Control of Movement (3 cr.)

Complete graduate-level elective courses to reach the minimum 35 credits required for this degree program. (14 cr.)

- Consult your academic advisor to select graduate-level elective courses to complete the minimum 35 credits required for this degree program.

Special Opportunities

Students benefit from the latest human performance research and state-of-the-art laboratories.

Careers

The applied sport science program is designed for students interested in coaching at the high school/college level, and for students interested in the scientific aspects of sport and human performance.

Master of Science in Kinesiology Degree (MSK), Athletic Administration/Sport Management Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Athletic administration and sport management involves applying marketing and communication concepts as well as the management principles of planning, organizing, leading, and directing to the unique industry of commercial sport. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because the \$213 billion sport industry demands sport communicators, marketers, administrators, and managers with a specialized combination of functional business and sport management skills, the athletic administration and sport management program at IU is intended to serve students who have a desire to be involved in any aspect of the commercial sport-related enterprise.

Click on this link to learn more about the [M.S. in Athletic Administration/Sport Management](#) at Indiana University. For more information about this program, please visit the program Webpage or contact the sport management graduate coordinator, Dr. Antonio S. Williams at aw22@indiana.edu, or the director of the sport management undergraduate and graduate programs, Dr. Paul M. Pedersen at ppederse@indiana.edu.

Degree Requirements

A minimum of 36 credit hours is required for this program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Foundation Courses (9 cr.)

Complete the following two courses (6 cr.):

- SPH-K 550 Special Topics in Kinesiology: Topic: Sport Strategy and Application (Culminating Experience) (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete one of the following courses (3 cr.):

- SPH-M 513 Sport and Higher Education (3 cr.)
- SPH-M 522 The Role of Sport in Society (3 cr.)

Sport Management Emphasis Courses (27 cr.)

Complete a minimum of 27 credits from the six sections below. At least one course must be taken from each of the six sections.

Section 1: Administration

- SPH-M 510 Administrative Theory in Sport (3 cr.)
- SPH-M 512 Issues in Commercial Sport (3 cr.)
- SPH-M 611 NCAA Compliance (3 cr.)

Section 2: Marketing

- SPH-K 550 Special Topics in Kinesiology: Topic: Sport Brand Management (3 cr.)
- SPH-M 514 Sport Marketing and Sponsorship (3 cr.)
- SPH-M 581 Sales and Service Management in Sport (3 cr.)

Section 3: Communication

- SPH-C 580 Sport Communication (3 cr.)
- SPH-C 586 Understanding Sport Media (3 cr.)
- SPH-K 550 Special Topics in Kinesiology: Topic: Sport and New Media (3 cr.)

Section 4: Law

- SPH-M 511 Legal Issues in the Sport Environment (3 cr.)

Section 5: Strategy

- SPH-M 516 The Sport Industry (3 cr.)
- SPH-M 518 Governance in Sport Management (3 cr.)

Section 6: Financial Analysis

- SPH-M 615 Financial Analysis in Sport (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

Electives:

Electives must be chosen in consultation with the student's major advisor. Students have access to graduate courses within the School of Public Health-Bloomington and outside the School.

Special Opportunities

Faculty members share industry expertise and research opportunities with the students. In order to gain professional or research experience, many students complete SPH-K 605: Internships in Sports Management or SPH-K 693: Independent Study and Research (maximum of 3 credits), respectively. SPH-K 605, however, does not count toward the 36 credits required for graduation.

Careers

Majors in athletic administration and sport management are prepared to enter the many areas of the multifaceted sport industry. These areas include careers in sport media and sports information (i.e., media relations, public relations, new media management, advertising sales), professional sport management (i.e., promotions, concessions, ticketing, operations, human resource management), event and facility management and marketing, collegiate and interscholastic athletic administration (i.e., compliance, fundraising, academic counseling, facilities), and marketing and sales (i.e., sponsorship, sport marketing agencies, promotions, entrepreneurship, brand management, retailing).

Master of Science in Kinesiology Degree (MSK), Athletic Training Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Indiana University's master's program includes a combination of classroom/laboratory, clinical, and research experiences as part of the two-year, CAATE-accredited Post-Professional Athletic Training Program. The structure of the program provides the student with the unique opportunity to be exposed to different philosophies and techniques taught by a talented and experienced faculty and professional staff. The graduate assistant clinical assignments provide an array of experiences with positions in Intercollegiate Athletics, area high schools, military medicine, and the performing arts (ballet and contemporary dance). Research conducted in the Athletic Training Research Laboratory primarily focuses on the assessment, treatment, and rehabilitation of lower extremity orthopedic pathologies.

Degree Requirements

A minimum of 44 credit hours is required for the athletic training program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following core courses (31 cr.):

- SPH-A 581 Athletic Training Principles for the Spine (3 cr.)
- SPH-A 582 Current Topics in Athletic Training (3 cr.)
- SPH-A 583 General Medical Conditions in Athletic Training (3 cr.)

- SPH-A 585 Rehabilitation and Conditioning of Athletes (3 cr.)
- SPH-A 587 Athletic Training Principles for Upper Extremities (3 cr.)
- SPH-A 588 Anatomical Basis of Athletic Injuries (3 cr.)
- SPH-A 589 Rehabilitation Principles and Techniques in Athletic Training II (3 cr.)
- SPH-A 590 Athletic Training Principles for Lower Extremities (3 cr.)
- SPH-A 695 Practicum in Athletic Training (4 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete each of the following research courses (8 cr.):

- SPH-A 610 Introduction to Athletic Training Research (2 cr.)
- SPH-A 610 Introduction to Athletic Training Research (2 cr.)
- SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.)
- SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.)

Complete one of the following capstone projects (5 cr.):

- SPH-K 599 Master's Thesis (5 cr.)
- SPH-K 693 Independent Study and Research (5 cr.)

Special Opportunities

Classroom Experiences: Our program has the advantage of having all but one of the required classes housed in the Doster Athletic Training Education Classroom. A clinical laboratory is located adjacent to the Doster classroom allowing students to immediately practice the advanced manual skills that are being introduced in the didactic courses.

Research Experiences: The Post-Professional Athletic Training program has an 800-square foot research laboratory that is specifically allocated for the faculty and students of the program. Research, as it is applied to the athletic populations, is conducted on: 1) Assessment of lower extremity pathologies, 2) Proprioceptive and functional deficits associated with lower extremity pathologies, 3) Prevention of ankle instability through taping and bracing procedures, and 4) Treatment and rehabilitation procedures, with a particular emphasis on instrument assisted soft tissue mobilization. In addition, we apply these investigative principles to other "non-traditional" athletic training populations such as military and dance medicine. Testing equipment in the laboratory includes: 2D and 3D motion capture systems, 8-channel EMG, force plates, pressure mats, isokinetic dynamometer, treadmill, load cells, multi-joint arthrometer, accelerometers, goniometers, dynamic perturbation walkway, and other laboratory equipment used for proprioception and neuromuscular testing.

Clinical Experiences: There are five different athletic training rooms on campus utilized for clinical experiences. These are located in: Assembly Hall, School of Public Health, University Gymnasium, Student Recreational Sports Center, and Musical Arts Center. Graduate students also have the opportunity to work with 13 staff

athletic trainers, team physicians, a registered dietitian, and sports psychologist.

Careers

Board certified athletic trainers can be found working in a multitude of employment environments, including traditional college and university environments, industrial health settings, numerous health care environments, and areas such as performing arts, motor sports, and rodeo. They can also work as physician extenders and as clinic outreach athletic trainers.

Master of Science in Kinesiology Degree (MSK), Biomechanics Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Master's degree program in biomechanics takes an interdisciplinary approach to the mechanical aspects of human movement, with the particular focus on gait, gait energetics, and mechanisms for lower extremity injury. Students take a variety of courses related to human movement mechanics, data analysis and processing, and the physiological and neuromuscular aspects of human movement. The research conducted in the biomechanics laboratory focuses on the gait mechanics and energetics of running and the mechanisms for running related overuse injuries.

Degree Requirements

A minimum of 35 credit hours is required for the biomechanics program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following core courses (18 cr.):

- SPH-E 651 Epidemiology (3 cr.)
- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-X 505 Public Health Foundations and Leadership (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete one of the following three core courses (3 cr.):

- SPH-K 541 Nature and Basis of Motor Skill (3 cr.)
- SPH-K 542 Neuromuscular Control of Movement (3 cr.)
- SPH-K 543 Cortical Control of Human Movement (3 cr.)

Complete a minimum of 9 credits from the following biomechanics emphasis courses:

- SPH-K 599 Master's Thesis (5 cr.)

- SPH-K 630 Biomechanics of Human Performance (3 cr.)
- SPH-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.)
- SPH-K 691 Readings in Physical Education (1 cr.)
- SPH-K 693 Independent Study and Research (2 cr.)

Complete electives to reach the required minimum 35 credits.

The following courses are recommended as electives:

- CSCI-A 592 Introduction to Software Systems (3 cr.)
- CSCI-A 593 Computer Structures (3 cr.)
- CSCI-A 594 Data Structures (3 cr.)
- CSCI-A 597 Introduction to Programming I (3 cr.)
- SPH-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- SPH-K 533 Advanced Theories of High Level Performance (3 cr.)
- SPH-K 541 Nature and Basis of Motor Skill (3 cr.)
- SPH-K 542 Neuromuscular Control of Movement (3 cr.)
- SPH-K 543 Cortical Control of Human Movement (3 cr.)
- SPH-K 578 Cognitive Ergonomics (3 cr.)
- SPH-K 588 Ergonomics (3 cr.)
- SPH-K 636 Cardiopulmonary Assessment Lab (3 cr.)
- SPH-K 641 Topics in Motor Integration (3 cr.)
- SPH-K 651 Rehabilitation of Persons with Disabilities (3 cr.)
- SPH-K 694 Seminar in Human Performance (3 cr.)
- SPH-K 705 Experimental Laboratory Techniques: 3D Filming (3 cr.)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)
- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the Biomechanics Laboratory.

Careers

- Careers for the M.S. degree — Students pursuing the M.S. degree are well prepared for positions at private industry, clinical, and academic research labs. Career opportunities are also available in research and development of equipment used in the sports industry, research labs, and clinical settings. The M.S. degree also serves as preparation for pursuing Ph.D. programs.
- Careers for the Ph.D. degree — Students earning the Ph.D. in biomechanics are well prepared for faculty and teaching positions as well as research in clinical or private industry settings.

Master of Science in Kinesiology Degree (MSK), Ergonomics Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Founded in the disciplines of biomechanics, physiology, and motor control, the graduate program in ergonomics is one of the few offered through a department of kinesiology. The program admits students from diverse academic and professional backgrounds, and provides individualized tracks for students seeking professional positions in industry or admission to doctoral programs in kinesiology.

Degree Requirements

A minimum of 36 credit hours is required for the ergonomics program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Ergonomics Core (15 cr.)

Complete each of the following courses:

- SPH-E 651 Epidemiology (3 cr.)
- SPH-K 578 Cognitive Ergonomics (3 cr.)
- SPH-K 588 Ergonomics (3 cr.)
- SPH-K 694 Seminar in Human Performance: Ergonomics (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Capstone Project (3 cr.)

Complete one of the following:

- SPH-K 599 Masters Thesis (3 cr.)
- SPH-K 607 Internship in Ergonomics (3 cr.)

Cognate Area (18 credits)

Complete courses from the recommended sub disciplines listed below, or other graduate courses to create an individualized cognate area of concentration. Course work in this area must be selected in consultation with the student's major advisor.

Applied Ergonomics

- SPH-K 550 Special Topics in Kinesiology: Interventions, Controls, and Applications in Ergonomics (3 cr.)
- SPH-K 582 Macro-Ergonomics: Socio-Technical Systems Design (3 cr.)
- SPH-K 583 Physical Ergonomics (3 cr.)
- SPH-K 584 Human Error (3 cr.)
- SPH-K 585 Work Design (3 cr.)
- SPH-K 586 Industrial Design and Ergonomics (3 cr.)
- SPH-K 587 Assessment in Ergonomics (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)

Biomechanics

- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 630 Biomechanics of Human Performance (3 cr.)

Exercise and Work Physiology/Wellness

- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-K 560 Corporate Fitness and Wellness (3 cr.)
- SPH-K 562 Exercise Prescription in Health and Disease I (3 cr.)

Neuroscience and Human Movement

- MSCI-M 555 Medical Neuroscience (4 cr.)
- NEUS-N 500 Neuroscience I (4 cr.)
- NEUS-N 501 Neuroscience II (4 cr.)
- SPH-K 541 Nature and Basis of Motor Skill (3 cr.)
- SPH-K 542 Neuromuscular Control and Human Movement (3 cr.)

Safety Management

- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 552 Principles of Workplace Safety Behavior (3 cr.)
- SPH-S 610 Occupational Risk Assessment (3 cr.)
- SPH-S 632 Managing Occupational Health Programs (3 cr.)

Special Opportunities

The graduate program in ergonomics provides students unique learning experiences in both theoretical and applied ergonomics. Students have the opportunity to work in state-of-the-art laboratories and challenging field environments. Course offerings and distinguished faculty reflect the discipline's expansive interdisciplinary nature.

Careers

Graduates entering professional positions will be prepared for a wide range of career opportunities. Our graduates pursuing careers in industry are currently employed in aerospace, automotive manufacturing, medical device manufacturing, petroleum production, transportation, insurance, ergonomic and safety consulting, and military service. Graduates pursuing academic careers have joined university faculties and currently published in such journals as *Experimental Brain Research*, *Motor Control*, *Brain and Cognition*, and *Journal of Motor Control*.

Master of Science in Kinesiology Degree (MSK), Exercise Physiology Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Exercise physiology is broadly based on basic sciences: human anatomy, physiology, chemistry, and biology. The primary goal of this field is to understand how the various cells, tissues, organs, and organ systems respond to challenges posed by exercise and physical training. Exercise physiology focuses on optimal performance such as that attained by elite and highly trained athletes. Unlike many fields, exercise physiology has remained integrative, examining how the failure or enhancement of one physiological system can influence another. The field also considers how the environment imposes limits on the

body during exercise through such means as heat, cold, humidity, and altitude.

Degree Requirements

A minimum of 35 credit hours is required for the exercise physiology program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following courses (26 cr.):

- SPH-E 651 Epidemiology (3 cr.)
- SPH-K 542 Neuromuscular Control of Movement (3 cr.)
- SPH-K 634 Respiratory Physiology of Exercise (3 cr.)
- SPH-K 635 Cardiovascular Physiology of Exercise (3 cr.)
- SPH-K 636 Cardio-Pulmonary Assessment Lab (3 cr.)
- SPH-K 638 Biochemical Adaptations to Exercise (3 cr.)
- SPH-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.)
- SPH-K 694 Seminar in Human Performance (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Complete Electives to reach the required minimum of 35 graduate-level credits. The following are suggested electives.

- BIOL-L 313 Cell Biology Laboratory (3 cr.)
- BIOL-T 567 Cell Physiology (3 cr.)
- BIOL-Z 466 Endocrinology (3 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1 (3 cr.)
- CHEM-C 342 Organic Chemistry Lectures 2 (3 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 484 Biomolecules and Catabolism (3 cr.)
- CHEM-C 485 Biosynthesis and Physiology (3 cr.)
- PHSL-P 431 Mammalian Physiology (3 cr.)
- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 533 Advanced Theories in High-Level Performance (3 cr.)
- SPH-K 599 Masters Thesis (3 cr.)
- SPH-K 633 Factors Affecting Human Performance (3 cr.)
- SPH-K 652 Clinical Exercise Physiology (3 cr.)
- SPH-K 693 Independent Study and Research (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, & Recreation (3 cr.)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the exercise physiology laboratories.

Careers

- Careers for M.S.: Preparation toward Ph.D. programs; research-related positions at research laboratories.
- Careers for Ph.D.: Graduates are qualified for research and teaching positions at universities, sports organizations, and medical centers.

Master of Science in Kinesiology Degree (MSK), Motor Learning/Control Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The program in motor learning and control focuses on the neuromuscular aspects related to the execution of human movement and learning. Students take a variety of neuroscience courses related to the control of human movement. General research topics include strength acquisition, goal-directed movement control, and the effects of human aging on movement execution with emphasis given to postural control and balance.

Degree Requirements

A minimum of 35 credit hours is required for the motor learning/control program. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Core Courses (18 cr.)

Complete each of the following courses:

- SPH-E 651 Epidemiology (3 cr.)
- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Required Motor Control Courses (9 cr.)

Complete each of the following courses:

- SPH-K 542 Neuromuscular Control Movement (3 cr.)
- SPH-K 543 Cortical Control Movement (3 cr.)
- SPH-K 599 Master's Thesis (3 cr.)

Recommended Elective Courses

Complete electives from the following list of courses to complete the minimum 35 required credits:

(Others may be substituted with permission of advisor.)

- COGS-Q 500 Intro to Cognitive Science (3 cr.)
- COGS-Z 551 The Brain and Cognition (3 cr.)
- MSCI-M 555 Medical Neuroscience (3 cr.)

- NEUS-N 500 Neural Science I (4 cr.)
- NEUS-N 501 Neural Science II (4 cr.)
- PSY-P 503 Complex Cognitive Processes (3 cr.)
- PSY-P 504 Learning and Motivation (3 cr.)
- SPH-K 630 Biomechanics of Human Performance (3 cr.)
- SPH-K 641 Topics in Motor Integration (3 cr.)
- SPH-K 691 Readings in Kinesiology (ARR)
- SPH-K 694 Seminar Human Performance (3 cr.)
- SPH-K 792 Research in Human Performance (3 cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the motor control laboratories.

Careers

Careers for the M.S. degree—Students pursuing the M.S. degree are well prepared for research-related positions at research laboratories and/or research rehabilitation clinics. The M.S. degree also serves as preparation for pursuing the Ph.D. degree.

Careers for the Ph.D. degree—Students earning the Ph.D. in motor control are well prepared for faculty research and teaching positions at colleges and universities.

Master of Science in Kinesiology Degree (MSK), Physical Activity, Fitness, and Wellness Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The graduate program in Physical Activity, Fitness and Wellness focuses on the provision of a comprehensive study of physical activity and fitness/wellness leadership and community engagement with special emphasis placed on the administration of physical activity and fitness/wellness programs and resources in a variety of recreational, nonprofit, worksite, and commercial fitness settings.

Degree Requirements

This program requires 40 credits for nonthesis students or 48 credits for thesis students. The Master of Science in Kinesiology degree must include a minimum of 20 credits from the Department of Kinesiology. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Core Courses (25 cr.):

Complete each of the following courses:

- SPH-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- SPH-K 553 Physical Activity and Health (3 cr.)
- SPH-K 554 Seminar in Physical Activity and Wellness (3 cr.)
- SPH-K 560 Corporate Fitness and Wellness (3 cr.)

- SPH-K 562 Exercise Prescription in Health and Disease (3 cr.)
- SPH-K 566 Preventive/Rehabilitative Exercise Program Administration (3 cr.) **or** SPH-K 550 Special Topics in Kinesiology, Topic: Fitness Administration (3 cr.)
- SPH-K 695 Practicum in Physical Education (4 cr.)
- SPH-X 505 Principles and Foundations of Public Health (3 cr.)

Research Course (3 cr.):

Complete one of the following courses:

- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Graduate-Level Elective Courses (12 cr.)

Complete a minimum of 12 graduate-level elective credits selected in consultation with the physical activity, fitness and wellness program academic advisor.

This concludes the degree requirements for non-thesis students in this program.

Additional degree requirements for students pursuing the thesis option (8 cr.):

Complete the following:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-K 599 Master's Thesis (5 cr.)

Deciding Between Thesis and Non-thesis Tracks

Students must decide whether or not to pursue the thesis option. Consultation with faculty in this program is required while considering this choice. If the thesis option is desired, the following materials must be submitted by the end of the second semester of full-time enrollment for consideration of admittance:

- A formal letter from the student stating research interests and justification for admittance into the thesis option.
- Written verification that a tenure line faculty member in the physical activity, fitness and wellness emphasis area will serve as major advisor for the project.

Non-thesis Students must obtain faculty approval of completion of a culminating project or certification in addition to completing the requirements listed above.

Special Opportunities

Graduate assistant opportunities to manage the Briscoe Fitness/Wellness Center facility, assist with Healthy IU faculty/staff program implementation, and other physical activity, fitness and wellness venues within IU such as Recreational Sports allow the combination of classroom learning and practical leadership/management skill application. Students are encouraged to combine their knowledge in the classroom with an experience working in the real world. Students graduate from this program with a fitness certification as well as a strong background in the leadership, management, and delivery of physical activity fitness/wellness services. Research opportunities exist, but the focus of this degree program is to contribute to enhancing healthy lifestyles through

safe and effective management of fitness programs and community engagement opportunities.

Careers

Physical Activity, Fitness and Wellness majors enter the profession in a wide variety of settings: community, worksite wellness, collegiate, and commercial fitness/wellness programs, to name a few. As fitness managers, they provide fitness expertise along with the leadership, programming and administrative skills necessary for the delivery of science-based principles related to the delivery of physical activity, fitness and wellness services.

Master of Science in Recreation Degree (MSR), Outdoor Recreation

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Master of Science in Recreation degree with a major in outdoor recreation is designed for students interested in outdoor recreation management, resource management, camping administration, outdoor/environmental education and interpretation, outdoor leadership, and the dimensions of human ecology commonly associated with aspects of outdoor recreation and park management.

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following courses (15 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 (Formerly: HPER-R 500) Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 511 (Formerly: HPER-R 520) Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 505 (Formerly: HPER-C 505) Principles and Foundations of Public Health (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete one of the following courses (2-5 cr.):

- SPH-R 598 (Formerly: HPER-R 539) Master's Project in Administration (2-4 cr.)
- SPH-R 599 (Formerly: HPER-R 599) Master's Thesis (5 cr.)

Complete specialization courses (12 cr.):

Students must complete a minimum of 12 credits of specialization courses within the Department of Recreation, Park, and Tourism Studies. Choose from one of the four specialization areas: (1) Outdoor Interpretation, (2) Resource Management, (3) Outdoor Leadership, (4)

Outdoor Recreation. Course selection must be approved by graduate advisor.

Complete electives to reach the required minimum 35 graduate-level credits. (3 – 6 cr.)

Select electives with approval of advisor.

Special Opportunities

Graduate academic appointments are available for students pursuing graduate studies in the Department of Recreation, Park, and Tourism Studies. Selection criteria for a graduate assistantship or associate instructorship include scholarship records, experience, previous graduate work, and letters of recommendation. Duties for a student academic appointment may involve assisting faculty with teaching, research, or other departmental duties; teaching classes; working in the Division of Recreational Sports; or other special assignments.

Careers

The purpose of the master's program in outdoor recreation is to provide students with the skills necessary for successful careers in the development and implementation of experiences that promote meaningful and healthy relationships between people and the outdoors.

Master of Science in Recreation Degree (MSR), Recreation Administration Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

A Master of Science in Recreation degree in Administration provides students with a general approach to management of recreation and leisure services in a wide variety of settings. Because people today spend more time and money on leisure, fitness, and recreation activities than ever before, the job outlook for recreation and park administration graduates is excellent. This option is for students interested in public agencies, private/commercial agencies, college unions, or general park administration/management. All degree candidates in this program complete a capstone experience - either an intensive master's project that summarizes the knowledge and skills obtained from coursework or a master's thesis based on research related to the specialty area. The student's area of specialization determines which capstone experience is pursued.

Degree Requirements

A minimum of 35 credit hours is required for this program. The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following foundation courses (18 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)

- SPH-R 510 (Formerly: HPER-R 500) Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 (Formerly: HPER-R 525) Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 544 (Formerly: HPER-R 544) Legal Aspects of Recreation (3 cr.)
- SPH-X 505 (Formerly: HPER-C 505) Principles and Foundations of Public Health (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete one of the following courses (2 – 5 cr.):

- SPH-R 598 (Formerly: HPER-R 539) Master's Project in Administration (2-4 cr.)
- SPH-R 599 (Formerly: HPER-R 599) Master's Thesis (5 cr.)
- SPH-R 697 (Formerly: HPER-R 642) Internship in Recreation and Parks (3 cr.)

Complete each of the following emphasis courses (9 cr.):

- SPH-R 511 (Formerly: HPER-R 520) Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 531 (Formerly: HPER-R 530) Comprehensive Recreation Planning/Park Design (3 cr.)
- SPH-X 561 (Formerly: HPER-T 594) Finance and Budgeting (3 cr.)

Complete remaining electives to reach the required minimum 35 credits. (3 – 6 cr.)

Select electives with approval of advisor. The following courses are recommended:

- SPH-R 522 (Formerly: HPER-R 580) Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 524 (Formerly: HPER-R 524) Strategic Fundraising and Partnerships for Recreation, Parks, Tourism, and Public Lands (3 cr.)
- SPH-R 691 (Formerly: HPER-R 641) Readings in Parks, Recreation, Tourism, and Public Lands (2-3 cr.)
- SPH-R 693 (Formerly: HPER-R 640) Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 695 (Formerly: HPER-R 643) Practicum in Recreation and, Parks (cr. arr.)
- SPH-T 513 (Formerly: HPER-R 522) Economics and Marketing for Leisure and Tourism (3 cr.)
- SPH-X 580 (Formerly: HPER-T 580) Qualitative Research in Public Health (3 cr.)
- Others: See Advisor.

Pre-requisites (If required)

- SPH-R 311 (Formerly: HPER-R 330) Management in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 390 (Formerly: HPER-R 391) Graduate Prerequisite in Recreation and Park Administration (3 cr.)
- SPH-R 426 (Formerly: HPER-R 471) Human Resource Management in Leisure Services (3 cr.)

Special Opportunities

The graduate program offers opportunities to learn from a dedicated faculty of recreational sports professionals who are committed to the success of their students. Students are given a wide variety of research opportunities from the faculty and through outstanding community, youth, and family recreation programs and facilities on and off campus.

Careers

Following are some typical job descriptions for career positions in recreational administration:

Recreation and Parks Director: manages both recreation and park functions, including recreation programs, recreation areas, and facilities. Also serves as the technical advisor to the recreation and parks commission, board, or other authority responsible to the public for recreation and park services.

Park Planner: responsible for professional planning work including gathering, compiling, and analyzing resource data, and preparing proposed solutions to planning problems and designs.

Park Manager: directs the operational and developmental phases of parks, boulevards, recreation areas, and facilities. Also plans, directs, and participates in maintenance and construction including inspection of grounds, direction of property security, and providing information and services to visitors.

Facility Operations Coordinator: determines work procedures, prepares work schedules, and expedites workflow. Studies and standardizes procedures to improve facility and employee productivity. Prepares and coordinates assigned recreational programs and ensures that facilities meet city, state, and federal guidelines for operation. Coordinates planning and development of programs, activities, and special events for recreational facilities to include procuring vendors and entertainment, site operations, staff and volunteer scheduling, budgeting and contracting, fundraising, and advertising.

Master of Science in Recreation Degree (MSR), Recreational Sports Administration Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The graduate Recreational Sports Administration Program focuses on the provision of a comprehensive study of sport with special emphasis placed on the administration of sports programs and resources in a variety of recreational settings. This curriculum is designed for students pursuing mid-management positions and careers in private, public, or non-profit organizations providing recreational sports programs.

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for

graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following courses (21 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 (Formerly: HPER-R 500) Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 511 (Formerly: HPER-R 520) Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 544 (Formerly: HPER-R 544) Legal Aspects of Recreation Administration (3 cr.)
- SPH-X 505 (Formerly: HPER-C 505) Principles and Foundations of Public Health (3 cr.)
- SPH-X 561 (Formerly: HPER-T 594) Finance and Budgeting (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following emphasis courses (8 cr.)

- SPH-R 571 (Formerly: HPER-R 570) Recreational Sports Administration (3 cr.)
- SPH-R 572 (Formerly: HPER-R 571) Dynamics of Recreational Sport Environment (3 cr.)
- SPH-R 573 (Formerly: HPER-R 572) Seminar in Recreational Sports (2 cr.)

Complete one of the following courses (3 – 5 cr.):

- SPH-R 598 (Formerly: HPER-R 539) Master's Project in Administration (3 cr.)
- SPH-R 599 (Formerly: HPER-R 599) Master's Thesis (5 cr.)
- SPH-R 697 (Formerly: HPER-R 642) Internships in Recreation and Parks (3 cr.)

Complete electives, if any are needed, to reach the required minimum 35 credits. (1 – 3 cr.)

Select electives with approval of advisor. The following courses are recommended:

- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- SPH-K 560 (Formerly: HPER-K 560) Exercise in Corporate Fitness and Wellness (3 cr.)
- SPH-M 514 (Formerly: HPER-K 514) Sport Marketing and Sponsorship (3 cr.)
- SPH-M 521 (Formerly: HPER-K 521) History of Sport in the United States (3 cr.)
- SPH-M 522 (Formerly: HPER-K 522) The Role of Sport in Society (3 cr.)
- SPH-M 525 (Formerly: HPER-K 525) Psychological Foundations of Exercise and Sport (3 cr.)
- SPH-M 581 (Formerly: HPER-K 581) Sales and Service Management in Sport (3 cr.)
- SPH-R 512 (Formerly: HPER-R 525) Administrative Theory and Practice of Leisure (3 cr.)
- SPH-R 524 (Formerly: HPER-R 524) Strategic Fundraising and Partnerships for Parks, Recreation, Tourism, and Public Lands (3 cr.)

- SPH-R 691 (Formerly: HPER-R 641) Readings in Parks, Recreation, Tourism, and Public Lands (2-3 cr.)
- SPH-R 693 (Formerly: HPER-R 640) Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 695 (Formerly: HPER-R 643) Practicum in Recreation and Parks (cr. arr.)
- SPH-T 513 (Formerly: HPER-R 522) Economics and Marketing for Leisure and Tourism (3 cr.)
- Others: see Advisor

Special Opportunities

The graduate program offers opportunities to learn from a dedicated faculty of recreational sports professionals who are committed to the success of their students. Students have a wide variety of research opportunities with the faculty. Classroom learning is enhanced by a variety of functioning recreational sports laboratories that provide many learning opportunities which include a diverse and comprehensive campus recreational sports program in intramural sports, informal sports, fitness/wellness, aquatics, and club sports in the student recreational sports and aquatic center. In addition, there are outstanding community, youth, and family recreational sports programs and facilities on and off campus.

Careers

Majors in recreational sports administration enter the profession in a wide variety of settings, including community, corporate, military, natural environment, collegiate, and municipal recreation, to name just a few. As sport specialists, they provide the programming and administrative skills necessary for the delivery of sport and leisure services.

Master of Science in Recreation Degree (MSR), Recreational Therapy Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The major in recreational therapy prepares students to assume positions as recreational therapists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions. All students graduating from the major are eligible to sit for the National Council on Therapeutic Recreation Certification (NCTRC) examination. This degree program may be completed [online](#).

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each

course. All electives for completing the degree must be approved by the advisor.

Complete each of the following foundation courses (15 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 (Formerly: HPER-R 500) Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 (Formerly: HPER-R 525) Administration Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 505 (Formerly: HPER-C 505) Principles and Foundations of Public Health (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following emphasis courses (12 cr.):

- SPH-Y 560 (Formerly: HPER-R 560) Professional Development of Therapeutic Recreation (3 cr.)
- SPH-Y 561 (Formerly: HPER-R 561) Advanced Therapeutic Recreation Processes (3 cr.)
- SPH-Y 562 (Formerly: HPER-R 562) Social Psychology of Therapeutic Recreation (3 cr.)
- SPH-Y 563 (Formerly: HPER-R 563) Program Development and Consultation in Therapeutic Recreation (3 cr.)

Complete one of the following capstone projects (3 – 5 cr.):

- SPH-R 599 (Formerly: HPER-R 599) Master's Thesis (5 cr.)
- SPH-R 697 (Formerly: HPER-R 642) Internship in Recreation and Parks (3 cr.)

Complete remaining electives to reach the required minimum 35 credits. (3 – 5 cr.)

Select electives with approval of advisor.

Note: Students entering the degree program without eligibility for national certification in recreational therapy are required to complete an internship that meets requirements for national certification. Students entering the degree program with national certification eligibility or national certification in recreational therapy may elect to meet emphasis requirements through either an internship or thesis. Students who do not have a background or preliminary coursework in recreational therapy may be required to take Anatomy and Physiology, Life Span Development, Abnormal Psychology, and Techniques in Recreational Therapy.

Special Opportunities

The major in recreational therapy provides students with opportunities for direct experience with clients with disabilities through local agencies. Through class practica, projects, internship opportunities, and field experiences, students learn intervention planning, therapeutic communication skills, service planning, and intervention techniques. Students in both undergraduate and graduate programs have opportunities to participate in faculty research.

Careers

Careers for M.S. degree-Graduates with an M.S. degree may assume positions as master clinicians who work directly in client care services as well as administrative positions supervising departments or service lines.

Master of Science in Recreation Degree (MSR), Tourism Management Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The tourism management program prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and expectations of visitors. This program focuses on the marketing to and management of tourists, tourist facilities, and destinations. These include government and non-government tourism organizations, hotels, resorts, convention centers, theme parks, visitor centers, cruises, airlines, and other tourist businesses.

The tourism management program may also serve as a stepping-stone to a doctoral program. Students interested in eventually pursuing a Ph.D. degree are encouraged to complete a Master's Thesis, SPH-R 599, which will enhance their ability to conduct timely and useful research to further the field of tourism. Students are provided the necessary tools and encouraged to both initiate research projects and work with faculty on existing projects. Check with your academic advisor for more information including the opportunity to apply for department, school, and university grants to support your research interests.

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following courses (27 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 (Formerly: HPER-R 500) Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 511 (Formerly: HPER-R 520) Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 512 (Formerly: HPER-R 525) Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 550 (Formerly: HPER-R 515) Special Concerns in Parks and Recreation: Issues in Tourism Studies (3 cr.)
- SPH-R 550 (Formerly: HPER-R 515) Special Concerns in Parks and Recreation: Foundational Issues in Research in Tourism (3 cr.)

- SPH-X 505 (FORMERLY: HPER-C 505) Principles and Foundations of Public Health (3 cr.)
- SPH-X 561 (Formerly: HPER-T 594) Finance and Budgeting (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete one of the following courses (3 – 5 cr.):

- SPH-R 598 (Formerly: HPER-R 539) Master's Project in Administration (3 cr.)
- SPH-R 599 (Formerly: HPER-R 599) Master's Thesis (5 cr.)
- SPH-R 697 (Formerly: HPER-R 642) Internships in Recreation and Parks (3 cr.)

Complete one of the following courses (3 cr.):

- SPH-O 512 (Formerly: HPER-R 529) Ecotourism: Management and Systems
- SPH-R 522 (Formerly: HPER-R 580) Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-T 513 (Formerly: HPER-R 522) Economics and Marketing for Leisure and Tourism (3 cr.)

Complete remaining electives, if needed, to reach the required minimum 35 credits.

Select electives with approval of advisor. The following courses are recommended:

Prerequisites (If required)

- SPH-R 412 (Formerly: HPER-R 422) Marketing for Leisure Services (3 cr.)
- SPH-R 425 (Formerly: HPER-R 468) Strategic Planning for Recreation, Park and Tourism Organizations (3 cr.)
- SPH-T 301 (Formerly: HPER-R 350) Sustainable Tourism (3 cr.)
- SPH-T 311 (Formerly: HPER-R 351) Convention Management and Meeting Planning (3 cr.)

Special Opportunities

Due to its global significance, tourism often involves practices in the international arena. The program offers overseas courses and trips that allow students to explore a multicultural landscape in a fashion that is conducive to learning. Further, internship opportunities can help students to preview the operation of interest within the tourism business in order to build a competitive edge in the field of specialization (e.g., hotel/resort management) prior to graduation.

Careers

Typical tourism job titles are hotel manager, marketing director of a city visitor and convention bureau, coordinator of a university conference bureau, event and meeting planner, researcher for a state department of tourism, and manager for a theme park.

Master of Public Health Degree (MPH), Biostatistics Major

- Description of Program
- Degree Requirements
- Special Opportunities

- Careers

Description of Program

The Biostatistics concentration prepares students to use applied biostatistics and the related data management/mining techniques to elucidate, predict, or infer significant causes or variables and their relationships to, and effects on, life related outcomes. Coursework is completed in experimental analysis and research design, multivariate statistical analysis, and other advanced statistical methodologies. Students have the opportunity to collaborate with faculty and leaders in the community to apply research skills to practical projects related to public health

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-Q 696 (Formerly: HPER-C 644) Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-Q 698 (Formerly: HPER-C 650) MPH Culminating Experience (2 cr.)

Biostatistics Concentration (21 credits)

Complete each of the following courses (9 cr.):

- SPH-Q 601 (Formerly: HPER-T 693) Experimental Analysis and Design (3 cr.) (p: SPH-Q 501) **or** STAT-S 502 Statistical Methods I: Introduction to Statistics (3 cr.) (p: Instructor Permission)
- SPH-Q 602 (Formerly: HPER-T 694) Multivariate Statistical Analysis (3 cr.) (p: SPH-Q 501)
- SPH-Q 603 (Formerly: HPER-C 695) Categorical Data Analysis (3 cr.) (p: SPH-Q 501) **or** STAT-S 503 Generalized Linear Models and Categorical Data (3 cr.) (p: STAT-S 501)

Complete six credits from the following list of courses (6 cr.):

- SPH-B 642 (Formerly: HPER-C 642) Operational Research in Public Health (3 cr.) (p: SPH-Q 501)
- SPH-Q 612 Survival Analysis (3 cr.)
- STAT-S 626 Bayesian Theory and Data Analysis (3 cr.) (p: Two statistics courses at the graduate level, or consent of instructor)
- STAT-S 631 Applied Linear Models I (3 cr.) (p: STAT-S 520 and MATH-M 301 or M 303 or S 303, or equivalent courses, or consent of instructor)
- STAT-S 632 Applied Linear Models II (3 cr.) (p: STAT-S 631, or consent of instructor)
- STAT-S 637 Categorical Data Analysis (3 cr.) (p: Two statistics courses at the graduate level, or consent of instructor. Course is equivalent to EDUC-Y 637.)
- STAT-S 639 Multilevel Models (3 cr.) (p: Two statistics courses at the graduate level, or consent of instructor. Course is equivalent to EDUC-Y 639.)
- STAT-S 640 Multivariate Data Analysis (3 cr.) (p: Two statistics courses at the graduate level, or consent of the instructor. Course is equivalent to PSY-P 654.)
- STAT-S 655 Longitudinal Data Analysis (3 cr.) (p: Two statistics courses at the graduate level, or consent of the instructor. Course is equivalent to EDUC-Y 655.)
- STAT-S 660 Sampling (3 cr.) (p: Two statistics courses at the graduate level, or consent of the instructor)
- STAT-S 670 Exploratory Data Analysis (3 cr.) (p: Two statistics courses at the graduate level, or consent of the instructor)
- STAT-S 675 Statistical Learning and High-Dimensional Data Analysis (3 cr.) (p: STAT-S 640, or two statistics courses at the graduate level, or consent of the instructor)
- STAT-S 690 Statistical Consulting (3 cr.) (p: Consent of instructor)

Complete six credits of graduate level electives selected in consultation with the student's academic advisor. (6 cr.)

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (M.P.H.) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

The public's interest in healthy lifestyles and focus on prevention is increasing the demand for public health professionals. Public health careers can be found in research agencies such as the Centers for Disease Control and Prevention, the National Institutes of Health, and the Food and Drug Administration; ministries of health; international health agencies; health services delivery organizations; local, state, and federal government; nonprofit organizations; businesses and corporations; hospitals; county health departments; and universities. A public health degree in Biostatistics can lead to career positions such as the following:

- Health Department Biostatistician
- Data Analyst

- Clinical Trials Supervisor
- Pharmaceuticals
- Project Designer
- Public Health Researcher
- Statistical Consulting Services

Master of Public Health Degree (MPH), Environmental Health Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Students in this concentration gain technical skills for the development, implementation and evaluation of practices that seek to identify, prevent or minimize the adverse impact of environmental and occupational hazards on human health. Students complete coursework related to the assessment and control of environmental and occupational exposures, the effects of these exposures on human health, principles of toxicology, and toxic regulations and policies. Upon completion of the program, students will be able to communicate environmental health risks to the public, analyze the impact of environmental assaults and exposures to susceptible populations, and manage environmental and occupational risks.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-V 696 (Formerly: HPER-C 644) Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-V 698 (Formerly: HPER-C 650) MPH Culminating Experience (2 cr.)

Environmental Health Concentration (21 credits)

Complete each of the following courses (12 cr.):

- SPH-V 542 (Formerly: HPER-V 513) Principles of Toxicology (3 cr.)
- SPH-V 545 (Formerly: HPER-V 519) Exposure Assessment and Control (3 cr.)
- SPH-V 546 (Formerly: HPER-V 520) Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 (Formerly: HPER-V 522) Environmental and Occupational Epidemiology (3 cr.)

Complete nine credits of graduate-level electives selected in consultation with the student's advisor. (9 cr.):

Special Opportunities

Graduates with environmental health degrees are more likely to get hired soon after graduation. There is a national shortage of trained environmental health professionals. The number of environmental health threats continues to grow: E-coli outbreaks, West Nile Virus, devastating events such as September 11th, & Hurricane Katrina, bring about environmental health threats that calls for an increase in the number of people trained to address these issues. We need more people to choose a career in environmental health to protect human health and the environment.

Careers

Environmental health professionals are everywhere and hold a variety of job titles. Below are just a few of the settings in which you could work:

- State, county and city health agencies
- Environmental consulting companies
- Private corporations
- Federal government
- International organizations
- Nonprofit organizations
- Academia (colleges and universities)

An environmental health specialist is a general term for someone who inspects environmental health systems to make sure they are in compliance with local, state and federal regulations. These regulations are set by the government to keep citizens safe and healthy. Responsibilities often include:

- Reviewing permits
- Collecting and interpreting data
- Investigating complaints
- Monitoring
- Educating
- Performing inspections

Master of Public Health Degree (MPH), Epidemiology Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The MPH in Epidemiology prepares students to assume a leadership role in public health, academia or the private sector. Graduates will be able to perform epidemiologic analyses that impact health and disease management by contributing to the understanding of disease etiologies. Epidemiology students will develop skills in study design and research methodology while gaining knowledge of the

social and lifestyle determinants that affect health. The graduate will leave with extensive training in epidemiologic methods that will enable them to improve public health through excellence in research and practice.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-E 696 (Formerly: HPER-Y 644) Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-E 698 (Formerly: HPER-Y 650) MPH Culminating Experience (2 cr.)

Epidemiology Concentration (21 credits)

Complete each of the following courses (15 cr.):

- SPH-E 653 (Formerly: HPER-Y 614) Chronic Disease Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 655 (Formerly: HPER-Y 619) Infectious Disease Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 657 (Formerly: HPER-Y 624) Social Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 658 (Formerly: HPER-Y 652) Advanced Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 659 (Formerly: HPER-Y 654) Advanced Epidemiological Methods (3 cr.) (p: SPH-E 651)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Graduates with epidemiology degrees are likely to get hired soon after graduation. Emergent infectious diseases and the need to improve health of an aging nation require an understanding of the epidemiology of both infectious and chronic diseases. Moreover, as the emphasis of obesity reduction and other lifestyle related health issues continues to increase, there are special opportunities for epidemiologists who are familiar with health maintenance and wellness strategies. The

relationships that epidemiologists identify among healthy lifestyles and positive outcomes will shape the wellness programs of the future. Epidemiology is a field that often has international opportunities, even for recent graduates.

Careers

Epidemiologists are everywhere and hold a variety of job titles. Many have learned the discipline on the job so candidates with formal training will have a competitive edge in the marketplace. The following is a list (not by any means exhaustive) of possible job settings:

- State, county and city health agencies
- Environmental consulting companies
- Private corporations
- Federal government
- International organizations
- Nonprofit organizations
- Academia (colleges and universities)

Epidemiologists study patterns of disease. Epidemiology is an expanding field that also now includes the study of disease prevention and wellness. The variety of tasks in which an epidemiologist may be engaged is extensive. As a result, this is a career that can be flexible and continually evolving. Some typical job responsibilities include:

- Collection of disease outbreak data
- Study design development
- Data analysis
- Program evaluation design
- Study coordination

Master of Public Health Degree (MPH), Public Health Administration Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

This program prepares students to assume leadership roles in the public and private sectors and to effectively create and implement policies and manage programs that promote the public's health with the opportunity to focus on rural populations. Coursework is completed in health policy, finance and budgeting, program evaluation, leadership, legal issues, and resource acquisition and management. Students have the opportunity for significant research and practice involvement with public health and health services organizations in Indiana and beyond.

Degree Requirements

A minimum of 43 graduate credit hours is required for this program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C– is required in each course. All electives for completing the degree must be approved by the advisor. Prerequisite courses may be prescribed for students lacking sufficient background for graduate study in public health.

Master of Public Health Degree Requirements (43 credits)

MPH Degree Common Course Requirements (22 credits)

Complete each of the following public health core courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- SPH-P 696 (Formerly: HPER-C 644) Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- SPH-P 698 (Formerly: HPER-C 650) MPH Culminating Experience (2 cr.)

Public Health Administration Concentration (21 credits)

Complete each of the following courses. (12 cr.):

- SPH-H 562 (Formerly: HPER-H 594) Health Program Evaluation (3 cr.)
- SPH-H 661 (Formerly: HPER-H 625) Legal Issues in Health Promotion (3 cr.) **or** SPH-R 544 Legal Aspects of Recreation Administration (3 cr.)
- SPH-H 662 (Formerly: HPER-H 695) Acquiring & Managing External Funds for Health & Human Services (3 cr.)
- SPH-X 561 (Formerly: HPER-T 594) Finance and Budgeting (3 cr.)

Complete nine credits of graduate-level electives selected in consultation with the student's advisor. (9 cr.):

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Public health careers can be found in regulatory agencies; advocacy groups; professional associations; think tanks; consulting firms; local, state, and federal government agencies; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and with health foundations and health-based grant projects. A public health degree specializing in public health administration can lead to career positions such as the following:

- Evaluation Specialist
- Public Health Advisor
- Public Health Policy Analyst
- Public Health Research Coordinator
- Program Manager
- Project Director
- Program Coordinator
- Public Health Consultant

Master of Science in Recreation Degree (MSR), Park and Public Lands Management Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

A Master of Science in Recreation degree with a major in Park and Public Lands Management provides students with approaches to managing land-based operations at the national, state, regional and local levels. The program emphasizes the stewardship of lands entrusted to many public agencies and private enterprises in order to improve the environment, sustain public enjoyment of parks and facilities by employing contemporary management practices, and balancing resource protection with recreation and use of lands. This program is offered [online](#).

Degree Requirements

A minimum of 35 credit hours is required for this program.

The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C- is required in each course. All electives for completing the degree must be approved by the advisor.

Complete each of the following foundation courses (18 cr.):

- SPH-R 511 (Formerly: HPER-R 520) Organizational Leadership of Leisure Services (3 cr.)
- SPH-R 512 (Formerly: HPER-R 525) Administrative Theory and Management Practices of Leisure Services (3 cr.)
- SPH-R 525 (Formerly: HPER-R 507) Foundations of Conservation, Parks, and Recreation (3 cr.)
- SPH-R 698 (Formerly: HPER-R 607) Capstone Studies in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 505 (Formerly: HPER-C 505) Principles and Foundations in Public Health (3 cr.)
- SPH-X 590 (Formerly: HPER-T 590) Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following emphasis courses (12 cr.):

- SPH-O 517 (Formerly: HPER-R 545) Advanced Ecosystem Management in Outdoor Recreation (3 cr.)
- SPH-O 541 (Formerly: HPER-R 523) Visitor Behavior (3 cr.)
- SPH-R 523 (Formerly: HPER-R 540) Policy Studies in Outdoor Recreation and Tourism (3 cr.)
- SPH-R 524 (Formerly: HPER-R 524) Fundraising for Public and Nonprofit Agencies (3 cr.)

Complete credits from the following courses to reach the minimum 35 graduate-level credits required for completion of this degree program (5 cr.):

- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-R 691 (Formerly: HPER-R 641) Readings in Recreation (2-3 cr.)
- SPH-R 693 (Formerly: HPER-R 640) Independent Study and Research (3 cr.)

Special Opportunities

The graduate program offers opportunities to learn from a dedicated faculty of land management educators and professionals who are committed to the success of their students. Students are given a wide variety of research and practical opportunities from the faculty and through exposure to excellent examples of park and land management systems both nationally and internationally.

Careers

Following are some typical job descriptions for career positions in park and public lands management:

Recreation and Parks Director: manages both recreation and park functions, including recreation programs, recreation areas, and facilities. Also serves as the technical advisor to the recreation and parks commission, board, or other authority responsible to the public for recreation and park services.

Park Planner/Compliance and Environmental Planner: responsible for professional planning work including gathering, compiling, and analyzing resource data, ensuring compliance with environmental, historic, and other review processes in order to prepare proposed solutions to problems and designs and/or authorize project execution.

Park and Facility Manager: directs the operational and developmental phases of parks, boulevards, recreation areas, and facilities including maintained landscapes, resource areas, trails, and dedicated facilities. Also plans, directs, and participates in maintenance and construction including inspection of grounds, direction of property security, and providing information and services to visitors. Leads asset management, resource management, and environmental teams in ensuring protection, maintenance, renovations, and visitor use.

Park and/or Public Land Superintendent/Manager: directs all activities of a geographic location or locations of public lands including parks, reserves, preserves, units, and other areas to including protection, management, access, recreation and use. Conducts strategic, long range asset, program, and annual budget planning including budget submissions. Also responsible to lead partners, volunteers, donors and concession operators in mission oriented relationships that benefit the park –public lands and visitor experience.

Joint Graduate Degrees

The faculty-directors of two different degree programs may agree on an economical combination of academic requirements which benefits a student who is earning both degrees simultaneously. The faculty-directors of the Master of Public Health (M.P.H.) degree program in the School of Public Health - Bloomington have entered into joint degree agreements with the faculty-directors of four degree programs in other schools. The four resulting joint degree programs are described as follows:

(M.P.H.) / Juris Doctor degree (J.D.)

The faculty of the Maurer School of Law has agreed to reduce the minimum total number of credits required for the Juris Doctor (J.D.) degree from 88 to 79 for a student who has earned an M.P.H. degree from the School of Public Health - Bloomington in any of the five available majors.

(M.P.H.) / Master of Arts degree (M.A.) in European Studies

The faculty-directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in African Studies

The faculty-directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in Latin American and Caribbean Studies

The faculty directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in Russian and East European Studies

The faculty-directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

Doctoral Degree Program (PhD)

Majors:

- Environmental Health
- Epidemiology
- Health Behavior
- Human Performance, Emphasis: Biomechanics
- Human Performance, Emphasis: Exercise Physiology
- Human Performance, Emphasis: Motor Learning/Control
- Human Performance, Emphasis: Sport Management
- Leisure Behavior

Minors:

- Doctoral Minor Requirements

Health Behavior Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Ph.D. in Health Behavior is a highly regarded, nationally recognized program with a strong history of preparing graduates to conduct scholarly inquiry in a broad spectrum of areas emphasizing health promotion and prevention of health problems. Research and creative activities include both basic and applied work in program planning and development; health policy management, evaluation of the program effectiveness; and examination of lifestyle and health behavior in relation to nutrition, exercise, stress, alcohol, tobacco and other drug abuse, individual development and family health, communicable disease, human sexuality, aging, and related areas.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.

- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities independently or in collaboration with faculty members and other graduate students. Through funded associate instructor (AI) appointments, most doctoral students also acquire essential skills and experience in teaching various health topics in different settings. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences. A limited number of fellowships and scholarships are available to the best qualified students.

Careers

Most graduates pursue careers in higher education as professors and researchers while some complete postdoctoral fellowships or pursue research or executive careers in governmental agencies such as the Centers for Disease Control and Prevention and voluntary health agencies.

Human Performance Major, Emphasis: Biomechanics

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Doctoral program in biomechanics takes an interdisciplinary approach to the mechanical aspects of human movement, with the particular focus on gait, gait energetics, and mechanisms for lower extremity injury. Students take a variety of courses related to human movement mechanics and the physiological and neuromuscular aspects of human movement. In addition to taking classroom-based courses, most learning will be conducted through hands-on experiences in the research laboratory. The research conducted in the biomechanics laboratory focuses on the gait mechanics and energetics of running and the mechanisms for running related overuse injuries.

New graduate Biomechanics students (both M.S. and Ph.D.) are admitted when space is available. Students start attending classes in the Fall of the year they are admitted; Applications should be completed by the end of December of the previous year.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.

- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the Biomechanics Laboratory.

Careers

- Careers for the M.S. degree — Students pursuing the M.S. degree are well prepared for positions at private industry, clinical, and academic research labs. Career opportunities are also available in research and development of equipment used in the sports industry, research labs, and clinical settings. The M.S. degree also serves as preparation for pursuing Ph.D. programs.
- Careers for the Ph.D. degree—Students earning the Ph.D. in biomechanics are well prepared for faculty and teaching positions as well as research in clinical or private industry settings.

Human Performance Major, Emphasis: Exercise Physiology

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

Exercise physiology is broadly based on basic sciences: human anatomy, physiology, chemistry, and biology. The primary goal of this field is to understand how the various cells, tissues, organs, and organ systems respond to challenges posed by exercise and physical training. Exercise physiology focuses on optimal performance such as that attained by elite and highly trained athletes. Unlike many fields, exercise physiology has remained integrative, examining how the failure or enhancement of one physiological system can influence another. The field also considers how the environment imposes limits on the body during exercise through such means as heat, cold, humidity, and altitude.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the exercise physiology laboratories.

Careers

- Careers for M.S.: Preparation toward Ph.D. programs; research-related positions at research laboratories.
- Careers for Ph.D.: Graduates are qualified for research and teaching positions at universities, sports organizations, and medical centers.

Human Performance Major, Emphasis: Motor Learning/Control

- Description of Program

- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The program in motor learning and control focuses on the neuromuscular aspects related to the execution of human movement and learning. Students take a variety of neuroscience courses related to the control of human movement. General research topics include strength acquisition, goal-directed movement control, and the effects of human aging on movement execution with emphasis given to postural control and balance.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study.

These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.

- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the motor control laboratories.

Careers

- Careers for the M.S. degree—Students pursuing the M.S. degree are well prepared for research-related positions at research laboratories and/or research rehabilitation clinics. The M.S. degree also serves as preparation for pursuing the Ph.D. degree.
- Careers for the Ph.D. degree—Students earning the Ph.D. in motor control are well prepared for faculty research and teaching positions at colleges and universities.

Human Performance Major, Emphasis: Sport Management

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The doctoral sport management program at Indiana University was founded in response to a growing demand for researchers and professors in sport management. This doctoral program has produced several scholars who are professors at universities across the United States and around the world from South Korea to Australia. The Ph.D. program is focused on developing in doctoral students the research, critical thinking, and teaching skills necessary for them to be successful in academia. Students in the doctoral program are generally interested in pursuing professorial or administrative careers in the academic field of sport management. The coursework in the Ph.D. program provides an interdisciplinary approach to the study of sport management intended to build upon the each student's interest and thorough foundation in sport. Through elective coursework and doctoral seminars taught by graduate sport management faculty members, the program allows flexibility for students to explore a wide variety of opportunities and interests within the field of sport management (i.e., business, communication, history). Admission into the program is highly competitive, and courses are research intensive. For more information about this program, please visit the [program Webpage](#) or contact the sport management graduate coordinator, Dr. Antonio Williams, at aw22@indiana.edu or the director

of the sport management undergraduate and graduate programs, Dr. Paul Pedersen, at ppederse@indiana.edu.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated

area outside the department in which the major is being pursued.

- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Doctoral students are selected to work on a myriad of ongoing research projects at the discretion of their program advisors. The [doctoral students](#) in the sport management program have a wide variety of interests and backgrounds (click on the "doctoral students" link to read more about the current students).

Careers

The Ph.D. in Sport Management prepares students for research and teaching careers in academia. Please click on this link to learn more about [alumni](#) of the program.

Leisure Behavior Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

This Ph.D. program prepares candidates for research and teaching careers in the areas of research methodology and leisure behavior. The emphasis is on research related to a specific area of leisure behavior and on developing an in-depth understanding of a cognate field. Studies have a philosophical and scientific orientation and emphasize theoretical research. The program is individualized to meet each student's personal career goals.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*

Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.

- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Graduate academic appointments are available for students pursuing graduate studies in the Department of Recreation, Park, and Tourism Studies. Selection criteria for a graduate assistantship or associate instructorship include scholarship records, experience, previous graduate work, and letters of recommendation. Duties for a student academic appointment may involve assisting faculty with teaching, research, or other departmental duties; teaching classes; or working in the Division of Recreational Sports. Other special assignments may also be made.

Careers

The degree program is designed for graduate students wishing to pursue careers in management and administration, teaching, research, or administration in higher education.

Minors

Ph.D. Minors Offered by the School of Public Health-Bloomington

The School of Public Health-Bloomington offers doctoral minors which may be completed by Ph.D. degree students in departments other than that of the minor. Approved doctoral minors and their requirements are described below, ranging in size from 9 credits to 15 credits. A doctoral student may work with the minor advisor to

develop an individualized minor which differs in title and requirements from the approved doctoral minors listed below. In such a case, a proposal for the individualized minor must be approved by the student's doctoral advisory committee, and by the associate dean of the University Graduate School.

Options for an Outside Doctoral Minor in the Department of Applied Health Science

Addictive Behaviors Complete 9 credits as follows:

Complete each of the following courses:

- SPH-B 518 The Nature of Addictive Disorders (3 cr.)
- SPH-H 518 Alcohol and Drug Education (3 cr.)

Complete 3 credits from the following elective courses in consultation with the minor advisor to include a selective topic directly related to addictive behaviors:

- SPH-B 701 Advanced Health Behavior Theory for Research (3 cr.)
- SPH-B 702 Advanced Evaluation and Research in Public Health (3 cr.)
- SPH-B 703 Acquiring External Funds for Research (3 cr.)
- SPH-H 791 Readings in Health Behavior (1-10 cr.)
- SPH-H 792 Research in Health Behavior (1-10 cr.)

Gerontology Complete 9 credits including 3 courses from the following list of options to be selected in consultation with the minor advisor:

- EDUC-P 517* Adult Development and Aging (3 cr.) (*offered online)
- EDUC-P 518* Social Aspect of Aging (3 cr.)
- SPH-B 535* Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615* Health, Longevity, and Integrative Therapies for the Later Years (3 cr.)
- SPH-H 524/EDUC-P 513* Gerontology: Multidisciplinary Perspective (3 cr.)

Health Behavior Complete 12 health behavior graduate-level credits in consultation with the minor advisor.

Health Promotion Complete 15 credits as follows:

Complete the following course:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)

Complete one of the following courses:

- SPH-H 500 Philosophy and Principles of Health Education (3 cr.)
- SPH-H 635 Health Promotion in the 21st Century (3 cr.)

Complete 9 additional graduate-level credits, selected in consultation with the minor advisor.

Human Development and Family Studies Complete 9 credits as follows:

Complete the following courses:

- SPH-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.)

- SPH-F 656 Families and Health (3 cr.)

Complete 3 additional graduate-level SPH-F credits to be selected in consultation with the minor advisor.

Human Sexuality Education Complete 15 credits as follows:

Complete the following courses:

- SPH-B 589 Social and Behavioral Determinates of Health (3 cr.)
- SPH-H 515 Human Sexuality Education in Schools (3 cr.)
- SPH-H 540 Practicum in College Sex Education (3 cr.)
- SPH-H 555 Issues in Sexuality and Health (3 cr.)

Complete 3 additional graduate-level credits to be selected in consultation with the minor advisor.

Nutrition Science Complete 12 credits as follows:

Complete the following courses:

- SPH-N 530 Advanced Human Nutrition (3 cr.)
- SPH-N 532 Advanced Human Nutrition II (3 cr.)

Complete 1 of the following biochemistry courses.

- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 484 Biomolecules and Catabolism (3 cr.)
- MCHE-C 580 Medical Biochemistry (3 cr.)

Complete one course selected, in consultation with the minor advisor, from the following:

- SPH-N 520 Food Chemistry (3 cr.)
- SPH-N 531 Medical Nutrition Therapy (3 cr.)
- SPH-N 536 Community Nutrition (3 cr.)
- SPH-N 600 Nutrigenomics (3 cr.)
- SPH-N 601 Phytonutrients (3 cr.)
- SPH-N 620 Nutrition in Sports (3 cr.)
- SPH-N 691 Readings in Nutrition Science (1-5 cr.)
- SPH-N 692 Research in Nutrition Science (1-5 cr.)

Public Health Complete 12 credits with a minimum cumulative doctoral minor GPA of 3.0 in the following courses:

- SPH-B 589 Social Determinates of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-V 541 Environmental Health (3 cr.)

Safety Management Complete 15 credits as follows:

Complete the following course:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)

Complete 12 credits of graduate-level courses selected in consultation with the minor advisor.

School and College Health Education Complete 15 credits as follows:

Complete each of the following courses:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-H 510 Organization of School Health Programs (3 cr.)
- SPH-H 623 School Health Program Management (3 cr.)
- SPH-H 635 Health Promotion in the 21st Century (3 cr.)

Complete one course from:

- SPH-H 500 Philosophy and Principles of Health Education (3 cr.)
- SPH-H 502 Instructional Strategies for School and College Health (3 cr.)

Option for an Outside Minor in the Department of Environmental Health

Environmental Health Complete 9 credits as follows:

Complete the following course:

- SPH-V 541 Environmental Health (3 cr.)

Complete 6 credits from the following courses:

- SPH-V 510 Human Health and the Natural Environment (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure, Assessment, and Control (3 cr.)
- SPH-V 546 Risk Assessment Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)
- SPH-V 741 Molecular Toxicology (3 cr.)
- SPH-V 743 Environmental Health Sampling (3 cr.)
- SPH-V 745 Advanced Toxicology (3 cr.)
- SPH-V 747 Carcinogenesis (3 cr.)

Options for an Outside Minor in the Department of Epidemiology and Biostatistics

Biostatistics Complete 9 credits as follows:

Complete the following courses:

- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-Q 603 Categorical Data Analysis (3 cr.)

Complete 3 credits from the following courses, selected in consultation with the minor advisor:

- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)
- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)
- SPH-Q 612 Survival Analysis (3 cr.)

Epidemiology Complete 9 credits as follows:

Complete the following courses:

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)

Complete 3 credits from the following courses, selected in consultation with the minor advisor:

- SPH-E 653 Chronic Disease Epidemiology (3 cr.)

- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 658 Advanced Epidemiology (3 cr.)
- SPH-E 659 Advanced Epidemiological Methods (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)

Option for an Outside Minor in the Department of Kinesiology

Human Performance Complete 12 credits of graduate-level human performance courses to be selected in consultation with the minor advisor.

Option for an Outside Minor in the Department of Recreation, Park, and Tourism Studies

Leisure Behavior Complete 9 credits as follows:

Complete 3 credits from the following courses:

- SPH-R 710 Social Science of Leisure (3 cr.)
- SPH-R 711 Higher Education in Recreation, Parks, and Tourism Studies (3 cr.)
- SPH-R 712 Inquiry Methodology in Leisure Behavior (3 cr.)
- SPH-R 794 Doctoral Seminar: Leisure Behavior (3 cr.)

Complete 6 additional graduate-level credits to be selected either from remaining courses listed above, or from other Department of Recreation, Park, and Tourism Studies courses which are selected in consultation with the minor advisor.

Environmental Health Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The mission of this program is to educate the next generation of environmental health professionals to understand the influences and effects of environmental factors on human health and disease with a focus on rural communities; to prepare health scientists to conduct and share through scholarly pursuits the results of original lab-based research; to emphasize the scientific, technological, policy, and management skills needed to address environmental, toxicological and occupational health concerns; and to advance the discipline of environmental health. The goal of this doctoral program is to educate future professionals who are highly qualified as independent investigators, academicians, and practitioners of environmental health.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.

- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students have the opportunity to enhance skills by participating in research activities independently or in collaboration with faculty members and other graduate students. Assistantships are available through our school for students admitted to doctoral degree programs on the Bloomington campus, and many doctoral students also gain experience in teaching various health topics in

different settings. Students are strongly encouraged to publish research results in professional peer-reviewed journals and present their research at local and national conferences. Fellowships and scholarships are available to highly qualified students.

Careers

Graduates with PhDs in environmental health pursue careers in all sectors of the workforce including academia, government and industry. Professionals trained in environmental health, including those in toxicology, occupational health and risk assessment, will see job opportunities grow over the next several decades due to an increase in retirements and challenges in the chemical, physical, built and social environments. The increasing societal trend towards improving human health has led analysts to conclude that the job market for PhD-level individuals in environmental health and toxicology will continue to grow.

Epidemiology Major

- Description of Program
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

For each degree program and area of specialization within each program in a school of public health, there shall be clearly stated competencies that guide the development of educational programs. Competencies define what a successful learner should know and be able to do upon completion of a particular program or course of study (CEPH, 2005, p13). To graduate, a student in the Ph.D. in Epidemiology must demonstrate the following competencies:

- Demonstrate in-depth knowledge of basic and advanced concepts of epidemiology.
- Apply basic and advanced principles of epidemiology to answering research questions.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- Exhibit proficiency in advanced analytic techniques.
- Apply advanced quantitative methods to study the interaction of human behavior, population characteristics and the physical environment.
- Explain the critical differences between epidemiologic descriptive and analytic study designs, the measures that can be estimated from each, and their strengths and limitations.
- Describe how to select an appropriate study design for a specific research question or health problem.
- Evaluate the evidence in favor of and against the likelihood that an observed association in epidemiologic studies is causal using a set of criteria.
- Define the concept of the multifactorial nature of disease.
- Translate epidemiologic data into practice and program recommendations.
- Exhibit proficiency in grant-writing and protocol development and excellence in scientific writing.

- Conduct a systematic critical assessment of published epidemiological and clinical studies and present these findings to a variety of audiences.

Degree Requirements

Course requirements for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

The following courses or their equivalents must be completed, either as prerequisites, or as required courses by all Ph.D. students in the School of Public Health - Bloomington.

- SPH-E 651 Epidemiology (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below.*
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) *This course or its equivalent may not be counted toward the 90 credits for the degree.*
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, as described below. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are completing requirements for an MPH degree concurrent with the doctoral degree are also exempt.*
- SPH-X 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) *This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.*

The 90 required credits are arranged as follows on a Ph.D. student's course prescription:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated

area outside the department in which the major is being pursued.

- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities independently or in collaboration with faculty members and other graduate students. Through funded associate instructor (AI) appointments, most doctoral students also acquire essential skills and experience in teaching various health topics in different settings. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences. A limited number of fellowships and scholarships are available to the best qualified students.

Careers

The growing aging population will increase the need for scientists skilled in the research and prevention of disease. The rapidly expanding health field will also spur the need for researchers who can provide information to help governments, health agencies, health care providers and communities deal with epidemics.

The salary range, \$38,175 - \$136,237, reflects the actual salaries earned (adjusted for inflation using the national CPI - Bureau of Labor Statistics) within one year of graduation as reported by the most recent national survey of graduates conducted by ASPH <http://www.whatispublichealth.org/faqs/index.html>.

Public Health Certificate

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

The online graduate Certificate in Public Health will provide graduate students and working professionals a solid foundation in the core concentrations of Public Health and the opportunity to advance careers through a practicum experience.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to this certificate program through the Schools of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2016 admission will be available through the SOPHAS on August 17, 2015. Be sure to thoroughly read all directions in the SOPHAS Express application. Please contact SOPHAS at sophasinfo@sophas.org, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://onestart.iu.edu/sisad-prd/p/Guest.do?>

[methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR.](#)

This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Public Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Admissions, Nelda Montemayor, at nmontema@indiana.edu.

For more information about this certificate program:

- please visit the My Public Health Direct Web site at <http://mypublichealthdirect.indiana.edu/home.php>.
- you may also contact:
 - Dr. Lesa Huber
Department of Applied Health Science
Indiana University
1025 East 7th Street, SPH 116
Bloomington, IN 47405

Phone: (812) 855-1733
E-mail: lehuber@indiana.edu

Students are encouraged to contact Dr. Huber before applying for admission to this program. Students will be notified of the admission decision by Dr. Lesa Huber.

Certificate Requirements (15 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 15 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following courses (15 cr.):

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.) (spring)
- SPH-B 675 Practicum (3 cr.)
- SPH-E 610 Introduction to Applied Epidemiology and Biostatistics (3 cr.)
- SPH-P 510 Organization and Administration of Public Health (3 cr.) (fall)
- SPH-V 541 Environmental Health (3 cr.) (spring)

The following is a typical sequence in which students complete the required courses:

- During the spring semester of year one, students complete SPH-B 589 and SPH-V 541.
- During the fall semester of year one, students complete SPH-P 510 and SPH-E 610.
- During the spring semester of year two, students complete SPH-B 675.

Special Opportunities

The certificate is 15 credit hours, and includes a 3 credit practicum. Students do not need to be in residence in Bloomington to complete any part of the certificate. All of the coursework is online and the practicum may be completed at a distance.

Careers

The Association of Schools and Programs of Public Health (ASPPH) estimates a shortage of 250,000 public health workers by 2020. Careers in public health can be found in local, state, and federal government; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and with health foundations and health-based grant projects. A Graduate Certificate in Public Health can lead or enhance careers in positions including:

- Community Health Educator
- Disease Prevention Manager
- Health Promotion Specialist
- Intervention Designer
- Maternal and Child Health Specialist
- Obesity Prevention Coordinator
- Public Health Educator
- Public Health Program Manager
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Graduate Certificates

- Gerontology and Health Certificate
- Public Health Certificate
- Therapeutic Outdoor Programs Certificate

Gerontology and Health Certificate

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

The online graduate Certificate in Gerontology and Health provides graduate students, individual practitioners, and professionals working with older adults, with skills and knowledge to advance careers in the aging services field. The curriculum provides 9 credits of course work, tailored to student interests and a 3-credit career building practicum.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to this certificate program through the Schools of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2016 admission will be available through the SOPHAS on August 17, 2015. Be sure to thoroughly read all directions in the SOPHAS Express application. Please

contact SOPHAS at sophasinfo@sophas.org, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR>.

This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Gerontology and Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Admissions, Nelda Montemayor, at nmontema@indiana.edu.

For more information about this certificate program:

- please visit this program's Web site at <http://www.indiana.edu/~gero/Graduate.html>.
- you may contact:
 - Dr. Lesa Huber
Department of Applied Health Science
Indiana University
1025 East 7th Street, SPH 116
Bloomington, IN 47405

Phone: (812) 855-1733
E-mail: lehuber@indiana.edu

Students are encouraged to contact Dr. Huber before applying for admission to this program. Students will be notified of the admission decision by Dr. Lesa Huber.

Certificate Requirements (12 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 12 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following courses (6 cr.):

- SPH-B 675 Practicum in Gerontology (3 cr.)*
- SPH-H 524/EDUC P513 Multidisciplinary Perspectives in Gerontology (3 cr.)

Complete two of the following courses (6 cr.):

- EDUC-D 505 Adult Learning through the Lifespan (3cr.)
- EDUC-D 506 Adult Education Planning and Development (3cr.)
- EDUC-P 518 Social Aspects of Aging and Aging Families (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)

- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health, Longevity, and Integrative Therapies for the Later Years (3 cr.)
- SPH-F 560 Grief in the Family Context (3 cr.) (prerequisite: 6 cr. of social and historical studies courses or consent of instructor)

* Other practicum/internship courses may be substituted for SPH-B 675 with advisor approval.

Special Opportunities

The certificate consists of 12 credit hours, and includes a 3 credit practicum. Students do not need to be in residence in Bloomington to complete any part of the certificate. All coursework and the practicum can be completed online on campus. The courses address the social, cultural, biological and psychological aspects of aging. Current issues in pharmacology, the family, exercise physiology, and the diversity of the older adult population are featured. The interactive, multimedia courses use case studies from current practitioners.

Careers

The reality of our aging society is resulting in a demand for professionals with knowledge and expertise in aging. The Department of Labor predicts that careers in aging will be a high growth area for the next 10 years. There are expanding career opportunities in many fields. From working with high functioning older adults in the community to assisting frail elders in institutions, there is a demand in fields including health care, finance, housing, education, recreation, law and counseling. In addition, new technologies are changing the way people age. Many people are starting their own businesses to help people to age well and maintain their independence. There are many diverse opportunities for a career in the field of aging.

Therapeutic Outdoor Programs Certificate

- Description of Program
- Admission
- Certificate Requirements
- Special Opportunities
- Careers

Description of Program

A graduate Certificate in Therapeutic Outdoor Programs (TOP) is offered through the Department of Recreation, Park, and Tourism Studies. TOP provides graduate students and professionals with a comprehensive foundation of therapeutic interventions, theory, and practice as they apply in an outdoor context, for groups with specific needs. The 16 credit hour Graduate Certificate in Therapeutic Outdoor Programs incorporates the knowledge and skills of outdoor leadership, adventure therapy, outdoor programming, therapeutic processes, and a final practicum experience for applying these skills. The certificate reflects the students' ability to learn outdoor leadership skills and therapeutic intervention techniques for working with specific populations in various outdoor programs and environments. For more information about

this program, please visit the TOP Website at: <http://www.indiana.edu/~top>.

Admission

Applicants for admission to this graduate certificate program must have completed a bachelor's degree from an accredited university with a minimum cumulative undergraduate GPA of 2.5. Most students pursue the Graduate Certificate in Therapeutic Outdoor Programs while completing a graduate degree at Indiana University. IU graduate students with a minimum 3.0 cumulative GPA may apply for admission to this certificate program at: <https://www.indiana.edu/~hperweb/top/>. Interested students who are not yet admitted to an Indiana University graduate degree program may apply online for graduate program admission to Indiana University at <http://graduate.indiana.edu/admissions/index.shtml>.

For additional information, contact:

Dr. Alison Voight
Department of Recreation, Park, and Tourism Studies
Indiana University
1025 East 7th Street, SPH 133
Bloomington, IN 47405

Phone: (812) 856-1965
E-mail: avoight@indiana.edu

Students will be notified of the admission decision by Dr Alison Voight.

Certificate Requirements (16 cr.)

The Graduate Certificate in Therapeutic Outdoor Programs requires the successful completion of the following package of five courses totaling 16 credits. A minimum cumulative GPA of 3.0 is required in all courses used in this certificate program. A minimum grade of C- is required in each graded course used in this certificate program. A student earning a grade lower than a C- in a required course must retake the class.

Complete each of the following courses:

- SPH-O 504 (Formerly: HPER-R 504) Outdoor Experiential Education: Instruction Principles (3 cr.)
- SPH-O 520 (Formerly: HPER-R 512) Principles of Therapeutic Outdoor Programs (3 cr.)
- SPH-O 521 (Formerly: HPER-R 511) Group Processes and Facilitation in Adventure and Experiential Education (3 cr.)
- SPH-R 695 (Formerly: HPER-R 643) Practicum in Recreation and Parks (4 cr.)
- SPH-Y 561 (Formerly: HPER-R 561) Advanced Therapeutic Recreation Processes (3 cr.)

Special Opportunities

Therapeutic outdoor programs involve the instruction, leadership, and facilitation of outdoor activities for persons with limitations, disabilities, or specific needs. The curriculum for this certificate provides a unique opportunity for students to receive academic as well as experiential training in a therapeutic outdoor setting.

Careers

Students in this program greatly enhance their ability to work in specific areas related to adventure therapy, wilderness therapy, therapeutic camping and other outdoor programs for persons with specific needs.

Several of these organizations may include state and local programs such as Bradford Woods, Wilderness Inquiry, YMCA, Veteran Affairs, National Association of Therapeutic Wilderness Camping, Outdoor Behavioral Health, Equine Therapy, and other private and/or local outdoor programs. They gain marketable skills as outdoor leaders with the background and knowledge of facilitation and intervention techniques for specific populations.

Financial Aid, Awards & Scholarships

Assistantship Positions

An assistantship is a paid appointment, awarded for one year to a qualified graduate student. This appointment requires the student to work part-time in one of the following types of positions:

Associate Instructor: A graduate student who is employed as a teacher and engages in activities as a teacher. Teaching consists of the activities of teaching, lecturing, tutoring, instructing, laboratory assisting in an instructional role, and the like in the activity of imparting knowledge, providing the employee has responsibility for assigning grades for at least a portion of a course and has direct contact with students.

Graduate Assistant: A graduate student who, in an academic department or in an administrative office, assists in work associated with the duties of faculty members or administrators, such as library searches, curricular development, or paper grading, and who is not an Associate Instructor, Research Assistant, Student Counselor, or Faculty Assistant.

Research Assistant: A graduate student who is engaged in or assists with original, professional-level research.

Applicants for admission to graduate degree programs and current students may apply for assistantships at <https://www.indiana.edu/~hperweb/assistantship/index.php>. Most assistantships are awarded in the spring semester of each academic year for use toward the following year's expenses. Financial support is not guaranteed with admission to a graduate program, but the School of Public Health—Bloomington has an excellent record of supporting graduate students. In most cases, assistantships that are awarded to masters students are granted for only one year.

Application Deadline January 15, 2016

Eligibility Any graduate student who is officially admitted to a master's or doctoral degree program in the School of Public Health - Bloomington is eligible to apply for an assistantship. However, a student whose first language is not English must pass the Test of English Proficiency for International Associate Instructor Candidates (TEPAIC) before being appointed as an associate instructor. For this reason, this type of assistantship is not normally granted to a student whose first language is not English, unless the student has passed the TEPAIC before the assistantship is awarded. The TEPAIC is not to be confused with the Indiana English Language Proficiency Examination (IEPE), which is required of all new School of Public Health - Bloomington students whose first language is not English. The IEPE is different from TEPAIC, in that the IEPE serves to test the readiness of such students to take Indiana University classes. The TEPAIC tests the ability of such students to teach as associate instructors.

Criteria Criteria for selection are experience, departmental needs, scholarship records, and recommendations.

Duties Students may be appointed as associate instructors, research assistants, or graduate assistants. Students are normally assigned to the department in which they are majoring. Duties may involve assisting faculty with teaching, research, or other departmental duties; teaching classes; or working in the Division of Campus Recreational Sports. Other special assignments may also be made.

Stipend The stipend for the academic-year assistantships range from \$10,000 to \$12,500, based on whether a student is a master's or doctoral student. Master student assistantships are for only one year.

Fee Remission Limited or full fee remission may be awarded to any student enrolled in at least 6 credit hours per semester and working between 15 and 30 hours per week as a graduate student academic appointment. At departmental discretion, a fee remission may be awarded if a student is appointed to work for fewer than 15 hours per week. A fee remission may be awarded for a maximum of 30 credit hours per 12-month period, beginning with the start of the fall semester, with at most 12 credit hours in any semester or combined summer session. Fee remission does not cover dedicated fees, mandatory fees, and course-related fees or audit hours. An eligible appointee should be prepared to pay, at the time of registration, the unremittable portion of approximately \$32 per credit hour, plus mandatory and special course-related fees. Additional information is contained in the "Handbook For Student Academic Appointees" for the Bloomington Campus, a copy of which is located in the School of Public Health—Bloomington Dean's Office and at the following Web address: https://www.indiana.edu/~vpfaa/saahandbook/index.php/Main_Page.

School of Public Health - Bloomington Research and Travel Grant-in--Aid

The purpose of School of Public Health—Bloomington Student Research and Travel Grant-In-Aid support is to encourage students to become actively engaged in research-related activities. The Research Grant-in-Aid Awards provide support for inquiry for doctoral dissertations, master's thesis, and research project work. The School of Public Health—Bloomington Student Travel Grant-in-Aid provides funding for the dissemination of research results at professional conference. This is a companion to the Research Grant-in-Aid. For more information visit www.publichealth.indiana.edu/prospective-students/graduate/grants.shtml.

Graduate Student Federal Work-Study (GFWS)

Graduate Federal Work-Study is a need-based award that enables eligible students to acquire work-study jobs, the wages for which are largely funded by the federal government. The Graduate Student Federal Work Study typically takes the form of an assistantship offered by the student's academic department. Graduate students may also find GFWS positions through the GradGrants Center at www.indiana.edu/~gradgmt/resources.

The FAFSA must be filed by the March 1 priority date each year a student is interested in Federal Work-Study. Additional information regarding the eligibility

requirements of this award can be found at <http://studentcentral.indiana.edu/financial-aid/apply/fafsa.shtml>.

Please note, our office recommends filing the FAFSA by the March 1 priority deadline to guarantee that the option of all possible awards is available, even if the student is unsure as to whether he/she will need financial aid. If financial aid is not required after filing the FAFSA, then students may request to cancel it with our office.

School of Public Health - Bloomington Awards and Scholarships

A variety of awards and scholarships are available for admitted graduate students in the School of Public Health—Bloomington. Eligibility criteria for these awards vary. Some of these considerations include demonstration of academic excellence, leadership in extracurricular activities, and financial need. Students are encouraged to discuss these award and scholarship possibilities with their academic advisors. Award amounts vary, based on funding availability. For more information, contact the Office of Advancement, (812) 855-4712, or visit www.publichealth.indiana.edu/current-students/financial-aid/scholarships.shtml.

Advising & Registration

All Graduate Students

Each student will be assigned an academic advisor. The program of each candidate must be planned cooperatively by the student and the advisor, taking into account the student's educational background and objectives. All phases of the student's program are subject to the approval of the advisor. All graduate students are required to meet with their advisor before registering for classes each term. During each of these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded by the advisor either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in SPH 123, or the form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. (Additional registration information is available in the Enrollment and Student Academic Information Bulletin.)

Master's Degree Students

Online academic advisement reports and printed degree requirement tab sheets are two effective tools used by advisors and master's degree students to track academic progress. Academic advisement reports (AARs) are available to admitted Indiana University master's degree students at <https://one.iu.edu/>. AARs allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, the academic program requirements in this bulletin are reproduced with extra academic advising information on degree requirement tab sheets. The degree requirement

tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, and suggested electives in an abbreviated format. Degree requirement tab sheets may be viewed at the [degrees and majors](#) portion of the School of Public Health - Bloomington Website. These advising tools are used by master's degree students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility.

Doctoral Degree Students

Doctoral students will have course work individually prescribed by a the student's faculty advisory committee. Students must meet with an academic advisor to determine the sequence in which to enroll in the prescribed courses.

Admission

- Application for Graduate Program Admission
- Students with Disabilities
- Application Deadlines
- Admission Status
- Admission to Master's Degree Program
- Admission to Doctoral Degree Program

Application for Admission

Application

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to graduate degree programs through the Schools of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. The application for fall 2016 admission will be available through the SOPHAS on August 17, 2015. Be sure to thoroughly read all directions in the SOPHAS application. Please contact SOPHAS at sophasinfo@sophas.org, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR>

This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select one of the following:

- [Public Health-Bloomington Masters](#) for master's degree program admission.
- [Public Health-Bloomington PhD](#) for doctoral program admission.
- [Public Health-Bloomington Nondegree](#) for graduate certificate program admission.

For answers to questions about our degree programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS application, please contact

our Director of Admissions, Nelda Montemayor, at nmontema@indiana.edu.

Deadlines

- **Spring 2016 Admission:** Admission for the spring semester is possible for all School of Public Health - Bloomington graduate programs with exception of the M.P.H. degree programs and the M.S in Kinesiology degree program in Athletic Training. These two degree programs only admit students for fall semester entry. For all other programs, applicants are encouraged to apply as early as possible. October 1, 2015 is the priority deadline for application for spring semester admission to graduate degree programs. The application system closes on November 15, 2015.
- **Summer 2016 Admission:** Admission for the summer term is possible for all School of Public Health - Bloomington graduate programs with exception of the M.P.H. degree programs and the M.S in Kinesiology degree program in Athletic Training. These two degree programs only admit students in the fall semester entry. For all other programs, applicants are encouraged to apply as early as possible. December 15, 2015 is the priority deadline for application for summer term admission to graduate degree programs. The application system closes on January 16, 2016.
- **Fall 2016 Admission:** Applicants are encouraged to apply as early as possible, particularly those students who intend to apply for an assistantship. Applicants must have a completed application submitted in SOPHAS by January 15, 2016 in order to receive full consideration for an assistantship. International students, regardless of intention to apply for an assistantship, should also submit a completed application by January 15, 2016 to allow for additional processing time for international transcripts as well as the immigration process for admitted students. The application system will close on May 1, 2016 for fall admission. Applications completed by this date will receive full consideration for admission.

Required Materials

All applicants must complete the [sophas.org](http://www.sophas.org) application, and submit:

A statement of purpose (600 word maximum)

Applicants are encouraged to compose the statement in a text-only word processor such as Notepad or TextEdit, review the statement for errors, then cut and paste the final version into the text box in the SOPHAS application. The statement of purpose should describe your:

- reasons for interest in your application degree.
- research/professional interests.
- career goals.
- reason(s) for interest in Indiana University.

Official transcripts from all post-secondary institutions must be sent from each institution's registrar directly to SOPHAS. Official transcripts are required from all previously attended colleges and universities. Photocopies of official transcripts or unofficial records will not be accepted. You can print Official Transcript Request Form(s) from your online application.

Non-U.S. Transcripts may be mailed by FedEx, UPS, DHL and other express couriers to:

SOPHAS c/o Liaison International
311 Arsenal Street
Watertown, MA 02472

U.S. Transcripts may be mailed by United States Postal Service to:

SOPHAS
P.O. Box 9111
Watertown, MA 02471-9111

International Transcripts

All non-US transcripts must be evaluated by the World Education Service (WES) using their ICAP Course-by-course evaluation service. For further instructions, visit <http://www.wes.org/sophas>. Non-US transcripts are evaluated exclusively through WES. Make sure to enter your SOPHAS ID on your WES evaluation request so that your evaluation electronically matches to your application.

Please note that we do not accept other evaluation services other than WES services.

In addition to submitting your transcripts to WES, all international applicants are required to submit an additional set of all official transcripts (with English translation when applicable) and a photocopy of their diploma(s) at the time of their application to the Office of International Services. International students who have completed all of their coursework/earned a degree in the U.S., should also submit official copies of those transcripts/photocopy of their diploma(s) to the Office of International Services: Indiana University; Poplars 221; 400 E. Seventh Street; Bloomington, IN 47405. Phone: (812) 855-4306.

Three Letters of Recommendation from those who are best able to assess your ability to be successful in a graduate degree program. Ideally, your recommenders are recent professors, researchers or employers in a related field.

GRE Scores are required from all applicants for admission to IU School of Public Health-Bloomington graduate degree programs with the following exception. ** GRE scores are not required of U.S. citizens with a minimum undergraduate GPA of 2.8 on a 4.0 scale, who are applying for admission to the following degree programs: the M.P.H. degree program and the M.S. in Applied Health Science degree program in Safety Management or School and College Health Education.* All others, please have Educational Testing Services (ETS) send official GRE scores to the IU School of Public Health-Bloomington institution code: 6979.

All international students are required to submit official GRE scores.

English Proficiency: All international applicants whose native language is not English, and who have not received any degrees from a university where English is the language of instruction, must complete and submit one of following: A minimum TOEFL score of 80, or a minimum IELTS score of 7. Please have Educational Testing Services (ETS) send official scores to the institution code: 5688.

A Curriculum Vitae or Resume is desired by most admission committee members.

Important Notes:

- Three references and required test scores must be received before applications will be considered for admission.
- If an assistantship is desired, please complete and submit the online assistantship application at: <https://www.indiana.edu/~hperweb/assistantship/index.php>.
- Please note that the typical timeline for an application to be fully reviewed by the admissions committee takes approximately 6-8 weeks. SOPHAS will collect the required application materials and will conduct the initial application review to ensure that all materials have been received. Their review process can take up to 4 weeks. IU's SPH will not begin to formally review an application until the application has been "verified" by SOPHAS. Students should log into their SOPHAS account frequently to monitor the status of their application and to ensure that there are no messages regarding missing documents/materials.

Students with Disabilities

We would like to make reasonable accommodations for people with documented disabilities. If you have a documented disability for which you believe you may require assistance, please contact the Indiana University Office of Disability Services for Students, located in the Herman B. Wells Library, Room W302, or call (812) 855-7578.

Students who have, or believe they may have, a learning disability that affects their capacity to complete basic requirements for a degree in the School of Public Health-Bloomington should contact the Office of Disability Services for Students for information about services and accommodations for students with learning disabilities.

Application Deadlines

All Graduate Degree Programs

- **Spring 2016 Admission:** Admission for the spring semester is possible for all School of Public Health - Bloomington graduate programs with exception of the M.P.H. degree programs and the M.S. in Kinesiology degree program in Athletic Training. These two degree programs only admit students for fall semester entry. For all other programs, applicants are encouraged to apply as early as possible. October 1, 2015 is the priority deadline for application for spring semester admission to graduate degree programs. The application system closes on November 15, 2015.
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- **Fall 2016 Admission:** Applicants are encouraged to apply as early as possible, particularly those students who intend to apply for an assistantship. Applicants must have a completed application submitted in SOPHAS by January 15, 2016 in order to receive full consideration for an assistantship. International students, regardless of intention to apply for an assistantship, should also submit a completed application by January 15, 2016 to allow for additional processing time for international transcripts as well as the immigration process for admitted students. The application system will close on May 1, 2016 for fall admission. Applications completed by this date will receive full consideration for admission.

Master's Degree Programs with Earlier Application Deadlines

For admission to the following master's degree programs, all required application materials must be received by the dates specified below.

- **Athletic training Master's degree program—** Admission for fall term only. Review of applications for fall-term admission begins December 15, 2015. (Highly selective; fewer than 10 applicants admitted annually.)

Ph.D. Degree Programs

In general, fall-term doctoral admission decisions are made by the end of April. The doctoral admissions committee does not normally meet in May, June, July, or August. Therefore, all required application materials must be received and reviewed with a resulting admission decision by April 30.

Assistantships, Fellowships, or Scholarships

Master's and doctoral applicants seeking consideration for assistantships, fellowships, or scholarships must be admitted before January 15, 2016 to be considered for the 2016-2017 academic year. Only the credentials of admitted students will be reviewed for assistantship appointments. This review begins February 1, 2016.

Admission Status

The types of admission status are as follows:

Admitted The applicant has met all admission requirements, and has been accepted into a degree program. Admission status is unconditional for those students admitted to master's degree programs with an approved undergraduate degree from a four-year accredited institution. A student may be conditionally admitted before completing his or her undergraduate degree with the understanding that the degree will be completed before the student may earn a master's degree. Students may also be admitted with prescribed prerequisite course work, which must be completed before earning the master's degree.

Denied The applicant is not permitted to pursue the academic program for which application was made. Applicants whose record would ordinarily qualify them for admission but who are denied because no places are available in the desired program may request to have their applications reconsidered for admission at some future date. Applicants who are denied admission for other reasons may request reconsideration if significant

new evidence can be presented concerning their ability to pursue graduate course work successfully. If such evidence includes courses taken at Indiana University (or other institutions), the executive associate dean will review the course work on a case-by-case basis to determine whether or not such course work may be counted toward degree requirements if the applicant is subsequently admitted.

Continuing Nondegree The holder of a bachelor's degree who is not a candidate for a graduate degree may enroll as a continuing nondegree graduate student. Those wishing to enroll as nondegree students must be advised by the executive associate dean. Continuing nondegree students may enroll only in those courses for which they have obtained specific permission to register. Consideration will be given to the academic background of the individual and course enrollment limitations. If a student, initially enrolled as a continuing nondegree student, later wishes to obtain a graduate degree, a formal admission application must be submitted to the school. It is important to note that no more than 9 credit hours taken before formal admission to a degree program in the school may be counted toward a graduate degree.

Transient Students Students in good standing in any recognized graduate school who plan to return to their former university may enroll as nondegree students. A statement from the dean or departmental chairperson of the home institution verifying graduate status will be accepted in lieu of transcripts and letters of recommendation.

Audit Status A student who wants to enroll in a School of Public Health-Bloomington graduate course as an auditor must complete the Permission to Audit Form and return it to the Records Office, School of Public Health-Bloomington, Indiana University, SPH 123, 1025 E. Seventh Street, Bloomington, IN 47405-7109; phone (812) 855-1561. The privilege of auditing a course is awarded only under special circumstances. Course instructors have the final right of approval on any such arrangement. Credit may not be awarded for any course taken as an audit.

Admission to Master's Degree Program

Individuals holding bachelor's degrees from accredited institutions, or who are within one semester of meeting degree requirements, are eligible to apply for admission to master's degree programs. Applicants often apply for admission to Master's degree programs, and are admitted, before the requirements for the Bachelor's degree are completed. However, before a student may earn a Master's degree through the School of Public Health-Bloomington, an official transcript, displaying the student's Bachelor's degree must be sent from the degree institution to the SPH Records Office, Room 123.

Criteria that are considered for admission to master's degree programs include:

- Undergraduate education and grade point average (GPA)
- Scores on the Graduate Record Examination (GRE) for most majors.
- TOEFL scores for students with a primary language other than English.

- References
- Personal statement

Greatest consideration for admission will be given to those students who have earned an undergraduate GPA of at least 2.80 (on a 4.0 scale). An applicant with an undergraduate GPA below 2.80 may compensate for the low GPA with a high level of performance in the other admission criteria: GRE, references, and personal statement.

Professional experience related to the applicant's area of study is highly desirable. Specific admission requirements regarding professional experience are determined by each department and based upon the particular program of study for which application is made.

Applicants with deficiencies in academic background will be notified of specific courses to be taken as prerequisites or corequisites to degree course work. Prerequisite courses cannot be counted toward the credit hours required for completion of the degree but are required to be completed before the degree is granted.

Master's Thesis Option A master's degree program applicant who wishes to pursue the thesis option should state this desire in the required personal statement. Admission to a graduate program does not ensure availability of the thesis option. Interested students should discuss this option with a faculty advisor in the department offering the degree program. The decision to admit an applicant to this option is based upon the applicant's academic preparation and area of interest, as well as the availability of a faculty member to guide the thesis research.

Admission to Doctoral Degree Program

Prerequisites Although most applicants for the doctorate generally have backgrounds in the area of specialty, the possession of degrees in these fields is not a prerequisite to admission. However, qualified applicants who have deficiencies in academic or professional background may be required to take specific courses or acquire specific experience as prerequisites to degree course work. Credit hours earned in courses prescribed for this purpose ordinarily cannot be included in the 90 credit hours required for the degree.

English Language Proficiency A basic proficiency in the English language is required of all students. For international students whose primary language is not English, a TOEFL score of at least 80 is required on the Internet-based test. The International English Language Testing System (IELTS) offers an alternative to the TOEFL. A minimum IELTS score of 7 is required for direct admission to the School of Public Health-Bloomington. All entering international students whose primary language is not English will be required to take the Indiana University English language examination before registering for course work. Appropriate remedial English courses may be prescribed on the basis of test results.

Academic Admission Standards

Academic Standards for Admission to the Ph.D. Degree Program in Environmental Health in the Department of Environmental Health

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5

Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Epidemiology in the Department of Epidemiology and Biostatistics

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5

Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Health Behavior in the Department of Applied Health Science

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5
- Possess two years of relevant work experience

The Department of Applied Health Science prefers applicants with refereed research, professional conference presentations, and/or publications. Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Human Performance in the Department of Kinesiology

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least two of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5

Availability of Advisor Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Leisure Behavior in the Department of Recreation, Park, and Tourism Studies

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5
- Possess two years of relevant work experience.

The Department of Recreation, Park, and Tourism Studies prefers applicants with refereed research, professional conference presentations, and / or publications.

Availability of Advisor Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Policies & Procedures

Academic policies and procedures have been developed and approved by faculty to govern and facilitate student academic progress. These policies and procedures exist for undergraduate students, all graduate students, master's degree students, master's thesis students, and doctoral degree students.

Student Responsibilities

Students are responsible for planning their own programs and for meeting the degree requirements for graduation. For advice in fulfilling these requirements and in planning a course of study, students in the School of Public Health-Bloomington should regularly seek out academic counseling from their School of Public Health-Bloomington academic advisors. Although faculty and academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Bulletin is a crucial first step that students can and should take to ensure familiarity with the opportunities available to and requirements expected of all students in the School of Public Health-Bloomington.

The online Academic Advisement Report (AAR) is another valuable resource that will help students to plan a course of study and monitor their progress toward a degree. It provides detailed information regarding both the various degree requirements that students have fulfilled and those that they still need to complete. Students who need clarification regarding any information on their AAR or any of the requirements for their degree program are urged to contact their academic advisor or the School of Public Health-Bloomington Recorder's Office (School of Public Health 123).

Finally, Indiana University reserves the right to change course offerings without notice. Students are responsible

for consulting the online Schedule of Classes for the most up-to-date listing.

Grade Appeal

The following procedures exist for a student who believes that a grade earned in a School of Public Health-Bloomington course is unfair:

- The student must first attempt to resolve the dispute with the course instructor of record.
- If a resolution cannot be reached between the student and instructor, the student then must complete and submit a formal appeal to the department which offers the course, using the Grade Appeal Application Form. The Grade Appeal Application Form may be found at: <http://www.publichealth.indiana.edu/current-students/forms.shtml>. In addition, all supporting documentation must be included with the form. This packet must be submitted to the departmental office, addressed to the authority who deals with departmental grade appeals. The departmental addresses and grade-appeal authority in each department are as follows:
 - Applied Health Science (PH 116) – Director of Undergraduate Education
 - Environmental Health (PH C033)– Director of Undergraduate Education
 - Epidemiology and Biostatistics (PH C036) – Assistant Chair
 - Kinesiology (PH 112) – Director of Undergraduate Education
 - Recreation, Park, and Tourism Studies (PH 133) – Associate Chair for Instruction and Undergraduate Studies
- The formal complaint will be considered by the departmental authority within fourteen (14) working days, during which time departmental authority may request additional information from both the student and instructor. The departmental authority will serve as a mediator between the student and instructor.
- If the issue is not resolved to the student's satisfaction, the student may appeal the outcome to the School of Public Health Academic Fairness Committee. This request is to be made in writing and submitted to the Office of the Executive Associate Dean of the School of Public Health (PH 111), addressed to the Academic Fairness Committee.
- The Academic Fairness Committee will study the documentation and conduct a hearing on the case within fourteen (14) days, at which time, both the student and instructor will be present. The decision of the committee will be the determination of the case at the school level.

Appeals of grades should be made as soon as possible after the end of the semester. Requests for consideration of an appeal must occur within one calendar year from the end of the term in which the course was taken. Requests after this time limit will not be considered.

Admission

The admission process for each School of Public Health-Bloomington academic program is described on the individual program's page in this bulletin. Visit the

undergraduate section of this bulletin, and choose the type of program. Then choose the individual, desired academic program. The desired program's page will include information about the admission process for that program.

Undergraduate

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- Second Bachelor's Degree
- Student Research and Human Subjects
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- Time Limit for Bachelor's Degree Completion

Absences

Confirmed illness is usually the only acceptable excuse for absence from class. A student who misses a final examination and who has a passing grade up to that time is given a temporary grade of "I" for incomplete if the instructor has reason to believe the absence was beyond the student's control. The Office of the Dean of Students reviews excuses for absences from final examinations and notifies instructors of its decisions.

Academic Dismissal

Students will be dismissed from the School of Public Health - Bloomington when, in the judgment of the Scholarship and Probation Committee, they have ceased to make academic progress toward their degrees. Students who fail to attain a minimum grade point average of 2.0 in any two semesters and who have a cumulative grade point average below 2.0 will be dismissed automatically. (Note that these students will have been placed on probation at some point before their dismissal.)

A student who has been dismissed will be prevented from enrolling for classes through the School of Public Health - Bloomington for at least one full semester. During this

absence, a student may submit a petition to the committee for readmission.

Academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules, or facilitating academic dishonesty) may also result in a student's dismissal from the school. Consult the "Policy on Academic Misconduct" in the Code of Student Rights, Responsibilities, and Conduct for information about these policies and procedures. (The policy is reproduced in the Enrollment and Student Academic Information Bulletin.)

Academic Probation

Students are placed on academic probation for the semester following the one in which they failed to earn a C (2.0) average. Students remain on probation as long as they fall below a C average in a given semester or if their cumulative grade point average drops below 2.0.

Academic Standing

Candidate for Bachelor's Degree in Good Standing

Students are considered to be candidates in good standing for an Indiana University bachelor's degree when:

- they have been officially admitted by the Office of Admissions.
- their academic grade point average is at or above 2.0 for the last semester's work.
- their cumulative grade point average is at least 2.0.

Consult other sections in this bulletin on the specific program of study for additional degree standards.

Class Standing

Class standing is based on the number of credit hours completed:

- Freshman: fewer than 30 cr.
- Sophomore: 30 to 59 cr.
- Junior: 60 to 89 cr.
- Senior: 90 or more cr.

Advising

Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, School of Public Health - Bloomington students are required to meet with their assigned School of Public Health - Bloomington academic advisors before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded by the advisor in the student information system's ADRX advising contacts system. After the prescribed semester schedule has been recorded by the student's advisor, the advisor will authorize the records office to provide clearance for the student to register for classes.

Online academic advisement reports and degree requirement tab sheets are two effective tools used by advisors and students to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at onestart.iu.edu. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, requirements for each degree program are

outlined on degree requirement tab sheets, available online at the [degrees and majors](#) portion of the School of Public Health-Bloomington Website. The tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, suggested electives, and other information. These advising tools are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility. The program requirements in this bulletin are listed in the same order as found on the tab sheets.

Schedule Adjustment: Addition of Courses

No course may be added by undergraduate students after the first week of a regular semester or summer session unless the instructor of the course approves a petition that an exception be made and the request is approved by the chair of the department in which the course is offered and the dean of the school in which the student is enrolled.

Bachelor's Degree - Double Major

A student may decide to complete two majors within the same degree with a few exceptions. It is not possible for a student earning the Bachelor of Science in Kinesiology degree to have the following double major combinations:

- exercise science and health fitness specialist.
- human development and family studies and youth development.
- sport communication-broadcast and sport communication-print.
- sport marketing and management and sport communication-broadcast.
- sport marketing and management and sport communication-print.

The academic requirements are too similar between the majors in these combinations to allow the double major.

To earn a double major, all requirements for each program of study must be met. The student may use the same course to satisfy requirements in each major when that course is required in each degree program. However, such courses may only be used once for credit.

Course Load

An undergraduate student is expected to carry 12 to 18 credit hours of academic work per semester. The average semester load is 15 credits. A minimum enrollment of 12 credits per semester is required for eligibility for the most common forms financial aid. The Office of the Registrar restricts undergraduate student enrollment to a maximum of 19 credits per semester. The maximum enrollment for an undergraduate student during the entire summer term is 20 credits.

Course Load for International Students Monitored by SEVIS

The U.S. Immigration and Naturalization Service (INS) has created the Student and Exchange Visitor Information System (SEVIS) to maintain current information on nonimmigrant students, exchange visitors, and their dependents (i.e., all those in the F or J visa status). Undergraduate students monitored by SEVIS must maintain full-time enrollment (at least 12 credit hours for

undergraduates) during fall and spring semesters. For more information about SEVIS, please visit this site: <http://www.indiana.edu/~intlserv/>.

Dean's List Honors

A student, who earns a minimum 3.8 term grade point average (GPA) in at least 12 graded hours in a single semester, or in the entire summer term, receives the honor of being placed on the dean's list. Written notification is emailed to student's Indiana University email address. Students often note this honor on resumes and share this information with the editor of their home town newspapers.

Degree Requirement Exceptions

Under extraordinary circumstances, a degree requirement exception, such as a course substitution or waiver, may be made for an admitted School of Public Health - Bloomington student. To initiate a request for such an exception, the student's School of Public Health - Bloomington academic advisor must complete and sign a Course Substitution Request Form. The advisor or the student must then deliver the form to the records office, SPH 123. A final approval or denial decision will be made by the executive associate dean. A copy of the reviewed form with a decision will be sent to the initiating advisor for notification.

(Important note: Approved course substitution requests cannot be entered into a student's online academic advising report until the course to be used as a substitute for a required course is on the student's transcript with a grade that satisfies the original course requirement.)

If the substituting course is on the student's transcript with an appropriate grade, the student should monitor the degree progress report to make sure the requested academic exception has been made. If the substituting course is not yet on the student's transcript with an appropriate grade the student must check with the advisor to find out whether or not the course substitution request is approved.

Degree Requirements: Credit Hours

School of Public Health - Bloomington academic programs have the following credit hour requirements:

- All baccalaureate degrees require a minimum of 120 credit hours for graduation.
- Undergraduate certificate credit hour requirements range from 23 to 24 credit hours.
- Undergraduate minor credit hour requirements range from 15 to 21 credit hours.

Degree Requirements: Grade Point Average

Quality points are assigned for purposes of determining the cumulative grade point average (GPA), as follows: A+ or A 4 credit points; A- 3.7; B+ 3.3; B 3; B- 2.7; C+ 2.3; C 2; C- 1.7; D+ 1.3; D 1.0; D- 0.7; and F 0. No points are assigned for grades of I (Incomplete), S (Satisfactory), P (Pass), or W (Withdrawal).

A minimum cumulative GPA of 2.0 is required for the baccalaureate degree. In addition, a minimum GPA of 2.0 is required for all courses completed in the major area and in the minor area. Baccalaureate degrees for

teacher education majors in Health Education—Secondary Teacher Preparation and Teacher Preparation-All Grade Kinesiology require a 2.5 minimum cumulative GPA. A 2.5 minimum GPA is also required for these majors in all courses completed in the certification subject area and for all professional education courses.

Completion of ENG-W 131 (3 cr.) or equivalent with a minimum grade of C– is a general requirement of all students in the school.

Note: Although course work may be transferred to Indiana University from another institution, only the grades earned in courses taken at Indiana University will be used to compute a student's grade point average.

Elective Courses

Elective courses are identified on degree requirement tab sheets. All programs provide elective courses to allow flexibility in the student's academic preparation. Students should consult with their academic advisors before choosing elective courses.

There are two types of elective courses: specialized electives, chosen from a prescribed list; and free electives, chosen from the entire list of university offerings. Free electives allow students to enroll in any course, except as indicated below in the "Restrictions" section of these policies. These free elective credit hours may count toward the total credit hours required for the degree and may be taken under the Pass/Fail option. Students may wish to take free electives for personal enrichment.

Grade of Incomplete

The grade of I is given only under circumstances beyond the student's control that prohibit completion of the course on time and when the work of the course is substantially completed and of passing quality. When an Incomplete is assigned, a record must be maintained in the office of the department in which the grade was given. The record will include a statement of the reason for recording the Incomplete and adequate guidance for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

To receive notification of a removal of Incomplete, the student must contact the instructor. A student must complete the course and the instructor must replace the Incomplete with a grade within one calendar year from the date of its recording. The dean, however, may authorize adjustment of this period in exceptional circumstances. If the student fails to remove the Incomplete within the time allowed, the dean will authorize the Office of the Registrar to change the grade to F. Both the student and the instructor will be notified of this change in grade.

If an instructor requests that the student retake the course to have an incomplete grade replaced with an actual grade, the student should **not** re-register for the course. In this case, the instructor who recorded the grade of I should replace it with the grade the student earns when the retaken course is completed.

Once a student has graduated, an incomplete grade may remain on the official record.

These regulations do not apply to research and reading courses in which completion of the course work is not necessarily required at the end of the semester.

Incomplete work in these courses will be denoted by a grade of R (deferred grade). A grade of R (Deferred) indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms.

Graduation with Honors

Outstanding students with a minimum of 60 graded credit hours from Indiana University are recognized upon graduation with the following designations: distinction, for those with cumulative GPAs of 3.5 to 3.74; high distinction, for those with GPAs of 3.75 to 3.89; and highest distinction, for those with GPAs of 3.9 to 4.0. These students will have their designations noted on their transcripts and diplomas. Additionally, special honors cords are provided to students to wear with their gowns at the graduation ceremony. Crimson cords indicate distinction. Cream cords indicate high distinction. Cream and crimson cords indicate highest distinction. Students will be notified and may pick up their honors cords in the School of Public Health - Bloomington records office, Room 123.

Grade Replacment Policy: Extended X

Extended X Policy: Policy and Procedure on Course Reenrollment and Recalculation of Student Grade Point Average

Any undergraduate student may retake a course for which he or she received a grade below A. Upon completion of the retaken course, the GPA for a student applying this option will be adjusted to exclude the grade for the replaced course. A student may exercise this option for no more than three courses, totaling no more than 10 credits. A student may use this option only once for a given course. A student must apply this option before the student's degree is certified.

The student must submit a completed, signed Extended X Request Form to the School of Public Health - Bloomington records office in SPH 123.

Students are responsible for obtaining, completing, and submitting the extended X request form. Extended X grade replacements will not be processed unless the student submits the completed, signed form. Students admitted to the School of Public Health - Bloomington may obtain, complete, and submit an extended X form in the School of Public Health - Bloomington Records Office, SPH 123.

Additional Restrictions:

- The following grades cannot be replaced under this policy: S, P, W, I, R, and NC (no credit).
- A student may not replace a grade with a second grade of W, I, R, or NC.
- Topics courses are not eligible for replacement under this policy unless the retaken course is identical in content to the replaced course.
- A student may not request reversal after asking for and applying the GPA exclusion.

Graduation: Degree Application

A candidate for graduation must complete and submit an application to graduate at <https://www.indiana.edu/~hperweb/academics/graduation.php>. When submitted,

this application is received by the School of Public Health-Bloomington Records Office. The School will not be responsible for the degree certification of seniors who fail to meet this requirement.

MAY GRADUATION CEREMONY: Students who will complete degree requirements in May, June, or July, may participate in the May graduation ceremony, which takes place shortly after the spring semester ends. These students are strongly encouraged to complete and submit the application to graduate by October 1 of the previous year. October 1 is the priority date which guarantees efficient processing of the application. February 25 is the last day on which names may be included in the May graduation ceremony commencement program.

DECEMBER GRADUATION CEREMONY: Students who will complete degree requirements in December, may participate in the December graduation ceremony, which takes place shortly after the fall semester ends. These students are strongly encouraged to complete and submit the application to graduate by May 1 of the same year.

May 1 is the priority date which guarantees efficient processing of the application. October 1st is the last day on which names may be included in the December graduation ceremony commencement program.

Question: I am a student planning to complete the requirements for my degree in the near future, but not planning to attend the graduation commencement ceremony. Do I still need to apply to graduate?

Answer: Yes. All degree-seeking students must apply for graduation, whether or not they are planning to attend the University's graduation commencement program. The graduation application is the only means of letting the School's Records Office know that you plan to complete the requirements for your degree. Your application cues the recorder to audit your progress toward completion of all degree requirements for a specific degree certification date. If you do not tell the recorder when you want to graduate, nothing happens.

Graduate Credit for Undergraduates

Candidates for a Bachelor of Science degree at Indiana University who are within 5 credit hours of completing requirements for that degree, when granted specific approval, may take certain graduate courses for graduate credit during the last undergraduate semester. Courses used to fulfill requirements for the undergraduate degree may not be used to fulfill requirements for a graduate degree.

Impermissible Major and Minor Combinations

Due to significant content overlap, many combinations of degrees, majors, and minors are not permitted. The following rules prohibit specific combinations.

Impermissible Double Major Combinations:

- No student may earn a BS in Applied Health Science degree with a double major in human development and family studies and youth development.
- No student may earn a BS in Kinesiology degree with a double major in exercise science and health fitness specialist.

- No student may earn a BS in Kinesiology degree with a double major in sport communication-broadcast and sport communication-print.
- No student may earn a BS in Kinesiology degree with a double major in sport marketing and management and sport communication-broadcast.
- No student may earn a BS in Kinesiology degree with a double major in sport marketing and management and sport communication-print.

Impermissible Major/Minor Combinations:

- A minor may not be earned which has the exact same title as the student's major.
- No student may earn a BS in Applied Health Science degree with a major in nutrition science and a minor in nutrition.
- No student may earn a BS in Applied Health Science degree with major in dietetics and a minor in nutrition.
- No student may earn a BS in Public Health degree with a major in community health and a minor in public health.
- No student may earn a BS in Public Health degree with a major in environmental health and a minor in public health.
- No student may earn a BS in Public Health degree with a major in community health and a minor in health studies.
- No student may earn a BS in Public Health degree with a major in environmental health and a minor in health studies.
- No student earning a BS in Kinesiology degree with a health fitness specialist major may also earn a fitness instruction minor.
- No student earning a BS in Kinesiology degree with a health fitness specialist major may also earn an exercise science minor.
- No student earning a BS in Kinesiology degree with an exercise science major may also earn a kinesiology minor.
- No student earning a BS in Kinesiology degree with a health fitness specialist major may also earn a kinesiology minor.
- No student earning a BS in a Kinesiology degree with a sport communication-broadcast major may also earn a kinesiology minor.
- No student earning a BS in Kinesiology degree with a sport communication-print major may also earn a kinesiology minor.
- No student earning a BS in Kinesiology degree with a sport marketing and management major may also earn a kinesiology minor.
- No student earning a BS in Kinesiology degree with a teacher preparation-all grade physical education major may also earn a kinesiology minor.
- No student earning a BS in Recreation degree with a public, nonprofit, and community recreation major may also earn a parks and recreation administration minor.
- No student earning a BS in Recreation degree with a tourism, hospitality, and event management major may also earn an event planning minor.

- No student earning a BS in Recreation degree with a tourism, hospitality, and event management major may also earn a hospitality services minor.
- No student earning a BS in Recreation degree with a recreational sport management major may also earn a youth sport management minor.

The following rules apply to students who have earned a degree:

- No student may earn the same degree more than once, even if it has a different major.
- No student may earn a degree with a major, and then come back after the degree is awarded and add a second major or a minor.

Pass/Fail Option

A student may enroll in one course per semester or combined summer session under the Pass/Fail option. Only free electives may be taken Pass/Fail, unless otherwise stipulated by the specific degree requirements. It is the responsibility of the student to check the major or emphasis area to determine specific restrictions.

Decisions to take courses Pass/Fail must be processed with the Office of the Dean in the School of Public Health - Bloomington. Students should refer to the Enrollment and Student Academic Information Bulletin regarding Pass/Fail deadlines for a specific semester or summer session.

A grade of P is not counted in computing grade point averages, but a grade of F is counted. A grade of P may not be changed to any other letter grade.

Readmission

The School of Public Health - Bloomington is not obligated to readmit students who have been dismissed. Students who have been dismissed from the school for academic reasons are normally considered for reinstatement only after at least one regular (fall or spring) semester. To be considered for reinstatement, a student must submit a reinstatement application form, available from the School of Public Health - Bloomington records office, Room 123. Requests for readmission cannot be considered if the university has placed the records on hold for any reason, such as for outstanding fees. In considering a request for readmission, the committee will need to be convinced that the student now has sufficient aptitude to pursue the intended program of study. Students must also show signs of increasing maturity, increasing commitment to their education, and adequate financial resources without excessive employment.

In granting readmission, the committee may require special conditions, such as a 12 credit hour maximum enrollment per semester; regular tutoring sessions; participation in relevant professional organizations; or registration in writing, reading, and/or study skills courses.

Residence

A minimum of 30 of the last 60 credit hours of university work, which count toward a degree, must be completed in residence on the Bloomington campus of Indiana University.

Restrictions

Credit earned in courses below the 100 level cannot be applied toward a degree. Credit for SLST-T 101 and other

SLST credit used for English language improvement may not count toward a degree. A maximum of 3 credit hours in EDUC-M 135 Self-Instruction in Art can be counted toward a degree.

Schedule Adjustment: Withdrawal from Courses

A grade of W (Withdrawal) is given automatically when a withdrawal occurs during a specific span of time after the final schedule adjustment period at the beginning of a regular semester or summer session. For the dates of this period, consult the Enrollment and Student Academic Information Bulletin. Withdrawals that would reduce a student's enrollment below 12 credit hours or interrupt progress toward satisfaction of specific area requirements will not be authorized.

Petitions for withdrawal after the periods specified above will not be authorized by the dean of a student's school except for urgent reasons related to extended illness or equivalent distress. The desire to avoid a low grade is not an acceptable reason for withdrawal from a course.

If the student withdraws with the dean's consent, the mark in the courses shall be W if the student is passing at the time of withdrawal and F if the student is not passing. The grade will be recorded on the date of withdrawal. Failure to complete a course without authorized withdrawal will result in a grade of F.

Second Bachelor's Degree

A student who is interested in pursuing a second undergraduate degree in the School of Public Health - Bloomington must complete the following steps:

1. Meet with a School of Public Health - Bloomington undergraduate advisor in the department where the second degree is to be pursued to discuss the appropriateness of the second undergraduate degree and review alternative ways to achieve your academic and career goals (e.g., a minor, a certificate program, or a graduate program in the academic area).
2. Take at least two courses in the academic area of the additional degree before officially making application to the second undergraduate program.
3. Complete the application for a second undergraduate degree in the School of Public Health records office, room 123. If the entrance requirements for the major have been met, the School of Public Health - Bloomington records office will notify the applicant in an official admission letter.

Second Undergraduate School of Public Health - Bloomington Degree Regulations

- The student must meet the school residence requirement, which states that 30 out of the last 60 credit hours must be completed at the Bloomington campus of Indiana University.
- The second degree must differ from the first degree. A student may not complete another major under the first degree and earn a second identical degree.
- A student pursuing a second undergraduate degree may not enroll in graduate course work unless enrolled in the last semester for both undergraduate majors.

- If the first degree is from another college or university, the applicant must apply to Indiana University through the Office of Admissions.

Student Research and Human Subjects

Indiana University requires that all research using human subjects be approved before the research begins. This satisfies a number of federal, state, and institutional regulations, and more importantly, ensures protection of the rights and welfare of persons used in research. Every research proposal submitted by a student and/ or a faculty member must contain documentation that clearance has been obtained for the use of human subjects. A faculty member must sponsor this research. Forms and procedures for this purpose are available online at <http://researchadmin.iu.edu/HumanSubjects/>.

Time Limit for Bachelor's Degree Completion

A student who fails to complete a Bachelor of Science degree within eight years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. In such cases, the student should contact his or her academic advisor, or the School of Public Health - Bloomington records office, room 123. The student's degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of reevaluation.

Grade Appeal

The following procedures exist for a student who believes that a grade earned in a School of Public Health-Bloomington course is unfair:

- The student must first attempt to resolve the dispute with the course instructor of record.
- If a resolution cannot be reached between the student and instructor, the student then must complete and submit a formal appeal to the department which offers the course, using the Grade Appeal Application Form. The Grade Appeal Application Form may be found at: <http://www.publichealth.indiana.edu/current-students/forms.shtml>. In addition, all supporting documentation must be included with the form. This packet must be submitted to the departmental office, addressed to the authority who deals with departmental grade appeals. The departmental addresses and grade-appeal authority in each department are as follows:
 - Applied Health Science (PH 116) – Assistant Chair
 - Environmental Health (PH C033)– Director of Undergraduate Education
 - Epidemiology and Biostatistics (PH C036) – Assistant Chair
 - Kinesiology (PH 112) – Director of Undergraduate Education
 - Recreation, Park, and Tourism Studies (PH 133) – Associate Chair for Instruction and Undergraduate Studies
- The formal complaint will be considered by the departmental authority within fourteen (14) working days, during which time departmental authority may

request additional information from both the student and instructor. The departmental authority will serve as a mediator between the student and instructor.

- If the issue is not resolved to the student's satisfaction, the student may appeal the outcome to the School of Public Health Academic Fairness Committee. This request is to be made in writing and submitted to the Office of the Executive Associate Dean of the School of Public Health (PH 111), addressed to the Academic Fairness Committee.
- The Academic Fairness Committee will study the documentation and conduct a hearing on the case within fourteen (14) days, at which time, both the student and instructor will be present. The decision of the committee will be the determination of the case at the school level.

Appeals of grades should be made as soon as possible after the end of the semester. Requests for consideration of an appeal must occur within one calendar year from the end of the term in which the course was taken. Requests after this time limit will not be considered.

Revalidation of Courses

Master's Degree Course Revalidation

Course work completed more than seven years before the starting date of student's master's degree program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.

Ph.D. Degree Course Revalidation

For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating

fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.

Graduate (All Students)

- Academic Integrity
- Advising and Registration
- Course Load Requirements for Employment, SEVIS, and Full-Time Study
- Exceptions to Academic Policies and Requirements
- Grades and Academic Standing
- Grade Appeal
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- Required Graduate Student Meetings
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- Teacher Certification
- Time Limitations and Academic Deadlines
- Transfer of Credit

Academic Integrity

Indiana University may discipline a student for academic misconduct, which is defined as any activity which tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to: cheating, fabrication, plagiarism, interference, violation of course rules, facilitating academic dishonesty.

Frequently Asked Questions:

Question: What happens if I get caught cheating?

Answer: If you are caught cheating, your course instructor is obligated to report the incident to the Dean of Students. Academic sanctions vary according to the type of offense.

Question: Will I be penalized if I assist a cheater?

Answer: Yes. Participation in the incident constitutes academic dishonesty.

Question: How do I avoid plagiarism?

Answer: Many composition assignments require students to use reference materials written by others. It is important, when using references to avoid copying text unless you attribute it to the author with a footnote. Instructors commonly use turnitin.com to check student submissions for plagiarism. Students may use this service to check their text prior to submission.

Advising and Registration

Each student will be assigned an academic advisor. The program of each candidate must be planned cooperatively by the student and the advisor, taking into account the student's educational background and objectives. All phases of the student's program are subject to the approval of the advisor. All graduate students are required to meet with their advisor before registering for classes each term. During each of these meetings, a student and advisor identify the courses in which the student

will enroll for the following term. The resulting semester schedule is recorded by the advisor either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in SPH 123, or the form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. (Additional registration information is available in the Enrollment and Student Academic Information Bulletin.)

Advising Tools

Doctoral students have course work prescribed for them by a faculty committee, chaired by the student's academic advisor. The student's advisor will direct the student to complete the prescribed courses in the proper order. For master's degree programs, the advisor and student follow a preprescribed, faculty-approved curriculum. The advisor will direct the student's sequence of required course completion and elective choices according to the student's academic interests and professional goals.

Master's degree students may view personalized, online, academic advisement reports through the OneStart portal at <https://onestart.iu.edu>. These reports assist students in understanding which academic degree requirements have been completed, and which requirements have not.

The requirements for each master's degree program are listed on an individual degree requirement tab sheet, available online at www.publichealth.indiana.edu/degrees/index.shtml. The tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, suggested electives, and other information. These tab sheets are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to the requirements specified on the tab sheet is the student's responsibility.

Frequently Asked Questions:

Question: How will I know what classes I need to take to complete my degree?

Answer: We provide many tools that help students understand their degree requirements, including this online bulletin. Online academic advising reports exist for master's students. Master's degree program tab sheets summarize master's degree requirements in an easy-to-read format. Doctoral students have their required courses prescribed for them on an approved course prescription form. Academic requirements are thoroughly disclosed in the school academic bulletin. In addition, we provide each graduate student with an academic advisor to guide the student along the path to a degree.

Question: If I know which classes I need to complete my degree, do I still need an academic advisor's approval before I am cleared to register?

Answer: Yes. It is important that your academic advisor approves your class schedule for each term. Academic advisors are familiar with proper course sequencing and course availability schedules. While you are responsible

for completing the requirements for your degree, we guide you in the right direction, and help you avoid errors which could unnecessarily cost you time and effort.

Course Load Requirements for Employment, SEVIS, and Full-Time Study

SEVIS

The U.S. Immigration and Naturalization Service (INS) has created the Student and Exchange Visitor Information System (SEVIS) to maintain current information on nonimmigrant students, exchange visitors, and their dependents (i.e., all those with F or J visa status). Students monitored by SEVIS must maintain full-time enrollment during fall and spring semesters (at least 8 credits for graduate students, or 6 credits for graduate students with associate instructorships or graduate assistantships). For more information about SEVIS, please visit <http://www.indiana.edu/~intlsevis/>.

Employment

Persons who are employed full time should carry only 5 to 6 credit hours of graduate course work per semester. Those employed half time should not take more than 9 credit hours. The maximum credit load for associate instructors, research assistants, and graduate assistants depends on the number of credit hours indicated in the work assignment notice sent at the time of the appointment.

Full-Time Study

Graduate students are considered to be enrolled full-time with a minimum of 8 credits. Graduate students with an assistantship are considered to be enrolled full-time with a minimum of 6 credits. To have an assistantship, graduate students must be enrolled in a minimum of 6 credits. Individual student loan sources must be contacted to determine the minimum number and type of credits in which students must be enrolled to defer student loan repayment.

Frequently asked Question:

Question: I only have one 3-credit class to complete next semester for my degree, but I have an assistantship and I want to keep that job. Do I have to enroll in extra credits that I don't need just to be able to keep my assistantship?

Answer: Yes, unless the Office of Student Financial Assistance (OSFA) will agree to accept a letter, explaining your situation. If the OSFA accepts a letter of explanation, it is possible that they may waive this requirement and allow you to keep your assistantship with fewer than six credits of enrollment. The letter of explanation must come from the School of Public Health - Bloomington Dean's Office. The administrative secretary for academic affairs usually types such letters.

Grades and Academic Standing

Grades

Quality points are assigned for purposes of determining the cumulative grade point average (GPA) as follows: A+ or A = 4 credit points; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0. No points are assigned for grades of I (Incomplete), S (Satisfactory), P (Pass), or W (Withdrawal).

Minimum Required Grades

Courses with grades below C do not count toward degree requirements for doctoral degrees. Courses with grades below C- do not count toward degree requirements for master's degrees. However, all grades earned in courses taken for graduate credit are included in the calculation of the grade point average.

Academic Standing

All graduate students are expected to maintain an overall GPA of at least 3.0. Students whose averages fall below this level will be placed on probation. Master's degree students who have failed to achieve a GPA of at least 3.0 by the time the credit hour requirements for the degree have been completed will be denied further enrollment. Doctoral students who lack the required minimum average will not be permitted to take the qualifying examinations.

Grade of Incomplete

A grade of I (Incomplete) is given only when the work of the course is substantially completed and when the student's work is of passing quality. The student's instructor determines the requirements and time frame for completion of the course.

The maximum time allowed by the university for completion of the course is one year from the date on which the grade of I was recorded. Only upon appeal to the executive associate dean is an extension of an incomplete possible. If the student fails to remove the incomplete within the time allowed, the Office of the Registrar will change the grade from an I to an F.

Students should not register for a course in which they have a previous grade of I. Instead the student must work with the original course instructor to complete the work, at which time the instructor changes the grade of I to the grade the student earns.

Once a student has graduated, an incomplete may remain on the official record.

These regulations do not apply to research and reading courses in which completion of the course work is not necessarily required at the end of the semester. Incomplete work in these courses will be denoted by a grade of R (deferred grade). A grade of R (Deferred) indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms.

Graduate Student Research and Human Subjects

Indiana University requires that all research using human subjects be approved before the research begins. This requirement satisfies a number of federal, state, and institutional regulations, and more important, ensures protection of the rights and welfare of persons used in research. Every research proposal submitted by a student and/or faculty member must contain documentation that clearance has been obtained for the use of human subjects. No thesis or dissertation will be accepted for which such clearance has not been obtained. Forms and procedures for this purpose are available online at <http://researchadmin.iu.edu/HumanSubjects/>.

Graduation: Degree Application

All students must complete and submit an application to graduate. Applications to graduate must be submitted at least six months before the desired graduation date. Failure to submit an application at least six months early may delay graduation and prevent the student's name from being entered in the graduation ceremony program.

Master's degree students may apply for graduation online at <https://www.indiana.edu/~hperweb/academics/graduation.php>.

Ph.D. degree students may complete an application to participate in the commencement ceremony at <https://onestart.iu.edu/my2-prd/portal/111863?&casticket=ST-35810-dQZmRA35C6eqbtUakxMs-casprd03.uits.iu.edu>. On this Webpage, scroll down to, and click on the "Ph.D. Commencement Participation Application."

Master's degrees are conferred in May, June, July, and December. Ph.D. degrees are conferred every month. Graduation commencement ceremonies take place in May and December. Students graduating between January and August may attend the May ceremony. Students graduating between September and December may attend the December ceremony.

Frequently Asked Questions:

Question: How do I make sure my name will appear in the University's graduation commencement program?

Answer: To make sure your name appears in the University's graduation commencement program, you should complete and submit the application for graduation at least six months before your desired graduation date. The university creates the program for each graduation commencement ceremony. For the May graduation commencement program, February 25th is the last day on which a student's name may be added to the commencement program. For the December graduation commencement program, May 1st is the last day on which a student's name may be added to the commencement program.

Question: I am a graduate student planning to complete the requirements for my degree in the near future, but not planning to attend the graduation commencement ceremony. Do I still need to apply to graduate?

Answer: Yes. All graduate degree-seeking students must apply for graduation, whether or not they are planning to attend the University's graduation commencement program. The graduation application is the only means of letting the graduate recorder know the student plans to complete the degree. This cues the recorder to audit a student's progress toward satisfaction of all degree requirements for a specific degree certification date. If you do not tell the recorder when you want to graduate, nothing happens.

Exceptions to Academic Policies and Requirements

An exception to an academic requirement or policy may be approved by the executive associate dean for a School of Public Health - Bloomington graduate student. Exceptions are only considered under very unusual circumstances, which are not under the student's control.

A Course Substitution Request Form to request approval to substitute a different course for a required course is available online at www.publichealth.indiana.edu/current-students/forms.shtml. The student's academic advisor must complete and sign the form, which is submitted to the School of Public Health - Bloomington graduate recorder in SPH 123.

A request for an exception or waiver for a non-course requirement or academic policy must come in the form of a memo addressed to the executive associate dean. The memo must be sent by the student's academic advisor. This memo should be sent by email or campus mail to the School of Public Health - Bloomington graduate recorder in SPH 123.

The chair of a doctoral student's advisory committee may request course substitutions for up to nine credits of courses required on the student's course prescription form. The Course Substitution Request Form may be used for this purpose. If the number of requested, credits to be substituted exceeds nine credits, the full advisory committee must provide approval signatures on a form requesting substituted credits in excess of nine. The form for this purpose is entitled, Amendment to Doctoral Course Prescription Request Form. This form is also online at www.publichealth.indiana.edu/current-students/forms.shtml.

Frequently Asked Questions:

Question: If I have already completed a course which is equivalent to a required course, can I substitute that course for the required course?

Answer: Yes, as long as your academic advisor agrees that the course to be substituted satisfies the requirement. In such a case, complete the online substitution form and have your advisor sign it. Then deliver it the School of Public Health - Bloomington graduate recorder in SPH 123.

Question: If I have secured a position at another institution, can exceptions to timelines and deadlines be considered?

Answer: The student's academic advisor should send an email message to the graduate recorder. The message should explain the situation and specifically request the exception. It should be noted that exceptions will only be considered if the circumstances interfering with adherence to the policy are beyond the student's control.

Question: I have everything ready for my graduate student meeting (course prescription/proposal/defense). I do not understand why I have to wait a few weeks to have my meeting. Can I have it sooner?

Answer: No. The advance notice is required for several reasons. Students must become aware of the required lead-time for each kind of meeting and request meetings accordingly.

Pass/Fail Option

Course work that is prerequisite to a degree program or that is to be counted toward the total credits required for a graduate-level degree may not be taken on a Pass/Fail basis. With the written consent of the student's advisor and the executive associate dean, permission may be given to take other course work under this option.

Required Graduate Student Meetings

The graduate student is expected to meet regularly with advisory and/or research committees for academic and research advising. In addition to these informal meetings, the following official meetings are required for each of the graduate degrees:

Master's thesis option students:

- Proposal meeting
- Thesis defense

Doctoral students:

- Course prescription meeting
- Qualifying examination
- Proposal meeting
- Dissertation defense

The proposal meeting and the thesis/dissertation defense are public meetings, open to the academic community. Those attending these meetings are expected to follow the established protocol. The proposal meeting is open to faculty and students in the university community. During the first portion, the student formally presents the research proposal in an open forum. Committee members and visitors have the opportunity to ask questions. Visitors leave after the formal presentation. The remaining time is determined by the student's research committee.

Students may schedule the meetings described above by completing and submitting the appropriate form to request the desired meeting. Forms to request these meetings are available online at www.publichealth.indiana.edu/current-students/forms.shtml. Students must carefully follow the directions on these forms. Paper copies of these forms are available in SPH 123.

Residence Requirement

Residence is defined as full-time pursuit of academic course work on the Bloomington campus. In meeting residence requirements, students are expected to be on campus in regular contact with faculty and fellow graduate students during the specified time period. A full-time schedule is normally considered to consist of 12 to 15 credit hours of course work. For full-time graduate assistants, research assistants, and associate instructors, 6 credit hours constitute a full-time course load.

A period of full-time residence is not required for students in master's degree programs. However, master's degree students must take a minimum of 25-30 of the required 35-47 credit hours at Indiana University. Doctoral students must be enrolled for a minimum of two consecutive semesters of full-time course work on the Bloomington campus.

Restrictions on Independent Study

Students whose cumulative GPA is lower than 3.0 are not permitted to register for the following independent study research and readings courses, internships and practicums:

- Applied Health Science: SPH-B 691, SPH-B 692, SPH-B 696, SPH-B 784, SPH-B 794, SPH-F 597, SPH-F 691, SPH-F 692, SPH-F 696, SPH-F 697, SPH-H 653, SPH-H 681, SPH-H 682, SPH-H 685, SPH-H 696, SPH-H 697, SPH-H 750, SPH-H 764,

SPH-H 791, SPH-H 792, SPH-N 691, SPH-N 692, SPH-P 696, SPH-S 691, SPH-S 692, SPH-S 695, SPH-S 697, SPH-S 784, SPH-S 794

- Environmental Health: SPH-V 696
- Epidemiology and Biostatistics: SPH-E 696, SPH-Q 696
- Kinesiology: SPH-A 695, SPH-K 607, SPH-K 691, SPH-K 693, SPH-K 695, SPH-K 696, SPH-K 697, SPH-K 791, SPH-K 792, SPH-M 677, SPH-M 687
- Recreation, Park, and Tourism Studies: SPH-R 691, SPH-R 693, SPH-R 697, SPH-R 791, SPH-R 792

Teacher Certification

Students who wish to teach in Indiana public schools must meet the minimum state licensing requirements and obtain a standard license. More information is available from the certification office in the School of Education, Indiana University, Education 1074, 201 N. Rose Avenue, Bloomington, IN 47405-1006; phone (812) 856-8511.

Time Limitations and Academic Deadlines

Students are responsible for knowing the following time limits and academic deadlines.

- **Maximum Time Span Between Admission and Initial Registration** Initial registration for courses must occur within two years from the date of the submission of the application for admission. Applicants who surpass the two year maximum must reapply if admission is desired.
- **Maximum Time Span Between Initial Enrollment and Master's Degree Completion** All requirements for a master's degree must be completed within six calendar years after initial enrollment in course work.
- **Maximum Time Span Between Initial Registration and Completion of All Courses and the Qualifying Examination** A student registered in a doctoral program must satisfactorily complete all course work and the qualifying examination within five years after the date of initial registration.
- **Maximum Time Span Between Passing the Qualifying the Examination and Dissertation Submission** The time limit for completion of the doctoral dissertation (including the dissertation defense and submission of the dissertation) is seven years from the date of passing the qualifying examination. Requalifying for candidacy is required if the dissertation is not completed within the seven-year period. Failure to meet this requirement will result in the termination of candidacy and of the student's enrollment in the degree program. Any student whose candidacy lapses will be required to apply for reinstatement before further work toward the degree may be formally done. (See also the section of this bulletin titled "Dissertation Completion Within Seven Years.")
- **Minimum Time Span Between Passing the Qualifying Exam and Degree Conferral** The date on which a student's Ph.D. degree is awarded must be at least eight months after the passing date of the qualifying examination.

- **Minimum Time Span Between Research Committee Approval and Dissertation Defense** A Ph.D. candidate may not defend the dissertation until at least six months have passed following University Graduate School approval of the membership of the student's research committee. Items which must be submitted together to request approval include: a completed form entitled, Nomination of Research Committee for the Ph.D.; an research project abstract; and a signed form indicating approval for any use of human or animal subjects.
- **Minimum Time Span Between Applying for Graduation and Degree Conferral** At least six months before the expected date of graduation, candidates for master's degrees must file an Application for Graduation in the School of Public Health - Bloomington records office in SPH 123. The Application for Graduation Form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. Candidates for the Ph.D. degree must file a similar application with the University Graduate School, Kirkwood Hall 111. Failure to file this application by the proper time may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.
- **Doctoral Dissertation Progress-Level Required to Apply for Graduation** Doctoral students who wish to participate in the May or December Commencement exercises must have completed the data-collection phase of the dissertation research by the deadline date for filing the graduation application. Arrangements for Commencement regalia are to be made with the Indiana University Bookstore in the Indiana Memorial Union. Diplomas will be mailed to the graduate's permanent address on file at the Office of the Registrar. Allow approximately eight weeks following the date of graduation for the delivery of diplomas.

Frequently Asked Questions:

Question: I am completing my master's degree in the therapeutic recreation, distance education program. I have skipped some semesters due to professional obligations. It looks like I will not complete my master's degree within the six year limit. Are there any exceptions to this rule? Is it possible for me to earn my degree now?

Answer: Schedule a meeting or a telephone conversation with the executive associate dean to ask for an exception to this rule due to the nature of the distance education program.

Question: I forgot to apply to graduate six months before my desired graduation date. Can I still apply?

Answer: Yes, you may still apply for graduation. When you have satisfied both requirements of applying for graduation, and finishing your degree requirements, our records office will certify your degree at the first opportunity. However, applying late for graduation may result in an omission of your name in the graduation ceremony program. If the application comes in extremely late, it could result in a later graduation date than you desire.

Question: If I plan to complete my requirements in August, but I wish to attend the graduation, commencement ceremony in May, what do I do?

Answer: Apply for August graduation, but attend the May graduation commencement ceremony. All students graduating between January and August are invited to participate in the May graduation commencement ceremony. All students graduating between September and December may participate in the December graduation commencement ceremony. Just be sure to apply six months before your expected graduation date.

Transfer of Credit

With the approval of a graduate student's academic advisor and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington graduate degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to SPH 123, for evaluation and final approval of the executive associate dean. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. Stipulations for transferability are as follows:

- A maximum of 9 credit hours of graduate work may be transferred from other institutions for application to a master's degree.
- For School of Public Health master's degrees, course work completed more than seven years before the starting date of student's program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.
- Not more than 30 credit hours from other approved graduate institutions may be accepted toward the requirements for the Ph.D. The acceptance and distribution of the transferred credit are determined by the student's advisory committee at the time of the formal course prescription meeting and must be approved by the executive associate dean.
- For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable

to the program unless it has been satisfactorily updated. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.

- Courses which have been counted toward the requirements of another doctoral degree may only be used in a Ph.D. degree student's tool skills and first minor. Such credits may not be used in the major, second minor, or electives for the Ph.D. degree.
- A minimum GPA of 3.0 on a 4.0 scale must have been earned for the work to be transferable.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must secure the appropriate forms from the School of Public Health - Bloomington records office, SPH 123, before registering for such courses.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: Is coursework taken at an IU campus, other than the Bloomington campus, considered to be transfer coursework?

Answer: No, Indiana University coursework completed at any IU regional campus or in another school on the IU Bloomington campus is not considered to be transfer coursework.

Question: I would like to transfer credit hours to my master's degree program from an academic institution that is on the quarter-hour system; how do those hours equate to IU's semester-hour system?

Answer: A quarter-hour equates to .6667, or two thirds of a semester-hour; example: a 3 credit-hour course

completed at an institution that is on the quarter-hour system would transfer into IU as 2 semester credit-hours.

Schedule Adjustment: Withdrawal from Courses

A grade of W (Withdrawal) is given automatically when a withdrawal from course work occurs during a specific span of time after the late schedule adjustment period at the beginning of a regular semester or summer session. For the dates of this period, consult the Enrollment and Student Academic Information Bulletin. Thereafter, a W will be given only if the student is passing on the date of withdrawal and has an illness or employment obligation. If the student is failing on the date of withdrawal or stops attending class without officially withdrawing, a WF (Withdrawal with Failure) will be recorded on that date and will be treated as a failing grade. For further information regarding withdrawal dates and procedures, refer to the Enrollment and Student Academic Information Bulletin.

Note: Reducing the number of credit hours will affect financial aid status, especially in relation to fellowships, scholarships, fee remissions, graduate work study, hourly work study, and scheduled repayment of loans. The details of specific awards should be reviewed before withdrawing to ascertain the effect of a reduction in total credit hours.

Graduate-Level Credit

Only credit in graduate-level courses may be applied toward completion of a graduate academic program in the School of Public Health - Bloomington. Credit earned in courses below the 500-level may not be used in such programs with the following exceptions:

- In certain cases, courses at the 300 and 400 level have been specifically approved for graduate credit. All such courses are listed in the University Graduate School Academic Bulletin. Normally, these courses require a higher level of performance and significantly more work than other undergraduate-level courses.
- A graduate-level course with a course number below 500, which is transferred from another institution of higher learning, may count for credit in School of Public Health - Bloomington graduate programs if the official transcript from the institution offering the course identifies the course as a graduate-level course.

Credit for SLST-S 501 and other SLST credit used for English language improvement may not count toward completion of any academic program in the School of Public Health - Bloomington.

Joint Graduate Degrees

The faculty-directors of two different degree programs may agree on an economical combination of academic requirements which benefits a student who is earning both degrees simultaneously. The faculty-directors of the Master of Public Health (M.P.H.) degree program in the School of Public Health - Bloomington have entered into joint degree agreements with the faculty-directors of four degree programs in other schools. The four resulting joint degree programs are described as follows:

(M.P.H.) / Juris Doctor degree (J.D.)

The faculty of the Maurer School of Law has agreed to reduce the minimum total number of credits required for the Juris Doctor (J.D.) degree from 88 to 79 for a student who has earned an M.P.H. degree from the School of Public Health - Bloomington in any of the five available majors.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in African Studies

The faculty-directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in Latin American and Caribbean Studies

The faculty directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

(M.P.H.) in Behavioral, Social, and Community Health / Master of Arts degree (M.A.) in Russian and East European Studies

The faculty-directors of both degree programs agreed to allow sharing of electives, which reduces the total number of credits required to earn both degrees. For information about specific requirements for this joint degree program, please contact the faculty-advisors for each program.

Revalidation of Courses

Course work completed more than seven years before the starting date of student's master's degree program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.

Master's Degree Students

- Graduation: Degree Application
- Joint Master's Degree
- Master's Degree – Double Major
- Minimum Master's Degree Requirements
- Revalidation of Courses
- Time Limitations
- Transfer of Credit

Joint Master's Degrees

To be eligible to earn two master's degrees, the student must be formally admitted by both departments. All requirements for each degree must be met. If the student decides to complete a thesis, the thesis committee shall include two faculty members from the department where the thesis is being completed and one faculty member from the department awarding the other degree.

The student must complete a minimum of 20 credit hours from each department where the degrees will be awarded and must have a minimum of 55 credit hours combined for the two degrees. In many cases it will be possible to use courses taken in one major as part of the other major, especially when the same course is required in both departments, and courses taken in one department may serve as electives for the other degree when it is obvious that a close relationship exists. However, such courses may be counted only once for credit.

In all cases, the academic advisor must recommend the use of course work from the second degree, and this use must be approved by the executive associate dean.

Graduation: Degree Application

At least six months before the expected date of graduation, candidates for master's degrees must file an Application for Graduation in the School of Public Health - Bloomington records office, SPH 123. The Application for Graduation Form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml.

Master's Degree - Double Major

A student may decide to complete two majors or areas of emphasis in the same department. All requirements for each program of study must be met. The student must complete a minimum of 15 credit hours from each area and must have a minimum of 45 credit hours combined for the two areas of study.

The student may use the same course to satisfy requirements in each major when that course is required in each degree program (e.g., SPH-Q 501 and SPH-X 590), and courses from one major may be used to satisfy elective requirements for the other when an obvious relationship exists. However, such courses may be counted only once for credit. In all cases, the academic advisor must recommend the use of the course work from the second major, and this must be approved by the executive associate dean.

Minimum Master's Degree Requirements

Applicants often apply for admission to Master's degree programs, and are admitted, before the requirements for the Bachelor's degree are completed. However, before a student may earn a Master's degree through the School of Public Health-Bloomington, an official transcript, displaying the student's Bachelor's degree must be sent from the degree institution to the SPH Records Office, Room 123.

For a Master of Science degree, students are required to successfully complete a minimum of 30 graduate-level credit hours, at least 20 credit hours of which must be in the major department (applied health science, kinesiology, or recreation, park, and tourism studies). Many Master of

Science degree programs require more than the minimum 30 credit hours. The Master of Public Health degree requires a minimum of 43 graduate-level credits. This section contains a description of each master's degree program.

For students choosing to write a thesis, 5 credits are awarded for completion of a thesis. These credits count toward the minimum 30 credit hours required for the degree. However, while thesis credits are awarded in the form of departmental courses, thesis students must complete 20 other credit hours in the major department in order to satisfy the minimum major requirement.

In pursuing a master's degree, students may select one of the options listed in their major department. School of Public Health - Bloomington courses required to fill the requirements for a given option will be counted toward the total 20 credit hours required in the major field. Even though a course from a discipline outside of the school may be required in a given option, it cannot be counted toward the total 20 credit hours required in the major field. Wherever a choice between two courses is permitted in meeting option requirements, the alternative not chosen may be used as an elective. All electives used to meet degree requirements must be approved by the advisor.

A maximum of 6 credit hours in independent study, readings, and research courses (not including internships) may be used to meet master's degree requirements unless special permission is obtained from the executive associate dean. A student must have at least a 3.0 GPA to enroll in independent study courses.

Time Limitations

Students are responsible for knowing the following time limits and academic deadlines.

- **Maximum Time Span Between Application for Admission and Initial Registration** Initial registration for courses must occur within two years from the date of the submission of the application for admission. Applicants who surpass the two year maximum must reapply if admission is desired.
- **Maximum Time Span Between Initial Enrollment and Master's Degree Completion** All requirements for a master's degree must be completed within six calendar years after initial enrollment in course work.
- **Minimum Time Span Between Applying for Graduation and Degree Conferral** At least six months before the expected date of graduation, candidates for master's degrees must file an Application for Graduation Form in the School of Public Health - Bloomington records office, SPH 123. The Application for Graduation Form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. Failure to file this application by the proper time may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

Frequently Asked Questions:

Question: I am completing my master's degree in the recreational therapy, distance education program. I have skipped some semesters due to professional obligations. It looks like I will not complete my master's degree within

the six year limit. Are there any exceptions to this rule? Is it possible for me to earn my degree now?

Answer: Schedule a meeting or a telephone conversation with the executive associate dean to ask for an exception to this rule due to the nature of the distance education program.

Question: I forgot to apply to graduate six months before my desired graduation date. Can I still apply?

Answer: Yes, you may still apply for graduation. When you have satisfied both requirements of applying for graduation, and finishing your degree requirements, our records office will certify your degree at the first opportunity. However, applying late for graduation may result in an omission of your name in the graduation ceremony program. If the application comes in extremely late, it could result in a later graduation date than you desire.

Question: If I plan to complete my requirements in August, but I wish to attend the graduation, commencement ceremony in May, what do I do?

Answer: Apply for August graduation, but attend the May graduation commencement ceremony. All students graduating between January and August are invited to participate in the May graduation commencement ceremony. All students graduating between September and December may participate in the December graduation commencement ceremony. Just be sure to apply six months before your expected graduation date.

Transfer of Credit

With the approval of a graduate student's academic advisor and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington master's degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to SPH Room 123, for evaluation and final approval of the executive associate dean. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. Stipulations for transferability are as follows:

- A maximum of 9 credit hours of graduate work may be transferred from other institutions for application to a master's degree.
- A minimum grade of B is required in each course to be transferred. A course with a grade of B- may not be transferred for use in a graduate degree.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must

secure the appropriate forms from the School of Public Health - Bloomington records office, SPH Room 123, before registering for such courses.

- For all School of Public Health - Bloomington master's degrees, course work completed more than seven years before the starting date of student's program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: Is coursework taken at an IU campus, other than the Bloomington campus, considered to be transfer coursework?

Answer: No, Indiana University coursework completed at any IU regional campus or in another school on the IU Bloomington campus is not considered to be transfer coursework.

Question: I would like to transfer credit hours to my master's degree program from an academic institution that is on the quarter-hour system; how do those hours equate to IU's semester-hour system?

Answer: A quarter-hour equates to .6667, or two thirds of a semester-hour; example: a 3 credit-hour course completed at an institution that is on the quarter-hour system would transfer into IU as 2 semester credit-hours.

Question: I have a graduate level course from 8 years ago. Will it count in my current master's degree program?

Answer: Probably not. No course more than seven years old when you started at IU Bloomington in your current master's degree program will count toward credit for that degree unless your academic advisor submits a request to have it revalidated. That will only happen if your advisor wants it counted, and if you have remained current in the course subject matter. Please read the rule above to learn the ways you can demonstrate currency of knowledge in an old course.

Master's Thesis Students

- Thesis Completion Sequence
- Formation of a Thesis Committee
- Human and Animal Subjects Approval
- Thesis Proposal
- Final Thesis Defense
- Submission of Thesis Materials
- Application for Graduation

Thesis Completion Sequence

The chronological steps in the master's thesis process are:

- Formation of a master's thesis committee
- Human and animal subjects approval
- Thesis proposal meeting
- Completion of thesis
- Application for graduation
- Defense of thesis
- Submission of required thesis materials
- Graduation

Formation of a Thesis Committee

When a student is admitted to the thesis option, a member of the graduate faculty will be appointed to serve as the student's advisor and as the chair of the master's thesis committee. This committee consists of the chair and at least two other Indiana University graduate faculty members. The chair of the committee must be a graduate faculty member in the department in which the student's degree is being pursued. While students often wish to have a member of the committee from an institution other than Indiana University, such an individual may serve only as a consultant for the committee, but not as one of the three required members. Information regarding the eligibility of faculty members to serve on the master's thesis committee is available in the School of Public Health - Bloomington records office in SPH 123. A Nomination of Master's Thesis Committee Form, signed by the members, must be submitted in SPH 123. A paper version of this form may be obtained in SPH 123 or it may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. The research proposal meeting may not be scheduled before the executive associate dean approves the submitted Master's Thesis Committee Form. The chair/advisor will guide all phases of the thesis development. After the thesis topic has been identified, the student must prepare a detailed outline of the research proposal. The outline must then be submitted to the committee for approval. The committee is also responsible for the evaluation of the completed thesis.

Frequently Asked Questions:

Question: How many people need to be on my thesis committee?

Answer: The master's thesis committee is made up of a minimum of three faculty members.

Question: What are the qualifications for faculty on a thesis committee?

Answer: All thesis committee members, including the chair, must have Indiana University graduate faculty status. While doctoral committee chairs must have a special endorsement to chair those committees, such an endorsement is not required to chair a master's thesis committee.

Question: How do I find out if a faculty member is qualified to be on my thesis committee?

Answer: Visit SPH 123 to find out which faculty have graduate faculty status, or you may visit: <http://graduate.indiana.edu/faculty-staff/membership.shtml>. The MS Excel table showing graduate faculty may be saved and sorted alphabetically according to faculty names find the desired faculty member.

Question: Can I have more than three members on my thesis committee?

Answer: Yes, you may have more than three thesis committee members if you wish, but please remember that the difficulty of arranging a time for the proposal and defense meetings increases exponentially for each extra member you add to your committee.

Question: I have three faculty members with graduate faculty status, who have agreed to serve on my Master's Thesis Committee. I would like to add a fourth member as a consultant, but this person does not have graduate faculty status. Is it possible for this person to serve as a consultant on my committee and if so, what is the procedure?

Answer: Persons listed on a Master's Thesis Committee as a consultant must either hold graduate faculty status or submit a curriculum vitae to the School of Public Health - Bloomington records office for approval of the executive associate dean. Also, please remember that it is more difficult to schedule meetings if you add an extra person to your committee.

Human and Animal Subjects Approval

Indiana University requires that all research using human subjects be approved before the research begins. This requirement ensures protection of the rights and welfare of persons used in research. It also satisfies a number of federal, state, and institutional regulations. If a research project involves human subjects, no data may be collected until documentation of clearance for the use of human subjects has been obtained. No thesis or dissertation will be accepted for which such clearance has not been obtained. Forms and procedures for this purpose are available online at <http://researchadmin.iu.edu/HumanSubjects/>.

If human subjects are to be used in research, an approved clearance form for the use of human subjects must be obtained and a copy must be submitted to the School of Public Health - Bloomington records office, SPH 123, before the student may begin data collection.

Frequently Asked Questions:

Question: My research project is qualitative, and will not involve use of human or animal subjects. Do I need to submit a copy of an approved human subjects form?

Answer: No.

Question: My research project will involve a collection of data from human or animal subjects. How do I obtain approval for my project?

Answer: Visit <http://researchadmin.iu.edu/HumanSubjects/> and follow the directions to obtain approval for your use of human subjects. When you have a signed Human Subjects Approval Form, please submit a copy of that form

to the School of Public Health - Bloomington records office in SPH Room 123.

Thesis Proposal

A student's thesis committee must formally approve the student's research project before it begins. To earn official approval, the student must present a research proposal at a public proposal meeting, open to faculty and students.

If the proposed research involves human subjects, animals, biohazards, or radiation, approval from the appropriate institutional review board (IRB) must also be obtained prior to the beginning of data collection. Information on the use of human subjects in research may be found at: researchadmin.iu.edu. The thesis proposal meeting may take place before or after IRB clearance for the use of human subjects has been obtained.

Complete the following steps to arrange the meeting:

1. The student and the master's thesis committee agree on a date and time for the student's proposal meeting.
2. Three weeks in advance of the proposed meeting date, the student completes and submits the Application To Schedule a Master's Thesis Proposal Meeting Form. The Application To Schedule a Master's Thesis Proposal Meeting Form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. The completed form must be submitted to the administrative secretary for academic affairs in SPH 123. The secretary will verify that the student's Nomination of Master's Thesis Committee Form has been approved and submitted. The secretary will reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

During the first portion of the proposal meeting, the student formally presents the research proposal in an open forum. Committee members and visitors have the opportunity to ask questions. Visitors leave after the formal presentation. The remaining time is determined by the student's research committee.

Frequently Asked Questions:

Question: How do I make sure I am on the right track with the research project I choose?

Answer: Present your research proposal to your thesis committee at a formal thesis proposal meeting. At this meeting, your committee will help you finalize your plans before you move forward.

Final Thesis Defense

The student defends the master's thesis in a meeting with the student's master's thesis committee. It is a public meeting, open to students and faculty. The student should confer with the thesis committee chair regarding expectations.

Complete the following steps to arrange the meeting:

1. If human subjects were used in the research, a copy of an approved clearance form for the use of human subjects must be in student's academic file in the School of Public Health - Bloomington

records office. Submission of this form was required prior to the thesis proposal meeting. If the student's thesis proposal meeting resulted in changes to the research project, necessitating re-evaluation of the use of human subjects, an amended, approved, clearance form must be in the student's file before the defense may be scheduled.

2. The student and the master's thesis committee agree on a date and time for the student's final defense meeting.
3. At least five weeks in advance of the proposed meeting date, the student must complete and submit an Application to Schedule a Thesis Defense Meeting Form. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. The completed form must be submitted to the administrative secretary for academic affairs in SPH 123. Following verification that the student's file contains an approved Human Subjects Approval Form, the secretary will reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

Following the defense meeting, the master's thesis committee chair will report the outcome to the School of Public Health - Bloomington recorder. The chair will also assign a letter grade to the thesis credits on the student's transcript.

Frequently Asked Questions:

Question: I have the results of my thesis research and I have my conclusions. How do I get my thesis committee to attest that I am finished?

Answer: Defend your thesis in front of your thesis committee at a formal thesis defense meeting.

Question: How do I arrange this meeting?

Answer: Arrange the meeting date and time with members of your thesis committee. At least five weeks before the defense date, submit an Application to Schedule a Thesis Defense Meeting Form to the administrative secretary for academic affairs in SPH room 123. The secretary will arrange a room and notify you and your committee with all the details.

Question: Am I required to be enrolled when I defend my master's thesis?

Answer: The School of Public Health - Bloomington does not require that master's students be enrolled during the semester or summer session for which they are defending their master's thesis. However, there are various reasons a student may need to be registered; i.e. assistantship awards, scholarships, insurance, compliance with SEVIS (for international students only), etc. Students should evaluate their individual situation and contact the appropriate source(s) to determine if enrollment is required.

Question: I have successfully defended my master's thesis. How do I receive a grade for my master's thesis credit hours?

Answer: Once you have successfully defended your master's thesis, master's thesis credit hours with a grade of "R", may be changed to a letter grade by the chair of your master's thesis committee via the e-Grade Change system in the SIS, provided the thesis committee chair

was the instructor of record for the thesis course and section in which the student registered. If the chair of your committee was not listed as instructor of record, he or she may report the grade to the School of Public Health - Bloomington graduate recorder, who will then report the grade via the e-Grade Change system. Grades will be reported during the normal final grade reporting period for semesters or summer sessions still in progress.

Question: I am an international student who has enrolled in all coursework, including the required number of master's thesis credits for my master's degree program. I have not yet completed the requirements for my master's thesis, what course do I enroll in now so that I meet SEVIS regulations and may remain in this country to finish my thesis?

Answer: International master's thesis students who have already registered for the number of thesis credits required by their master's degree program, and have not completed requirements for the thesis, may enroll in SPH-G 599 Thesis Research. This course carries no credit, but satisfies the enrollment requirement for international students to remain in compliance with SEVIS regulations. SPH-G 599 is not offered during the summer term.

Submission of Thesis Materials

There are two thesis submission options, open access and limited access. A student who elects to allow open access may submit the thesis electronically. In this case, the thesis will be published on the IU ScholarWorks Website, which is maintained by the IU Library system. A more restrictive submission option allows a student to limit access to the thesis by submitting a printed, bound copy of the thesis, and requesting that the access to the thesis is limited. In this case, the printed, bound copy of the thesis must be delivered to the director of academic program administration in SPH room 121 C. Under this option access to the bound copy will be managed by the School of Public Health-Bloomington Library.

Open access submission is the far more popular choice among graduate students due to the expense of having bound copies made and a willingness by most students to share the results of their research with others. Students who wish to allow open access may successfully submit their thesis materials to the director of academic program administration in SPH room 121 C by attaching the following three documents to an email message to roloughl@indiana.edu:

- Document 1. **The thesis:** Submit the thesis in the form of a Microsoft Word document. Students may attach the MS Word thesis document to an email message to roloughl@indiana.edu. This document must be proof read and acceptable to both the student and the student's master's thesis committee chair. No handwritten signatures may be included in this document. For formatting instructions, please contact the chair of the thesis committee. Formatting instructions may also be found online at the University Graduate School's Website at <http://graduate.indiana.edu/theses-dissertations/formatting/masters.shtml>. However, School of Public Health-Bloomington thesis students should ignore the instructions on the University Graduate School's Website which direct students to submit their theses to Proquest for a fee. The School

of Public Health-Bloomington, does not require this type of submission. A School of Public Health-Bloomington student pays no submission fee, and simply attaches a MS Word copy of the thesis to an email message to roloughl@indiana.edu.

- Document 2. **The signed acceptance page:** A printed acceptance page with the signatures of the members of the thesis committee is required to confirm that the thesis committee members have viewed and accepted the final draft of the thesis which the student is submitting. The signed acceptance page may be scanned and attached, as a pdf to the same email message to which the thesis document is attached.
- Document 3. **The permission to publish form:** Visit www.publichealth.indiana.edu/current-students/forms.shtml, and print a blank permission to publish form. This form may be found under forms "For Master's Degree Students." Print, complete, and sign this form. Then scan it and attach the resulting pdf to email message, along with the thesis and the acceptance page. This form grants the IU Library permission to publish the thesis on the IU ScholarWorks Website.

Upon receipt of the three items listed above, students who have completed all other master's degree requirements will be approved to graduate. Master's degrees are awarded in May, June, August, and December. As stated under "Application to Graduate", students should apply to graduate at least six months before requirements are all completed in order to be in the graduation ceremony program.

Frequently Asked Questions:

Question: Why are there two submission options?

Answer: The Indiana University Library system may not force students to allow publication of their master's thesis on the IU Scholarworks Website. For this reason, the limited access thesis submission form exists.

Question: Which one of the options is more popular?

Answer: The open access option is far more popular. In fact, as of the date on which this bulletin was published, no master's thesis student has chosen to submit a thesis under the limited access option.

Question: I am submitting my thesis under the open access option. I have seen signed acceptance pages in bound theses? Why are no signatures allowed in the Microsoft Word thesis document?

Answer: The Indiana University Library system will be posting your thesis on the IU ScholarWorks Website. It is not advisable to post documents with signatures on the Internet due to the potential for fraud and identity theft.

Question: Do I graduate as soon as I turn in my thesis materials?

Answer: You are eligible to graduate when you have successfully completed all course, credit, and GPA requirements for your degree program, and when you have submitted your required thesis materials. When these requirements have been met, you are eligible to graduate on the next possible degree conferral date. Master's degrees are conferred in May, June, August, and December. Your application for graduation should list the date on which you plan to graduate. If submission of required materials happens after your expected graduation

date, please check with the School of Public Health - Bloomington recorder to learn the next possible graduation date, and update your graduation application.

Application for Graduation

All students must complete and submit an application to graduate. Applications to graduate must be submitted at least six months before the desired graduation date. Failure to submit an application at least six months early may delay graduation and prevent the student's name from being entered in the graduation ceremony program.

Master's degree students may apply for graduation online at www.publichealth.indiana.edu/current-students/forms.shtml.

Master's degrees are conferred in May, June, August, and December. Graduation commencement ceremonies take place in May and December. Students graduating between January and August may attend the May ceremony. Students graduating between September and December may attend the December ceremony.

Frequently Asked Questions:

Question: How do I make sure my name will appear in the University's graduation commencement program?

Answer: To make sure your name appears in the University's graduation commencement program, you should complete and submit the application for graduation at least six months before your desired graduation date. The university creates the program for each graduation commencement ceremony by stated deadlines. (normally late February or early March for the May ceremony, and early October for the December ceremony).

Question: I am a graduate student planning to complete the requirements for my degree in the near future, but not planning to attend the graduation commencement ceremony. Do I still need to apply to graduate?

Answer: Yes. All graduate degree-seeking students must apply for graduation, whether or not they are planning to attend the University's graduation commencement program. The graduation application is the only means of letting the graduate recorder know the student plans to complete the degree. This cues the recorder to audit a student's progress toward satisfaction of all degree requirements for a specific degree certification date. If you do not tell the recorder when you want to graduate, nothing happens.

Revalidation of Courses

For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable

course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.

Doctoral Students

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Doctoral Degrees Offered

The School of Public Health - Bloomington is authorized to qualify candidates for the Doctor of Philosophy (Ph.D.) degree in environmental health, epidemiology, health behavior, human performance, and leisure behavior. The Ph.D. degree is offered through the University Graduate School but is administered by the School of Public Health - Bloomington. This degree provides students with a comprehensive understanding of the field of interest and an intimate knowledge of research methodology.

The Department of Environmental Health offers the doctoral degree in Environmental Health. The doctoral degree in epidemiology is offered by the Department of Epidemiology and Biostatistics. The Department of Applied Health Science offers the doctoral degree in health behavior. The doctoral degree in leisure behavior is offered by the Department of Recreation, Park, and Tourism Studies. The Cooper Graduate Program in Kinesiology offers the doctoral degree in human performance with specialties in biomechanics, exercise physiology, motor learning/control, and sport management.

Prerequisites

Although most applicants for the Ph.D. generally have backgrounds in appropriately related fields, the possession of degrees in these fields is not a prerequisite to admission. It should be recognized, however, that applicants with deficiencies in academic backgrounds will be required to take specific courses as prerequisites (or corequisites) to degree course work. Deficiencies in academic background will be diagnosed by the doctoral advisory committee and remedial course work prescribed.

In general, such remedial work cannot be counted toward the credit hours required for the degree.

The Ph.D. majors in epidemiology, environmental health, and health behavior require the completion of a masters or other graduate degree. Students in these programs will be required to submit proof of completion of a masters or other graduate degree prior to being approved to participate in the doctoral qualifying exam.

Course Prescription Meeting

The courses required for a doctoral degree are individually prescribed for each student following approval of the members of the student's advisory committee. The student and the advisory committee work together to prescribe the required research skill courses, major courses, minor courses, elective courses, and the appropriate number of dissertation credits. This prescription of required courses may be finalized and approved during a formal course prescription meeting attended by the student and the members of the student's advisory committee. The result of this meeting is a completed Report of Course Prescription Meeting Form, signed by the committee members. This form is available online at www.publichealth.indiana.edu/current-students/forms.shtml.

This form, complete with committee approval signatures, must be submitted to the School of Public Health - Bloomington records office, room 123 for evaluation. The recorder will obtain the approval signature of the executive associate dean and send copies of the approved course prescription to the student and to the chair of the advisory committee. The original Report of Course Prescription Form will reside in the student's academic file. The student will be required to complete the prescribed courses and pass a qualifying examination before becoming a candidate for the Ph.D. degree.

Complete the following steps to arrange the course prescription meeting:

1. The student and the advisory committee agree on a date and time for the student's course prescription meeting.
2. At least one week in advance of the proposed meeting date, the student completes and submits the Application To Schedule a Course Prescription Meeting Form. The Application To Schedule a Course Prescription Meeting Form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. The completed form must be submitted to the administrative secretary for academic affairs in SPH, room 115.
3. The secretary will verify that the student's approved advisory committee form is in the student's file and reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

This official graduate student meeting should take place no later than the eighth week of classes in the student's second semester of enrollment.

A doctoral student's course prescription consists of a minimum of ninety credits, including research skill, major area of study, minor area of study, elective, and

dissertation credits. The distribution of credits in these areas is normally as follows:

- Research skill courses (minimum 9 credits)
- Major courses (minimum 30 credits)
- Minor courses (minimum 9 credits)
- Elective courses (0 - 28)
- Dissertation credits (20 - 30 credits)

The 90 credits for the Ph.D. degree also includes coursework that is considered to be prerequisite or required coursework. These requirements are described in the section of the bulletin entitled Major, Minor, and Dissertation Course Requirements.

Frequently Asked Questions:

Question: How will I know what courses to take to earn my Ph.D. degree?

Answer: Your courses will be prescribed for you with the help of your advisory committee. A course prescription will be officially approved. You and your advisor will refer to this course prescription before you select courses in which to register for each term.

Question: How does the course prescription become officially approved?

Answer: You and your advisory committee list all the requirements on a Report of Course Prescription Form, and your advisory committee signs the form at an official course prescription meeting.

Question: When does this happen?

Answer: It should happen soon after you begin your doctoral study. It must happen by the end of the eighth week of classes in the student's second semester of enrollment.

Doctoral Degree Progress Sequence

The chronological steps in the doctoral degree process are:

- Admission
- Formation of an advisory committee
- Prescription of course work
- Completion of course work
- Qualifying examination
- Admission to candidacy
- Formation of research committee
- Research proposal
- Completion of dissertation research
- Application for graduation
- Defense of dissertation
- Submission of final dissertation
- Graduation

Doctoral Advisory Committee

A member of the Indiana University graduate faculty, who is endorsed to chair graduate student committees in a student's major department, will be appointed to chair the student's doctoral advisory committee. After some familiarity has been established with the courses and faculty, the student will nominate two additional Indiana University graduate faculty members to represent the major and minor areas on the advisory committee. The committee must include at least one member from outside the major department. An Appointment of Advisory Committee Form must be completed and

submitted in SPH 123 with signatures of the advisory committee members. This form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. Final confirmation of committee representatives is the responsibility of the executive associate dean. Information regarding the eligibility of faculty to serve on the doctoral advisory committee is available in the School of Public Health - Bloomington Records Office, SPH Room 123.

The doctoral advisory committee will work with the student to prepare a "prescription of courses" for the program of studies. The prescribed course of study must be approved by the advisory committee and the executive associate dean no later than the eighth week of the second semester of full-time enrollment. The advisory committee will be responsible for prescribing course work and writing and evaluating qualifying examinations. Requirements for completion of the degree that are not stated in the bulletin must be specified in writing as part of the formal course prescription.

Frequently Asked Questions:

Question: How many people need to be on my advisory committee?

Answer: The advisory committee is made up of a minimum of three faculty members.

Question: What are the membership qualifications for faculty on a doctoral advisory committee?

Answer: All advisory committee members must have graduate faculty status. In addition to graduate faculty status, the chair of the advisory committee must be endorsed to chair graduate student committees. The student's minor representative must be from a department outside the student's major department.

Question: How do I find out if a faculty member is qualified to be on my doctoral advisory committee?

Answer: Visit SPH 123, to ask about it, or you may visit: <http://graduate.indiana.edu/faculty-staff/membership.shtml> Open the MS Excel spreadsheet showing all faculty with graduate faculty status, and sort alphabetically by "name." Then scroll to look for your desired faculty member. If the desired faculty member is on the list, that person has graduate faculty status. If the faculty member is endorsed to chair the committee, there will be an asterisk in the proper column to denote that status. Please remember that the chair of your advisory committee must be an endorsed graduate faculty in your major department.

Question: A faculty member in my department has agreed to serve on my advisory committee, but is not listed on the Graduate School's list of graduate faculty. Is it possible for this person to serve on my advisory committee?

Answer: It is possible, but only under specific circumstances. Normally, a person must have graduate faculty status to serve on a graduate student committee. A tenured, or tenure-track faculty member with a doctoral degree automatically has graduate faculty status. A faculty member who does not automatically qualify as having graduate faculty status, and who is not listed on the Graduate School's list of graduate faculty, must first be granted approval for graduate faculty status by the chair of his or her department. If approval is granted, the departmental chair will send a memo to the secretary for academic affairs. The secretary obtains the Executive

Associate Dean's approval. The memo must specify if the faculty member has been approved to serve on a specific student's committee only or if the faculty member has been approved to be listed on the Graduate School's graduate faculty listing. Departmental chair approvals for faculty members to serve on an individual student's committee are given to the School of Public Health - Bloomington recorder to be filed in the student's academic file. Approvals for faculty to be included on the graduate faculty listing, are sent to the University Graduate School. *Question:* A faculty member from an academic institution other than IU has agreed to serve on my Ph.D. Advisory Committee. Is this possible?

Answer: To get approval to serve on a School of Public Health - Bloomington graduate student committee, a non-IU faculty member must submit a curriculum vitae, accompanied by a memo from the chair of the student's advisory committee to the School of Public Health - Bloomington executive associate dean for approval.

Transfer of Credit

With the approval of a doctoral student's advisory committee chair and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington doctoral degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to the School of Public Health - Bloomington records office, room 123, for evaluation and final approval of the executive associate dean. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml.

Stipulations for transferability are as follows:

- A maximum of 30 credit hours of graduate work may be transferred from other institutions for application to a doctoral degree.
- For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.
- A minimum grade of B is required in each course to be transferred. A course with a grade of B- may not be transferred for use in a graduate degree.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Credit used in another doctoral degree may only be used in a student's research tool skills and in the student's first doctoral minor. Such credit may not be used in the major, second doctoral minor, or elective course area. This is a University Graduate School rule. It applies to Ph.D. degrees as well as other doctoral degrees including the Doctor of Jurisprudence degree.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must secure the appropriate forms from the School of Public Health - Bloomington Records Office, SPH 123, before registering for such courses.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: I wish to transfer courses from my master's degree for use in my Ph.D. degree here at IU. May I do this?

Answer: Yes, if your academic advisor agrees, and the School of Public Health - Bloomington Records Office has an official transcript showing the course work to be transferred, you may transfer in up to 30 credits from another institution as long as that credit will not be older than 7 years when you pass the qualifying examination.

Question: I wish to transfer courses from my doctoral degree for use in my Ph.D. degree here at IU. May I do this?

Answer: Courses used to complete another doctoral degree, including a J.D. degree, may only be used in two places on the course prescription of student pursuing a Ph.D. degree at IU. Such courses may be used in the research tool skills, and in a student's first minor. Use of such courses in the major, second minor, or electives is prohibited.

Question: I have transfer work which will be older than seven years when I take my quals. Can I transfer it for use at IU?

Answer: No, unless you can prove that you have kept up to date with developments in the course content since you took the course. If you have, you may apply to have up to 30 credits of courses revalidated for use in your course prescription.

Question: How does revalidation of an old course work?

Answer: The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. A revalidation request document should include separate request for each course for which revalidation is being requested.

Each request should list the complete course number and title, and explain the how the student has maintained currency of knowledge in the course subject matter.

Question: Some of my courses taken at an academic institution, other than IU, were not graded with a letter grade (A, B, C, etc.). Is it possible to transfer such coursework into my IU Ph.D. program, and if so, what is the process?

Answer: With advisory committee approval, it may be possible to transfer "P" or "S" graded coursework to IU from an accredited academic institution. In order to use such coursework toward Ph.D. requirements, written verification is required that the grade earned in the completed coursework is equal to at least a minimum grade of 3.00 on a 4.00 grading scale. It is up to the student to obtain the required verification from an appropriate source, such as the professor of the course, the Registrar's Office of the institution where the course was completed, or an administrator of the institution.

Course Prescription Stipulations

- A student registered in a doctoral program must satisfactorily complete all course work and the qualifying examination within five years of the initial registration.
- Courses used to satisfy the 90 required graduate credit hours (including the research skills and any foreign language requirements) may not have been completed more than seven years before the date on which the student takes the qualifying examination. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit is revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately, and approved by the advisory committee.

- A minimum of 9 of the 90 required graduate credit hours must be completed outside the student's major department. This excludes courses taken to complete the research skills requirement.
- All Ph.D. students must complete SPH-X 590 and SPH-Q 501, or their equivalents, as prerequisites to the major work. Credit hours earned in SPH-X 590 may not count toward the research skill requirement, but they may count in the major, minor, or elective portions of the 90 required credit hours. SPH-Q 501 or its equivalent does not count toward the research skill requirement or in the 90 total credit hours required for the degree. It should not be listed on the doctoral course prescription.
- All Ph.D. students must complete SPH-E 651 and SPH-X 505, as required courses for the degree. These courses can count toward the 90 credits for the degree in the major, minor, or electives portion. Students who have completed an MPH degree from an accredited school of public health or accredited public health program are exempt from the SPH-X 505 requirement. Students who have completed equivalents of these courses as part of previous graduate work may use those courses to fulfill these requirements.
- A maximum of 15 credit hours of independent study, readings, and research courses are allowed.
- Independent courses such as readings, independent study, thesis, and practicum credit hours completed at another institution, or as part of the master's program, may not be a part of the doctoral course prescription.
- Frequent involvement in research projects (with or without academic credit) is an essential element of the program.
- Deficiencies in course work must be made up during the first year.
- The major consists of appropriate course work prescribed by the doctoral advisory committee.
- The pattern of distribution of the total number of minor credit hours is flexible; however, provision must be made for at least one minor outside the department in which the degree is being earned.
- Elective or minor course work must clearly support the development of research competency in the major field.
- Following approval of a course prescription, the committee chair may authorize substitution of a maximum of nine credit hours of course work for existing courses on the approved course prescription. Any changes in the courses that comprise the minor must be approved by the minor advisor and all members of the course prescription committee must be informed of any changes approved by the chair. Substitution of more than nine credits shall require submission of a course prescription amendment form approved by the advisory committee at a formal meeting.

Research Skill/Foreign Language Requirement

A candidate for the Ph.D. degree must complete one of two research skill options. A minimum grade of B (3.0) must be obtained in each course used in meeting this requirement. Credits earned in meeting research skill

requirements may be counted in the total of 90 credits required for the course prescription.

- *Option I* Appropriate research skill courses such as those described below, typically totaling 9 credit hours. Possibilities under this option include:
 1. Advanced statistics courses, typically SPH-Q 502, SPH-Q 601, and SPH-Q 602.
 2. Engineering (mandatory for biomechanics): one course in each of statics, dynamics, and mechanics of materials. These courses should have the content of standard theoretical courses in engineering. Acceptance of equivalent courses requires support of the student's advisor and approval of the associate dean for graduate studies.
 3. Other appropriate research skills that have been endorsed by the doctoral advisory committee and approved by the associate dean for graduate studies. Some examples of other appropriate skill areas are computer science, mathematics, and electronic techniques in physics.
- *Option II* Reading proficiency in the selected foreign language and at least 5 credit hours from the research skill courses described below. Possibilities under this option include:
 1. Advanced statistics courses (6 credits). Students typically select two courses from SPH-Q 502, SPH-Q 601, and SPH-Q 602.
 2. Other appropriate research skills that have been endorsed by the doctoral advisory committee and approved by the executive associate dean. Some examples of other appropriate skill areas are computer science, mathematics, and electronic techniques in physics.
 3. Reading proficiency in a foreign language. Reading proficiency in a foreign language is normally established in one of three ways: A.) By achieving an appropriate score on an examination administered on the Bloomington campus by the respective language department. Students should contact the language department for details. B.) By completing, with a grade of B (3.0) or better, the reading course _492 (e.g., FRIT-F 492 for French, GER-G 492 for German). Students may register for the first course in the sequence, _491, to prepare for _492. Those who feel they have sufficient preparation may register for _492, though they should consult the language advisor first. C.) By receiving, in the cases of Catalan, French, German, Italian, Portuguese, Russian, or Spanish, a grade of B (3.0) or better in a literature or civilization course at Indiana University, numbered 300 or higher (exclusive of individual readings and correspondence courses) in which the reading is done in the foreign language.

International students will not be permitted to use their primary languages in meeting this requirement. Such students may, however, elect to present English proficiency as the foreign language, which requires a minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test. In addition, verification in English proficiency must be obtained from the Indiana University Center for English Language Training, Memorial Hall 330, (812) 855-6457. A special form requesting this action must be

obtained from the School of Public Health - Bloomington records office, room 123.

Frequently Asked Questions:

Question: I completed SPH-Q 501 Introduction to Statistics in Public Health. May I use this course as three of the nine required research skill course credits?

Answer: No, SPH-Q 501 is an entry-level statistics, and as such, it does not qualify as an acceptable research skill course. In fact, SPH-Q 501 does not count anywhere on a doctoral student's course prescription.

Question: I completed SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation. May I use this course as three of the nine required research skill course credits?

Answer: No, SPH-X 590 is not an acceptable research skill course. However, it may be used in the major, minor, or elective portions of doctoral students required course work if a student's advisory committee determines that it belongs there.

Question: I meet the criteria for the research skill option II. Does this mean I only need to take two statistics courses?

Answer: No, it simply means that you only need two statistics courses in your research skills area. If your advisory committee decides that you need additional statistics courses in preparation for your dissertation project, they will be prescribed as part of your electives or possibly a minor.

Major, Minor, and Dissertation Course Requirements

Requirements for this degree are prescribed by each individual student's faculty advisory committee. Requirements include: a minimum of 90 credits beyond the bachelor's degree; a minimum 3.0 cumulative GPA for graduation; and a minimum grade of C in each course used for the degree.

Prerequisites and/or Required Courses

- SPH-E 651 Epidemiology (3 cr.) This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) This course or its equivalent may not be counted toward the 90 required credits for the degree.
- SPH-X 505 Principles and Foundations of Public Health (3 cr.) This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee. Students who have previously completed an MPH degree from an accredited school of public health or accredited public health program are exempt from this requirement. Students who are concurrently completing requirements for an MPH degree and a doctoral degree are also exempt.
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) This course may be counted toward the 90 credits for the degree as a course in the major, minor, or electives, upon approval of the committee.

Degree Requirements (90 credits minimum)

- **Research Skills (9 credits minimum)** A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced course in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study (30 credits minimum)** A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health. Courses transferred from previous graduate work outside the School of Public Health, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the advisory committee's approval.
- **Minor Area of Study (9 credits minimum)** A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives (0 to 28 credits)** Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation (20 – 30 credits)**

Doctoral Qualifying Examination Procedures

To become a candidate for the Ph.D. degree, and to proceed with the dissertation research project, students must pass a comprehensive qualifying examination and submit a Nomination to Candidacy Form to the School of Public Health - Bloomington records office, room 123. The qualifying examination covers the fundamentals of the fields in which specialization has been elected. The examination will not be limited to the subject matter of the courses taken. The examination consists of a written portion and an oral portion. The information below includes a step-by-step description of procedures for the traditional format for the written portion of the examination. *Alternatively, a doctoral student's advisory committee may design and administer the written portion of the qualifying examination differently in order to assess the student's fitness for doctoral candidacy in a different way. Text here and below which refers to procedures for an alternative written examination format will be in italics.*

Specific dates for the traditionally formatted written portion of the doctoral qualifying examination are scheduled during fall semesters and spring semesters. If all members of the student's advisory committee are available, and if approval is obtained from the executive associate dean, a student may apply to take the qualifying examinations during the summer term. *Alternatively formatted written examinations are not subject to the specifically scheduled dates of the traditional format. Such examinations may take place at any time or times:*

- *agreed upon by the advisory committee and the student.*
- *when the student has completed the appropriate course work.*

[Important note: The date on which a student's Ph.D. degree is awarded must be at least eight months after the passing date of the qualifying examination.]

Doctoral Qualifying Examination Procedures

1. Students who have been admitted to a Ph.D. degree program pending completion of a master's or equivalent degree are expected to have completed this degree before taking the qualifying examination. Students pursuing Ph.D. degrees in environmental health, epidemiology, health behavior, and leisure behavior must provide the graduate recorder with a transcript showing completion of this degree before the student may take the doctoral qualifying examination.
2. A student must submit the Application for Doctoral Qualifying Examination Form to the chair of the student's advisory committee at least four weeks before the stated examination date. Paper copies of this form are available in SPH 123. The form is also available online at www.publichealth.indiana.edu/current-students/forms.shtml
3. The completed Application for Doctoral Qualifying Examination Form, including the signatures of each member of the student's advisory committee, must be submitted to the School of Public Health - Bloomington records office, room 123, at least three weeks before the stated date of the examination. Dates for the traditional written examination are predetermined. *Dates or date-ranges for the written portion of an alternatively formatted examination must be disclosed on the Application for Doctoral Qualifying Examination Form. For an alternatively formatted written examination, the period between the start date and the due date may not exceed 30 days.*
4. The School of Public Health - Bloomington graduate recorder determines eligibility of the applicant to sit for the examination. To sit for the examination, a student must have completed the required research skill courses, and be within one course of completing the 90 credit (major, minor, and elective) portion of the course prescription. If a student passes the qualifying examination with one outstanding incomplete course, this course must be completed before submission of the Nomination to Candidacy Form. All 90 course prescription credits must be no older than 7 years on the date of the qualifying examination. Any course on the course prescription, which is older than 7 years on this date must receive revalidation approval before a student will be able to sit for the qualifying examination.
5. Each member of the advisory committee is informed, by letter and e-mail, of the scheduled examination.
6. Advisory committee members submit questions to the committee chair. *This step may be different or nonexistent if the alternative format is employed.*
7. The committee chair submits a properly formatted examination to the School of Public Health - Bloomington Dean's Office at least one week before the examination date. *If an alternative format is employed, the committee chair must submit a description of the written portion of the qualifying examination to the School of Public Health - Bloomington Dean's Office at least one week before examination date.*
8. The written portion of the qualifying examination takes place.
9. The student's questions and resulting answers are forwarded to the committee members by e-mail, and

one hard copy is maintained in the School of Public Health - Bloomington Dean's office. *Results from alternative testing are maintained by the advisory committee, and reported to the School of Public Health - Bloomington Dean's Office.*

10. The oral portion of the qualifying examination must take place within a month following the written examination. Permission to exceed a month between the written and oral portions of the examination must be obtained from the associate dean for research and graduate studies.
11. If a student passes the qualifying examination, a notification letter will be sent to the student with a Nomination to Candidacy Form.
12. In the event of a failure of the qualifying examination, a letter will be sent, notifying the student of the failure and the opportunity for one more attempt to pass the examination.
13. In the event of a second failure, the student will be notified of formal dismissal from the doctoral program. No future registrations will be permitted through the School of Public Health - Bloomington.

Frequently Asked Questions:

Question: If I have completed my research tool skills, and all the courses on my course prescription, but I have two courses which have incomplete grades, can I take the qualifying examination?

Answer: No, you must only have one course in which an appropriate grade is not yet posted.

Question: A few of my old courses were revalidated. It took me longer than expected to prepare for my quals. During the extra time it took me to finish my prescribed courses, another course on my course prescription became more than 7 years old. Will this be a problem?

Answer: Yes, but it is not insurmountable. If you have maintained currency of knowledge in the subject matter of the old course, you may ask your committee chair to add a request to revalidate that course to the document containing the other course-revalidation requests. If you have not remained current in the subject matter of that course, then you and your advisor must seek a different solution. The worst case scenario would require you to complete more course work before sitting for the qualifying exam.

Question: My minor representative does not wish to be involved in the qualifying examination. Is this OK?

Answer: Yes, the minor advisor may, but does not have to submit questions for the written examination. Also, the minor advisor may, but does not have to attend the oral qualifying examination.

Question: If my minor advisor submits written questions for my qualifying exam, does my minor advisor have to participate in my oral qualifying examination?

Answer: No, it is still optional for the minor advisor.

Question: Are School of Public Health - Bloomington Ph.D. students required to be registered during the semester or summer session during which qualifying exams are taken?

Answer: The School of Public Health - Bloomington does not require that Ph.D. students be enrolled during the semester or summer session for which the qualification examination is taken. However, there are various reasons a student may need to be registered, including

assistantship awards, scholarships, insurance, compliance with SEVIS (for international students only), etc. Students should evaluate their individual situation and contact the appropriate source(s) to determine if enrollment is required.

Question: Can I apply to take the qualifying examination if I currently do not meet the criteria, but I will by the time the test is administered?

Answer: Yes, you may apply to take the qualifying exam even though you do not meet the criteria by the application deadline to take the exam, as long as you will have met the criteria when the exam is administered. In a case such as this, the student should inform the graduate recorder of the situation when submitting the application so an explanation of the student's situation will be noted on the application. The administrative secretary for academic affairs will schedule the exam and send an e-mail message to the student, stating the specific criteria that need to be met in order to take the exam. The secretary will check with the graduate recorder before the exam to see that the criteria have been met. If the criteria are not met by the exam date, the student will not be allowed to take the exam.

Question: How is the written qualifying exam administered?

Answer: Under the traditional written qualifying examination format, a student's advisory committee members write the qualifying exam questions. The minor advisor has the option not to submit questions if so desired. Major exam questions are given to the student in four parts. Students first see, and must answer, questions during four, two and a half hour sessions. If the minor advisor submits questions, those are presented to the student and answered in another session. The student normally answers all written exam questions using Microsoft Word, on a computer without Internet access or any files that could help the student. The student is not normally allowed to have reference materials. *Alternative written examination formats are permitted and may vary in structure.*

Question: How is the oral qualifying exam administered?

Answer: Not more than a month after the written exam, the advisory committee members (This may or may not include the minor advisor.) meet with the student for an oral question and answer session.

Enrollment after the Qualifying Examination and Off-Campus Enrollment

After passing the qualifying examinations, a doctoral candidate must enroll each semester for dissertation or research credit at the regular fee until graduation. If the required number of dissertation credits is reached before the dissertation is completed, the candidate must continue to enroll for dissertation or research credits or SPH-G 901 (a 6 credit hour course with a flat \$150 fee).

Enrollment during summer sessions is not required unless the degree is to be awarded during a summer session. Candidates must be enrolled during the semester (including summer) during which the degree is awarded.

Notes about SPH-G 901: SPH-G 901 is not offered during the summer sessions. Registration in SPH-G 901 is restricted to six semesters.

Policy Exceptions

Doctoral candidates, seeking an exception to the policy requiring continuous enrollment between successful completion of the qualifying examination and Ph.D. degree certification, must complete and submit a policy-exception request form to the associate dean for graduate studies and research. The form to request such an exception may be found in the doctoral student section of the "Forms" Webpage at: <http://www.publichealth.indiana.edu/current-students/forms.shtml>. Exception requests will only be considered in cases in which extraordinary circumstances provide sufficient grounds for a policy exception. Requests for an exception to this policy must include documentation of health or other significant personal circumstances resulting in an unavoidable interruption of the student's dissertation progress. Exceptions to this policy will be made on a semester-by-semester basis. Submission of a policy exception request does not guarantee that such an exception will be made.

An exception to the continuous enrollment policy does not extend the seven-year time limit which Ph.D. degree students have between successful completion of the qualifying examination and degree certification.

Off-Campus Enrollment

Doctoral candidates who are off campus and wish to enroll must contact the graduate recorder in the School of Public Health - Bloomington records office, room 123, for registration authorization. Students will be billed by the bursar for the appropriate tuition and fees.

Admission to Candidacy

When a doctoral student has completed all required course work and has passed the qualifying examination, the student's advisory committee nominates the student for doctoral degree candidacy. Following nomination to candidacy, the dissertation phase of the degree program begins.

A doctoral student who has passed the qualifying examination, and who has earned acceptable grades in **all** courses on the student's doctoral course prescription, may initiate the Ph.D. degree candidacy process by completing and submitting the student's portion of the online *Nomination to Candidacy for the Ph.D. Degree Form* at: <https://onestart.iu.edu/kr-prd/kew/EDocLite?userAction=initiate&edlName=UGS.Candidacy.Doctype>. The structure of a student's Ph.D. degree program dictates which members of a student's advisory committee must approve this form.

- Double majors, who do not have a doctoral minor, do not need to complete the sections of the form, entitled, "Minors" and "Minor Representative(s)". However, in the section, entitled, "Advisory Committee Members", double majors must list the advisory committee chair from each major.
- Single majors must list the advisory committee minor representative, or two in the case of a student with two minors, in the "Minor Representative(s)" section of the form. Single majors must also list

the chairperson of the advisory committee in the "Advisory Committee Members" section of the form.

This form, when submitted by the student, routes to the School of Public Health-Bloomington dean's office, then to the advisory committee chairperson(s), then to the minor representative(s). Lastly, the form routes to the University Graduate School for final approval.

NOTE: For students with prescribed courses older than seven years at the time of the qualifying exam, the School of Public Health graduate recorder must attach a document showing University Graduate School approval of the revalidation request for each such course.

Approved doctoral degree candidates generally register for dissertation research credit hours only.

Frequently Asked Questions:

Question: I passed my qualifying examination with one incomplete course on my course prescription. May I be nominated to Ph.D. degree candidacy immediately?

Answer: No, you must first earn an acceptable grade in the course which currently has an incomplete grade.

Human and Animal Subjects

Indiana University requires that all research using human subjects be approved before the research begins. This requirement ensures protection of the rights and welfare of persons used in research. It also satisfies a number of federal, state, and institutional regulations. If a research project involves human subjects, no data may be collected until documentation of clearance for the use of human subjects has been obtained. No thesis or dissertation will be accepted for which such clearance has not been obtained. Forms and procedures for this purpose are available online at <http://researchadmin.iu.edu/HumanSubjects/>.

If human subjects are to be used in research, an approved clearance form for the use of human subjects must be obtained and a copy must be submitted to the School of Public Health - Bloomington records office, room 115, before the student's dissertation research committee membership may be approved by the University Graduate School. The research proposal meeting may take place either before or after human subjects clearance has been obtained.

Frequently Asked Questions:

Question: My research project is qualitative, and will not involve use of human or animal subjects. Do I need to submit a signed copy of a Human Subjects Approval Form?

Answer: No.

Question: My research project will involve a collection of data from human or animal subjects. How do I obtain approval for my project?

Answer: Visit <http://researchadmin.iu.edu/HumanSubjects/> and follow the directions to obtain approval for your use of human subjects. When you have the signed Human Subjects Approval Form, please submit a copy of that form to the School of Public Health - Bloomington records office, room 115.

Dissertation Research Committee

Upon successful completion of the qualifying examination, and admission to candidacy for the doctoral degree, the responsibilities of the advisory committee have been discharged, and that committee is technically disbanded. A new committee—the research committee—must be appointed for the purpose of guiding the candidate's dissertation research. In many instances the members of the advisory committee become members of the research committee. However, the actual makeup of the research committee will be determined by the nature of the research to be pursued and the interests and qualifications of faculty.

Membership on the research committee requires formal nomination and appointment procedures. The Ph.D. research committee must have at least four members. All members must have Indiana University graduate faculty status. The committee chair must be endorsed to chair dissertation committees in the student's major department. At least one other member of the research committee must also be endorsed to chair graduate student committees. All dissertation research committees must include at least one member from outside the major department. Information regarding the eligibility of faculty to serve on the dissertation research committee is available in the School of Public Health - Bloomington Records Office in SPH 123, or online at <http://graduate.indiana.edu/faculty-staff/membership.shtml>.

Following official admission to candidacy, the doctoral candidate completes an online nomination of research committee request in Onestart. The online request process requires the student to submit the following items:

- The name and user ID of each desired research committee member.
- One or two-page prospectus of the dissertation research.
- If the proposed research involves human subjects, animals, biohazards, or radiation, approval from the appropriate university committee must also be obtained. It is most common for School of Public Health - Bloomington students to submit a copy of a signed Human Subjects Approval Form. Information about this approval process may be found at researchadmin.iu.edu.

Important Note: A Ph.D. candidate may not defend the dissertation until at least six months have passed following official University Graduate School approval of the membership of the student's research committee.

A student involved in participatory research projects may be unable to provide a signed Human Subjects Approval Form until the participants have developed research methods to be used. Such a student may temporarily substitute a letter for the signed copy of the Human Subjects Approval Form. The letter must:

- explain this predicament.
- be addressed to the associate dean of the University Graduate School.
- be signed by all members of the student's research committee.

- be approved by the School of Public Health - Bloomington associate dean for research and graduate studies.
- be submitted with the online nomination of research committee membership request to the University Graduate School in place of the signed Human Subjects Approval Form.

Students involved in participatory research must obtain human subjects approval before beginning data collection.

It is expected that all doctoral candidates conduct their dissertation research under the direct supervision of a faculty member in the major department. Under certain circumstances it may be desirable to deviate from this policy. Within very strict limitations, and only with special permission, it may be possible to arrange for a specially qualified faculty member of another department to supervise the dissertation as either director of research or as co-chairperson of the research committee. In every case, however, the chairperson, or the co-chair, of the dissertation research committee must be in the major department.

Frequently Asked Questions:

Question: Does my advisory committee automatically become my research committee after I pass my qualifying examination?

Answer: No. The advisory committee disbands after they sign your Nomination to Candidacy for the Ph.D. Degree Form.

Question: How many research committee members do I need to have?

Answer: Four.

Question: What are the qualifications for faculty on a research committee?

Answer: All research committee members must have Indiana University graduate faculty status. In addition to graduate faculty status, the chair must be endorsed to chair dissertation committees in the student's major department. One other member of the research committee must be endorsed to chair graduate student committees. One research committee member must be from a department outside the student's major department.

Question: How do I find out if a faculty member is qualified to be on my research committee?

Answer: Visit SPH 123, to ask about it, or you may visit: <http://graduate.indiana.edu/faculty-staff/membership.shtml>. Open the MS Excel spreadsheet showing all faculty with graduate faculty status, and sort by "name." Then scroll to look for your desired faculty member. This spreadsheet includes a column which notes whether or not each graduate faculty member is endorsed to chair graduate student committees. Faculty members with this endorsement will have an asterisk in that column. The research committee chair and one other member must have an asterisk denoting this endorsement.

Question: May I have more than four members on my research committee?

Answer: Yes, but please be aware that each extra person exponentially increases the level of difficulty in finding times when all committee members can meet.

Question: A faculty member on the IUPUI campus has agreed to serve on my dissertation research committee. Is this allowed?

Answer: The Graduate School's list of graduate faculty also includes graduate faculty from regional IU campuses. IUPUI faculty members listed on the Graduate School's graduate faculty listing are eligible to serve on the dissertation research committee of a School of Public Health - Bloomington Ph.D. student with the approval of the chair of the student's major department, the Executive Associate Dean of the School of Public Health - Bloomington, and the University Graduate School dean. Important: At least half of the student's dissertation research committee members must be from the Bloomington campus.

Question: A faculty member from an academic institution, outside of IU, has agreed to serve on my dissertation research committee. Is this possible?

Answer: Four of the research committee members must have Indiana University graduate faculty status, which means they have to be IU faculty. However, with approval of the chair of a School of Public Health - Bloomington Ph.D. student's dissertation research committee, it may be possible for a faculty member from an academic institution, outside of IU, serve on a dissertation committee as an extra member. The chair of the dissertation research committee must provide a memo addressed to the School of Public Health - Bloomington's associate dean for research and graduate studies and the dean of the University Graduate School, stating what role this person would play in the completion of the student's dissertation and why this person would be appropriate to serve on the committee as an extra member. The proposed member must also provide a curriculum vitae, which should be submitted with the chair's memo. The request must be approved by both the associate dean for research and graduate studies in the School of Public Health - Bloomington and the dean of the University Graduate School.

Dissertation

Each candidate must present a satisfactory dissertation in partial fulfillment of the requirements for the doctoral degree. The dissertation permits the candidate to demonstrate creative ability in identifying and treating a significant problem; to collect, analyze, and interpret meaningful data by appropriate research methods; to make valid generalizations based on the findings; and to present the study in acceptable written form. The dissertation should be designed and carried out so as to make a positive contribution to the knowledge base of the profession. Completion of a dissertation normally requires at least one year of concentrated effort.

Dissertation Proposal

A student's research committee must formally approve the student's research project before it begins. To earn official approval, the student must present a research proposal at a public proposal meeting, open to faculty and students in the university community. Dissertation proposal materials are submitted to the chair of the candidate's research committee within a sufficient time frame in advance of the proposal meeting to permit a thorough review. Materials

include an introduction to the study, a review of literature, and a description of research procedures to be used.

If the proposed research involves human subjects, animals, biohazards, or radiation, approval from the appropriate institutional review board (IRB) must be obtained prior to the beginning of data collection. Information on the use of human subjects in research may be found at: researchadmin.iu.edu. The dissertation proposal meeting may take place before or after IRB clearance has been obtained.

Complete the following steps to arrange the meeting:

1. The student and the research committee agree on a date and time for the student's proposal meeting.
2. Three weeks in advance of the proposed meeting date, the student completes and submits the Application to Schedule a Doctoral Dissertation Proposal Meeting Form. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtml. The completed form must be submitted to the administrative secretary for academic affairs in SPH 123. The secretary will reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

During the first portion of the meeting, the student formally presents the research proposal in an open forum. Committee members and visitors have the opportunity to ask questions. Visitors leave after the formal presentation. How the remaining time is used is determined by the student's research committee.

It is suggested that at the time of the proposal meeting, publication expectations of the research (including such factors as publication timelines, coauthorship, and ordering of names in publication) be formulated and submitted to the candidate's file. Candidates should be aware that some faculty members may require this form. Guidelines and forms for this agreement are available in the School of Public Health - Bloomington Records Office, SPH 123.

Frequently Asked Questions:

Question: How do I make sure I am on the right track with the research project I choose?

Answer: Present your research proposal at a formal thesis proposal meeting. At this meeting, your committee will help you finalize your plans before you move forward.

Dissertation Completion Within Seven Years

After approval by the committee, the research is conducted under the supervision of the dissertation director. The acceptability of the completed dissertation is first passed by the chair and then by the doctoral committee at a formal meeting.

The dissertation must be completed within seven years after the successful completion of the qualifying examinations. Failure to meet this requirement will result in the termination of candidacy and of the student's enrollment in the degree program. To be reinstated to candidacy, the student must (a) apply for reinstatement and (b) retake and pass the qualifying examination or its equivalent (defined by the doctoral research committee

in advance). A recommendation for reinstatement to candidacy must come from the chair of the doctoral research committee and receive approval from the executive associate dean of the School of Public Health-Bloomington, and final approval from the dean of the University Graduate School. Progress toward dissertation completion will be a factor in granting permission to continue. Such reinstatement, if granted, will be valid for a period of time which is determined by the dean of the University Graduate School.

After the completed dissertation has been approved by the chair, it will be formatted in accordance with established regulations. At least four weeks before the final examination, a copy of the completed dissertation must be presented to each committee member. The dissertation must include an acceptance page, a 350-word abstract, and a vita sheet. An additional 350-word abstract, an additional title page, and a one-page announcement of the dissertation defense must also be submitted to the chair.

Application for Graduation

Candidates for the Ph.D. degree, who wish to participate in the graduation commencement ceremony, must file an application for graduation at least six months before the expected date of graduation. The Ph.D. Commencement Participation Application Form may be found online in [Onestart](#). The vertical navigation bar on the left side of the main page contains a box entitled "group quick links." The "university graduate school forms" link in that box will take the student to a page which contains a link, entitled "Ph.D. commencement participation application", which leads to an online form which the student must complete, save and submit. If this application is successfully submitted six months before the graduation, the candidate's name and degree information will be included in the commencement program. The candidate must also inform the research committee chair of the candidate's intention to participate in the ceremony.

Final Dissertation Defense

The student defends the dissertation in a meeting with the student's research committee. It is a public meeting, open to students and faculty. The student should confer with the research committee chair regarding expectations. The dissertation defense may not take place less than six months following University Graduate School approval of the candidate's Nomination of Research Committee for the Ph.D. Degree Form.

Complete the following steps in preparation for the dissertation defense meeting:

1. **Select a meeting date and time.** - The doctoral candidate and the research committee agree on a date and time for the student's dissertation defense meeting.
2. **Student completes and submits a dissertation defense eligibility verification form.** - The dissertation defense eligibility form is available at www.publichealth.indiana.edu/current-students/forms.shtml. This form must be submitted to the School of Public Health - Bloomington records office in SPH 123 at least forty days in advance of the proposed defense meeting date.
3. **Student receives an email message.** - After the recorder verifies the student's eligibility and the administrative secretary schedules a meeting room for the defense meeting, the student will receive an email message confirming the meeting date, time, and location. The email message will also include instructions for completing an online request form to have the University Graduate School post an announcement of the student's dissertation defense meeting.
4. **Student completes and submits an online request form to post the defense announcement.** - At least thirty-five days in advance of the proposed meeting date, the student must initiate a request to post an announcement of the defense meeting. On Onstart, the vertical navigation bar on the left side of the main page contains a box entitled "group quick links." The "university graduate school forms" link in that box will take the student to a page which contains a link, entitled "defense announcement", which leads to the online form. The student must complete, save, and submit this form. A successfully submitted form to request the announcement of the dissertation defense will route to the School of Public Health - Bloomington recorder, the student's research committee chair, and finally to the University Graduate School for final approval.
5. **University Graduate School approves the request to post the defense announcement.** - Step four must be completed, resulting in the form routing to the University Graduate School at least thirty days in advance of the proposed meeting date, or the request will be denied. If the request is denied, a new request form would have to be completed and submitted by the student. Following University Graduate School approval of the defense announcement request, an announcement of the student's dissertation defense meeting will be posted on the Web sites of the University Graduate School and the School of Public Health - Bloomington.
6. **Student submits a draft of the dissertation to the research committee.** - At least four weeks before the defense meeting date, the student must submit a draft of the dissertation to the committee to examine before the final defense meeting takes place.

The time frames for submission of the defense meeting request and announcement are enforced to ensure that the defense announcement is posted well in advance of the defense meeting date. This is a University Graduate School requirement. Failure to meet these deadlines will delay the scheduling of the final defense meeting.

Following the defense meeting, the research committee chair will report the outcome to the School of Public Health - Bloomington Recorder. The chair will also assign a letter grade to the dissertation credits on the student's transcript.

Frequently Asked Questions:

Question: Am I required to be enrolled when I defend my dissertation?

Answer: No. The School of Public Health - Bloomington does not require a doctoral student to be enrolled during the semester or summer session in which the dissertation is defended. However, all doctoral students must be

enrolled in the semester or summer session during which they graduate.

Question: I have successfully defended my dissertation. How will I receive a grade for my dissertation credit hours?
 Answer: Once you have successfully defended your dissertation, your research committee chair should change the grade from "R" to the grade you earned in your dissertation for the number of dissertation credits listed on your course prescription. These grade changes may be made by the chair of your research committee via the e-Grade Change system, provided the research committee chair was the instructor of record for the dissertation courses and sections in which the student registered. If the chair of your committee was not listed as instructor of record, he or she may report the grade to the School of Public Health - Bloomington graduate recorder, who will then report the grade via the e-Grade Change system. Grades will be reported during the normal final grade reporting period for semesters or summer sessions still in progress.

Dissertation Submission and Publication

After the final examination in defense of the dissertation has been passed and the dissertation has been approved, Ph.D. degree candidates must submit the dissertation online at <http://dissertations.umi.com/indiana/>. Students must follow the directions at this Web site to submit dissertations properly.

- The online dissertation submission form asks students to identify their **departments**. The "School of Public Health - Bloomington" should be selected in that field on the form.
- Next, the form asks for a student's **main subject category**. School of Public Health - Bloomington majors are not listed; select the "Health Sciences—General" subject category.
- Finally, in the field for **additional subject categories**, enter your major: environmental health, epidemiology, health behavior, human performance, or leisure behavior.

The online dissertation submission Web site contains complete instructions. However, if a problem is encountered, contact the University Graduate School at (812) 855-1117. Candidates for the Ph.D. must follow the guidelines and procedures for completing the dissertation, as outlined in the University Graduate School Bulletin. These guidelines and procedures are available at <http://graduate.indiana.edu/theses-dissertations/submission/index.shtml>.

In addition to online submission of the dissertation, specific items must be obtained, completed, and submitted to the Indiana University Graduate School recorder. These items include a Survey of Earned Doctorate Form, a signed acceptance page, and a signed research abstract. Please contact the University Graduate School recorder at (812) 855-1117 if you have questions about these required items.

Courses

Applied Health Science

Behavioral, Social, and Community Health - SPH-B

SPH-B 150 Introduction to Public Health (3 cr.)

(Formerly HPER-T 150) Focuses on rationale, history and development of public health in the U.S. and globally. Emphasis on underlying theories, scientific, and social basis for public health practice plus the impact of critical public health concerns on society. Professional disciplines, organizations, and methods that interact to improve the public's health are addressed.

SPH-B 310 Health Care in Diverse Communities (3 cr.)

(Formerly HPER-C 310) Provides knowledge of health risk factors, health care, and prevention challenges promoting a disparate impact of disease on certain American populations. Students examine health policy, program and educational interventions addressing these groups with special needs.

SPH-B 315 Health in the Later Years (3 cr.)

(Formerly HPER-C 315) As aging becomes a public health priority, an interdisciplinary consideration of the health issues of older adults is critical. This course reviews the biology of aging, health care, new research in aging, applications of integrative medicine for older adults, and physical activity and aging.

SPH-B 325 Health, Informatics, and Aging (3 cr.)

(Formerly HPER-C 325) Reviews how health in later life can be supported by technology. Concepts include: pervasive and ubiquitous computing; human-centered design; virtual worlds; fitness; chronic illness; and models, prototypes, and applications of technologies. Students develop entrepreneurial business plans for potential funding. Guest presentations from Informatics, Nursing, and Kinesiology.

SPH-B 335 Aging, Health, and Diverse Populations (3 cr.)

(Formerly HPER-C 335) This online course examines contemporary issues in the rapidly aging population. Topics include aging issues among diverse populations, women's aging experience, and the aging baby boomer cohort. Students develop plans to address the health needs of selected aging populations.

SPH-B 350 Topical Seminar in Public Health Education (1-3 cr.)

(Formerly HPER-C 317) The topical seminars will relate to current issues in the field of public health education. Possible topics for this seminar are aging, environmental health, teenage health problems, health problems of ethnic groups, public health administration, and group dynamics. Repeatable for credit with different topic.

SPH-B 354 Multidisciplinary Perspectives in Gerontology (3 cr.)

(Formerly HPER-C 354) This course is an overview of the areas involved in the study of aging. We will consider the major theoretical approaches and current research in aging in the following areas: biology and health, psychology, sociology, and social policy.

SPH-B 366 Community Health (3 cr.)

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

socioeconomical, and related determinants of community health.

SPH-B 403 Public Health Program Planning (3 cr.)

P: HPER-C 366 and junior/senior status. (Formerly HPER-C 403) Skill building in public health and health promotion program planning, including proposal presentations. Topics include program planning models, needs assessment methods, behavior change theories, types of community organization, social marketing principles, program implementation fundamentals, and evaluation techniques.

SPH-B 416 Introduction to Health Counseling (3 cr.)

(Formerly HPER-C 416) Reviews recent developments in mental health; implications for public health and school health programs; and roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues.

SPH-B 491 Readings in Public Health Education (1-3 cr.)

P: Instructor permission required. (Formerly HPER-C 441) Planned readings in public health education under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Readings proposal must be approved in advance. Repeatable for credit. Repeatable for credit.

SPH-B 492 Research in Public Health Education (1-3 cr.)

P: Instructor permission required. (Formerly HPER-C 440) Field experience through on-the-job and related opportunities in public health. Students will be assigned to official, primary care, voluntary and related health agencies offering opportunities for professional development, practical application of skills, and participatory experience for the health educator. Regular critique will be held with supervisors and written progress reports are required. Only S/F grades given. Repeatable for credit.

SPH-B 496 Field Experience in Public Health Education (1-10 cr.)

P: Instructor permission required. C: (Formerly HPER-C 444) Field experience through on-the-job and related opportunities in public health. Students will be assigned to official, primary care, voluntary and related health agencies offering opportunities for professional development, practical application of skills, and participatory experience for the health educator. Regular critique will be held with supervisors and written progress reports are required. Only S/F grades given. Repeatable for credit. Repeatable for credit.

SPH-B 501 Assessment and Planning in Public Health (3 cr.)

(Formerly HPER-C 501) Principles of community health assessment and program planning in public health, including: social and epidemiological assessment; identification and prioritization of health issues, behaviors, and behavioral determinants; administrative and policy assessment; and planning for program implementation and evaluation; and evaluation including personnel management and resource acquisition.

SPH-B 514 Health Education in Occupational Settings (3 cr.)

(Formerly HPER-C 514) Approaches to developing comprehensive employee health education and health promotion programs in occupational settings. Topics include health risk appraisal; program design, implementation, and evaluation; employee health

networks; and special instructional methods appropriate for the workplace. Reviews model employee health education programs from business and industry.

SPH-B 515 Health Education in Clinical Settings (3 cr.)

(Formerly HPER-C 515) An extensive study of health education programs in clinical settings, including historical background, recent legislation, health care delivery systems, roles and responsibilities of the educator, patient representation, program planning, and evaluation strategies. Examines instructional techniques and materials and reviews model programs. Field visitations may be required.

SPH-B 516 Introduction to Health Counseling (3 cr.)

Reviews recent developments in mental health; implications for public health and school health programs; roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues; and the development of health counseling as an evolving component of public health and medical care systems.

SPH-B 517 Workshop in Public Health (1-3 cr.)

(Formerly HPER-C 517) Interesting topics of relevance to individuals in public health are conducted in workshop fashion under the direction of faculty members. Emphasis on practical application, group involvement, and the use of resource personnel. Specific topics vary. Repeatable for credit.

SPH-B 518 The Nature of Addictive Disorders (3 cr.)

(Formerly HPER-C 518) Focus on understanding contemporary theories of addiction including behavioral, psychological, biological, physiological, social/cultural, and other approaches. Topics covered include addictions found in youth/adults (e.g., drugs, sex, eating, Internet, gambling, work). Upon completion, students will demonstrate knowledge of addiction theories and the factors underlying addictive behaviors.

SPH-B 529 Health and Disease Disparities in Diverse Communities (3 cr.)

(Formerly HPER-C 529) Cultural and socioeconomic factors, gender, age, and regional factors all affect disparities in the health status of certain U.S. populations. Students evaluate research in social, behavioral, and health care use predictors of community health and develop strategies for public health, health service, policy, and other interventions for specific groups.

SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)

(Formerly HPER-C 535) This online course examines aging issues and health inequalities among diverse populations, women's aging and health experiences, and the prospects for the aging baby boomer cohort. Graduate students evaluate the effectiveness of current public health programs and policies in meeting the needs of the rapidly growing diverse older adult population.

SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)

(Formerly HPER-C 589) Role of social and behavioral factors in health will be examined. Selected theories, concepts, and models from individual, interpersonal, organizational, and social levels will be discussed with applications to health promotion and behavior change programs for diverse public health problems, populations, and settings.

SPH-B 602 Intervention Design in Public Health (3 cr.)

P: SPH-B 589 and SPH-B 501, or equivalents. (Formerly HPER-C 602) Designing and selecting public health promotion interventions and programs which are grounded in theory, based on data, and appropriate to the setting and community. Emphasis on social and behavioral interventions.

SPH-B 615 Health, Longevity and Integrative Therapies for the Later Years (3 cr.)

(Formerly HPER-C 615) This interdisciplinary online course reviews health care, the biology of aging, new research in aging, and applications of integrative medicine for older adults. Students evaluate comparative effectiveness of integrative therapies and allopathic medicine for common chronic illnesses in the rapidly growing older adult population and critically analyze the "anti-aging" industry.

SPH-B 625 Health Information Systems, Technology, and Aging (3 cr.)

(Formerly HPER-C 625) Develops leadership in technologies and information systems that support and promote health and independence in later life. Students evaluate and apply theoretical constructs including person-environment fit, human-centered design, privacy, ethics, and usability in developing a business plan for presentation to venture capitalists. Builds competencies in communication, informatics, technology, and design.

SPH-B 642 Operational Research and Management Science in Public Health (3 cr.)

(Formerly HPER-C 642) Focuses on improving the operations of health services organizations, reducing resources utilization and decision making tools (statistical/math tools) for managing healthcare organizations (hospitals and senior houses). Introduces a variety of tools to increase throughput, optimize response time, and create considerable value in healthcare sectors.

SPH-B 650 Seminar in Public Health (1-3 cr.)

P: Instructor permission required. (Formerly HPER-C 617) Contemporary topics in the area of public health are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-B 675 Practicum in Public Health (3 cr.)

P: Permission of academic advisor. Students pursuing a graduate certificate in public health develop and apply knowledge and skills in appropriate professional settings. Practicum experiences must be approved in advance.

SPH-B 691 Readings in Public Health (1-5 cr.)

P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-C 641) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students, and reading proposals must be approved in advance. Repeatable for credit.

SPH-B 692 Research in Public Health (1-5 cr.)

P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-C 640) Research projects are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students, and project proposals must be approved in advance. Repeatable for credit.

SPH-B 696 M.P.H. Field Experience in Behavioral, Social, and Community Health (1-7 cr.)

P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-C 644) Public health skills are developed through professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only. Repeatable for credit.

SPH-B 698 M.P.H. Culminating Experience in Behavioral, Social, and Community Health (1-2 cr.)

P: Students must be in their final year of the MPH program to enroll in the Fall SPH-B 698 course. Enrollment in the Spring SPH-B B698 course requires successful completion (passing grade) of the Fall SPH-B 698 course. Students must enroll in SPH-B 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. C: SPH-B 696 and permission of academic advisor. (Formerly HPER-C 650) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Behavioral, Social, and Community Health. Graded on S/F basis only. Repeatable for credit.

SPH-B 701 Advanced Health Behavior Theory for Research (3 cr.)

P: SPH-B 589 or other graduate course in health-behavior theory; restricted to doctoral students. (Formerly HPER-C 701) An analysis of the role of health behavior theory in research. Emphasis on exploring the conceptual and methodological issues associated with theory-based research and developing a proposal for a theory-based research project.

SPH-B 702 Advanced Evaluation Research in Public Health (3 cr.)

P: Restricted to doctoral students. Permission of instructor is required. This course provides students with advanced knowledge of and skills in evaluation research in public health program, policies and interventions. Topics include logic models, research designs, measurement, data collection, and advanced statistical and economic evaluation methods.

SPH-B 703 Acquiring External Funds for Research (3 cr.)

P: Instructor permission required for enrollment. This course provides doctoral students with a basic understanding of how to apply for external funding for research. The final product is a grant proposal that students could use to apply for funding to support their work. This course is restricted to doctoral students.

SPH-B 784 Advanced Seminar in Public Health (1-3 cr.)

P: Graduate GPA of at least 3.0 and advanced graduate student status. (Formerly HPER-C 717) Advanced topics in the area of public health are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit.

SPH-B 794 Doctoral Seminar in Public Health (1-3 cr.)

P: Graduate GPA of at least 3.0 and doctoral student status. (Formerly HPER-C 777) Research techniques in public health are reviewed, and examples of current and completed research projects and other professional literature are critiqued. Particular attention is given to dissertations being planned or in progress.

Health Education - SPH-H**SPH-H 150 Children's Health up to Age 5 (3 cr.)**

(Formerly HPER-H 150) The course focuses on recent research on infant feeding and sleeping needs. Causes, prevention and management of the health and safety problems of pre-school aged children are presented. Emphasis is on health and social service agencies.

SPH-H 160 First Aid and Emergency Care

(3 cr.) (Formerly HPER-H 160) Course addresses cardiopulmonary resuscitation (CPR), rescue breathing, choking, wounds, bleeding, burns, sudden illnesses, musculoskeletal injuries, and defibrillation/ the use of Automated External Defibrillators (AEDs). Skills are practiced in small lab settings. Students may obtain American Red Cross certifications, including CPR/AED for the Professional Rescuer.

SPH-H 161 Cardiopulmonary Resuscitation for P-12

Teachers (1 cr.) (Formerly HPER-H 161) Through online learning and in-person skills-testing students are eligible to obtain American Red Cross CPR certification needed to meet state teaching license requirements. For those students who have not taken or are currently enrolled in H160.

SPH-H 170 Health and Surviving the College Years

(3 cr.) (Formerly HPER-H 170) This course covers the health and wellness issues related to a student's transition from high school to college. It focuses on education and prevention issues and includes the following topics: stress, sexuality, safety, substance use and abuse, fitness, nutrition, budgeting, and emotional health.

SPH-H 172 International Health and Social Issues

(3 cr.) (Formerly HPER-H 172) Covers world health problems and efforts being made to achieve optimal health for all. Exposes students to health concerns of non-Western and nondominant cultures. Population dynamics, vital statistics, global disease patterns, and analysis of variations among nations will be considered in analyzing health status of people and communities around the world.

SPH-H 180 Stress Prevention and Management

(3 cr.) (Formerly HPER-H 180) This course is designed to help students learn about the body's reaction to perceived stress, mental and physical factors related to stress, and effective coping techniques to help mitigate causes of stress. Students may acquire several stress management techniques that include diaphragmatic breathing, visualization, meditation, and progressive muscular relaxation.

SPH-H 205 Introduction to Health Education (3 cr.)

(Formerly HPER-H 205) The purpose of this course is to introduce students to the profession of health education. Topics addressed in the course include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on the relationship between community and school health.

SPH-H 220 Death and Dying (3 cr.)

(Formerly HPER-H 220) Introductory analysis of the dying and death experience with emphasis on the development of a healthy personal death awareness. Topics include processes of dying, needs and care of the dying person, grief, legal and consumer aspects, and children and death.

SPH-H 234 Prevention of Cardiovascular Disease

(3 cr.) (Formerly HPER-H 234) This course examines the role of public health and individual lifestyle in the prevention of cardiovascular disease. Emphasis is placed on relationships between cardiovascular disease and risk factors such as tobacco use, diet, physical inactivity, obesity, hypertension, and diabetes. Knowledge and skills related to the implementation and maintenance of a healthy lifestyle will be presented.

SPH-H 235 Obesity and Health (3 cr.)

(Formerly HPER-H 235) An introduction to the physiological, social, cultural, and behavioral aspects of health weight management and obesity prevention. Topics will also include the impact of obesity on individual, family, and community health.

SPH-H 263 Personal Health (3 cr.)

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

SPH-H 304 Healthy Children: Breastfeeding Promotion

in Global Communities (3 cr.) (Formerly HPER-H 304)

Course focuses on breastfeeding promotion in global communities. Includes social, cultural and behavioral influences on women's breastfeeding practices, support of mothers to maintain human milk production, and their influence on women and children's health.

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

(Formerly HPER-H 305) This course is designed to provide students with an opportunity to examine the relationship of women to health and health care. Five dimensions of health: physical, mental, emotional, social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

SPH-H 306 Men's Health (3 cr.)

(Formerly HPER-H 306) This course provides an overview of male health issues. Course topics include gender as a factor in men's health behavior and risks, the way men perceive and use their bodies, and men's psychological experience of health, wellness, and illness.

SPH-H 315 Consumer Health (3 cr.)

(Formerly HPER-H 315) This course provides students with (1) a model for making informed consumer health related decisions; (2) current information involving consumer related topics, emphasizing necessity of current information for making informed decisions; (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

SPH-H 318 Drug Use in American Society (3 cr.)

(Formerly HPER-H 318) An interdisciplinary approach to the study of drug use in American society. The course will examine the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of the individuals.

SPH-H 319 Global Health Promotion (3 cr.)

(Formerly HPER-H 318) This course examines the combination of behavioral, social, economic, and environmental factors that influence health and enables students to develop

knowledge and skills they can use throughout their lives to protect and improve their own health, the health of their families, and health of communities in which they will live.

SPH-H 320 The Nature of Cancer (3 cr.) (Formerly HPER-H 320) This course deals mainly with primary and secondary prevention of cancer. Various topics include lifestyle and cancer, causes of cancer, types of cancer, methods of detecting cancer, methods of treating cancer, and public attitudes. Discusses economic and psychological problems involved with cancer.

SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.) (Formerly HPER-H 326) An introductory, nontechnical examination of the biological, medical, social, psychological, and ethical aspects of acquired immunodeficiency syndrome (AIDS), HIV infection, and other sexually transmitted diseases.

SPH-H 345 Introduction to Causes and Prevention of Developmental Disabilities (3 cr.) Introductory evaluation of genetic (chromosomal, monogenic and polygenic) and acquired (environmental: drugs, alcohol, tobacco, infections, nutrition, obesity, fertility, teenage parents) causes of low birth weight and disabilities present at birth; special emphasis on early identification of high risk families and means available for prevention via education and intervention and correction.

SPH-H 350 Topical Seminar in Health Education (1-3 cr.) (Formerly HPER-H 317) The topical seminars will relate to current issues in the field of health education. Repeatable for credit with different topic.

SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.) (Formerly HPER-H 351) This course discusses traditional health practices used as primary health care by 65 to 85 percent of the world's population. Discussion and activities will center on enhancing awareness of complementary and alternative practices such as acupressure, acupuncture, aromatherapy, biomagnetic applications, chiropractics, herbology/botanicals, homeopathy, meditation, and naturopathy.

SPH-H 352 Secondary School Health Curriculum and Strategies (3 cr.) P: Admission to the School of Education Teacher Education Program and SPH-H 205 with grade of S. C: Must take concurrently with SPH-H 353. (Formerly HPER-H 352) Professional competencies for planning and implementing secondary school curricula based on assessed needs. Effective curriculum characteristics, content standards, instructional strategies, curriculum analysis, lesson and unit structures. Preparation of lesson and unit plans.

SPH-H 353 Field Observation (1 cr.) C: Must take concurrently with SPH-H 352. Observation and limited participation in a secondary school with a designated health teacher for a minimum of 20 clock hours. Students compile logs and summaries of their experiences.

SPH-H 385 Practicum in College Death Education (3 cr.) P: Instructor permission required. (Formerly HPER-H 327) Examination of death education strategies and leading group discussions for SPH-H 220 Death and Dying.

SPH-H 395 Practicum in College Sex Education (3 cr.) P: Instructor permission required. (Formerly HPER-H 340)

Examination of sexuality education strategies and leading group discussions for SPH-F 255 Human Sexuality.

SPH-H 401 Emergency Medical Technician (3 cr.) P: SPH-H 160 C: Must take concurrently with SPH-H 404 EMT Lab. (Formerly HPER-H 401) This class prepares the students to care for patients in a variety of emergency settings. In order to take the Indiana State EMT Certification exam, students must complete this course and SPH-H 404 and be at least 18 years of age.

SPH-H 403 Emergency Medical Technician Teaching Assistant (1-2 cr.) P: SPH-H 401 or equivalent training. This course is directed toward the instruction of emergency medical technician skills. The student comes to class with EMT training and provides skills assistance to EMT students. Repeatable for credit.

SPH-H 404 Emergency Medical Technician Lab (1 cr.) C: SPH-H 401 (Formerly HPER-H 404) The EMT Lab teaches skills necessary to care for patients in the prehospital setting. It includes automated defibrillation, airway adjuncts, oxygen delivery, managing wounds, and other procedures. Students complete evaluations under the instruction of certified EMTs. Meets the Department of Transportation and Public Safety Institute standards.

SPH-H 414 Health Education in Pre-K Grade 6 (3 cr.) (Formerly HPER-H 414) Practical guidelines for developing health and safety education programs in Pre-K-Grade 6, including current child health problems, health content standards, critical topics in health instruction, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation.

SPH-H 418 The Nature of Addiction (3 cr.) (Formerly HPER-H 418) Addresses contemporary theories of addiction including behavioral, psychological, biological, physiological, social/cultural, and other approaches. Examines addictions found among youth and adults including tobacco, alcohol, other drugs, sex, eating, Internet, gambling, and work. Upon completion, students will demonstrate knowledge of addiction theories and the factors underlying addictive behaviors.

SPH-H 445 Travel Study (1-10 cr.) P: Permission of sponsor. (Formerly HPER-H 445) Planned study tours of school and public health programs throughout the United States and selected foreign countries are conducted under the direction of a faculty sponsor. Specific tours vary.

SPH-H 452 Secondary School Health Instruction and Assessment (3 cr.) P: SPH-H 352 with grade of C or better. C: SPH-H 453 (Formerly HPER-H 452) Professional competencies related to classroom management, managing controversy, assessment and course planning. Analysis and demonstration of proven curricula. Skill development in assessment tool development and curriculum planning.

SPH-H 453 Microteaching Lab for Health Education (1 cr.) C: SPH-P 452 (Formerly HPER-H 453) Application of professional competencies through presentation of secondary-level lesson segments and complete lessons. Emphasis on use of active-learner teaching strategies. Student presentations are recorded and critiqued.

SPH-H 460 Practicum in First Aid Instruction (3 cr.) P: SPH-H 160 or equivalent. (Formerly HPER-H 460) Students will learn instructional techniques for first aid,

cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED). Students assist with SPH-H 160 labs and other teaching experiences. Completion of the course makes students eligible for American Red Cross Instructor authorization.

SPH-H 464 Coordinated School Health Programs (3 cr.) P: SPH-H 352 or SPH-H 414 with C or higher. (Formerly HPER-H 464) Focuses on the coordinated school health program (CSHP) model components, and coordination. Includes the relationship of CSHP to health and education policy. Emphasis on practical application of organizational principles and school health strategies for addressing current student and staff health issues.

SPH-H 481 Readings in Health and Safety (1-3 cr.) P: Instructor Permission; Readings proposal must be approved in advance. (Formerly HPER-H 441) Planned readings in specialized areas of professional interest to be conducted under the direction of a member of the faculty. Repeatable for credit.

SPH-H 482 Research in Health and Safety Education (1-3 cr.) P: Instructor permission required. (Formerly HPER-H 482) Undergraduate research done in the field of health and safety under a faculty advisor in the department. Repeatable for credit.

SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.) (Formerly HPER-H 494) This course deals with general concepts and foundations of measurement, evaluation, and research. Additionally the course covers major methods and techniques of research and evaluation. Special emphasis is given to writing small research and grant proposals.

SPH-H 500 Philosophy and Principles of Health Education (3 cr.) (Formerly HPER-H 500) The philosophy and principles that provide the foundation for health and safety education as academic disciplines, including history of the professions, theories of health behavior, principles of learning applied to health communications, diffusion and adoption in health promotion, professional preparation, and areas of professional specialization.

SPH-H 502 Instructional Strategies for School and College Health (3 cr.) (Formerly HPER-H 502) Application of innovative strategies for the teaching of health education. Attention is given to conceptualizing instruction, specifying instructional objectives, planning units and lessons, utilizing various instructional methods, selecting and using instructional materials, and evaluating teaching effectiveness.

SPH-H 504 Breastfeeding: Practice and Policy (3 cr.) (Formerly HPER-H 504) This course focuses on breastfeeding practice and policy. Strategies for planning program design to improve breastfeeding practices along with different interventions for supporting breastfeeding in the community are discussed. World Health Organization (WHO) policies and recommendations on breastfeeding practice are also highlighted.

SPH-H 510 Organization of School Health Programs (3 cr.) (Formerly HPER-H 510) Consideration of the coordinated school health program (CSHP) as a health promotion model that contributes to both health and education outcomes. Addresses the role and function of CSHP at the national, state, and local levels. Includes

strategies for addressing child and adolescent health across multiple program components.

SPH-H 511 Advanced Emergency Care (3 cr.) P: SPH-H 160 or equivalent. (Formerly HPER-H 511) This graduate course includes research in emergency care, teaching techniques for first aid, cardiopulmonary resuscitation (CPR); and automated external defibrillators (AEDs); and assisting with SPH-H 160 labs. Students who complete the course become eligible for American Red Cross Instructor authorization.

SPH-H 512 Understanding the Medicated Student/Client (3 cr.) (Formerly HPER-H 512) A nonmedical introduction for teachers, administrators, agency personnel, and others who work with children or adults on sustaining prescription medications. Examines how such medications affect the performance of students or clients. Additional topics include drug actions, interactions, indications, contraindications, and side effects.

SPH-H 514 Health Education Pedagogy in Pre-K and Elementary Years (3 cr.) (Formerly HPER-H 514) Designed to assure that pre-service and in-service teachers acquire the knowledge and essential skills to implement effective health education curricula. Topics include: current child health problems, health content standards, effective teaching strategies, developmentally appropriate content, curriculum development, lesson and unit planning, evaluation, and integration of health topics into traditional subjects.

SPH-H 515 Human Sexuality Education in Schools (3 cr.) (Formerly HPER-H 515) Competencies in human sexuality education are identified for teachers, administrators, nurses, and other school personnel. Specific activities include developing a comprehensive vocabulary in human sexuality education, establishing effective communication skills, and reviewing various educational techniques and materials relevant to the teaching of human sexuality.

SPH-H 518 Alcohol and Drug Education (3 cr.) (Formerly HPER-H 518) Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issue are explored through lectures, group discussions, guest speakers, and audio-visual presentations. Discusses principles of teaching and counseling in drug education programs.

SPH-H 519 Contemporary Issues in Health Promotion (3 cr.) (Formerly HPER-H 519) Surveys a variety of contemporary issues related to lifestyle and health behavior, including Centers for Disease Control and prevention priority health risks. Social, economic, and environmental factors that influence health promotion, such as poverty, social capital, and mass communication, etc., will also be discussed.

SPH-H 520 Death Education (3 cr.) (Formerly HPER-H 520) Helps prepare educators and health-related personnel dealing with death education and/or dying and death in the work setting. Educational methodology and materials, helping/supportive strategies, and background content about death and dying.

SPH-H 521 Consumer Health (3 cr.) (Formerly HPER-H 521) Consumer decision-making models, interpretation and assessment of available information related to consumer issues, and identification of consumer awareness and protection resources. Emphasis on the health educator's role in a consumer-based society.

SPH-H 522 Promoting Women's Health (3 cr.) (Formerly HPER-H 522) Examines the relationships of women to health and health care, with attention to health concerns unique to women and common to both sexes throughout the life span. Emphasizes current information related to women's health issues and the health educator's role in women's health.

SPH-H 524 Gerontology: Multidisciplinary Perspectives (3 cr.) (Formerly HPER-H 524) An overview of areas in the study of aging, focusing on health, psychological aspects, and policy issues. Includes theoretical approaches to aging and current research in these areas. In-depth literature reviews provide focus and enhanced knowledge of chosen areas.

SPH-H 526 AIDS and Other Sexually Transmitted Diseases (3 cr.) (Formerly HPER-H 526) In-depth examination of the health and social impact of AIDS and sexually transmitted diseases in the United States and worldwide, with particular attention to theoretical models of individual prevention behavior.

SPH-H 528 Issues in Substance Abuse (3 cr.) (Formerly HPER-H 528) Various drugs including alcohol, sedative-hypnotics; narcotic-analgesics; cocaine; xanthines; cannabis; hallucinogens; and over-the-counter, prescription, and other substances causing health problems in our culture are identified and discussed. Emphasis on history, symptoms of use and abuse, and the role of the health educator in prevention and referral.

SPH-H 530 International Health (3 cr.) (Formerly HPER-H 530) Major trends and issues related to international health, including health care systems, nutrition, family planning, distribution and nature of communicable and chronic diseases, and preventive measures in selected countries. Special emphasis on problems that can be prevented through health education programs.

SPH-H 550 Workshop in Health Education (1-3 cr.) (Formerly HPER-H 517) Interesting topics of relevance to individuals in school and public health and related disciplines are conducted in workshop fashion under the direction of faculty members. Emphasizes practical application, group involvement, and the use of resource personnel. Specific topics vary. Repeatable for credit with different topic.

SPH-H 552 Instructional Planning for Public Health Settings (3 cr.) Planning for implementation of innovative approaches to health instruction in diverse public health settings. Learners acquire skills for conceptualizing and targeting instruction; specifying instructional objectives; planning lessons and units; utilizing effective instructional methods; selecting instructional materials; and evaluating teaching effectiveness.

SPH-H 555 Issues in Human Sexuality and Health (3 cr.) (Formerly HPER-H 555) Issues, problems, and scientific concepts of human sexual expression in contemporary society, with particular attention to their

relationships to individual health and the development of a healthy sexuality.

SPH-H 562 Health Program Evaluation (3 cr.)
P: Previous program planning course/ experience; Permission of advisor. (Formerly HPER-H 594) Identifies relevant evaluation concepts, measures, models, and techniques. Presents utilization-focused strategies for communicating program theory, involving relevant stakeholders, analyzing data, and reporting results.

SPH-H 585 Practicum in College Death Education (3 cr.) (Formerly HPER-H 527) Includes the study of death education methodology, preparation of learning activities dealing with death and dying, evaluation of student papers, and leading discussion sections of SPH-H 220 Death and Dying.

SPH-H 595 Practicum in College Sex Education (3 cr.) (Formerly HPER-H 540) Includes the study of sexuality education methodology, preparation of learning activities dealing with human sexuality, evaluation of student papers, and leading discussion sections of SPH-F 255 Human Sexuality.

SPH-H 599 Master's Thesis (1-5 cr.) P: School approval of the student's master's thesis committee membership. (Formerly HPER-H 599) Repeatable for credit.

SPH-H 601 Curriculum Development for School and College Health (3 cr.) P: SPH-H 502 with B- or higher. (Formerly HPER-H 601) The theory and practice of curriculum development in health education, including philosophy and principles of curriculum development; scheduling and sequence of health instruction; yearly, unit, and lesson planning; course of study preparation; evaluation strategies; and practical procedures for organizing a curriculum development project.

SPH-H 610 Professional Applications in Health Education (3 cr.) P: SPH-H 552 Learners acquire or enhance the skills and knowledge needed to implement public health education programs in diverse settings. Students will build skills for applied settings needed to fund, conceptualize, design, deliver, and evaluate programs consistent with health education concepts.

SPH-H 623 School Health Program Management (3 cr.) P: SPH-H 510 or equivalent with a B- or better. (Formerly HPER-H 623) Focuses on knowledge and skills to manage a local school health program, with emphasis on systems change theory, needs assessment, program planning, program management, coalition development, team building, social marketing and advocacy, policy development and implementation, and long-term sustainability.

SPH-H 635 Health Promotion in the 21st Century (3 cr.) (Formerly HPER-H 635) Health promotion has evolved as a major strategy to improve population health. WHO defined it as enabling people to increase control over, and improve their health. The course provides health professionals with theoretical, technical, organizational, economic, political, and systems skills to establish and evaluate health promotion programs domestically and internationally.

SPH-H 645 Travel Study (3 cr.) P: Permission of sponsor. (Formerly HPER-H 645) Planned study tours of school and public health programs throughout the United

States and selected foreign countries are conducted under the direction of a faculty sponsor. Specific tours vary. Only S/F grades given.

SPH-H 650 Seminar in Health Education (1-3 cr.)

(Formerly HPER-H 617) Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-H 653 Practicum in School Health Management (3 cr.)

P: Graduate GPA of at least 3.0. Permission of Instructor. Practicum experiences must be approved in advance. (Formerly HPER-H 653) Culminating practical management experiences are completed in appropriate school settings under direction of a faculty member. Seminars are held periodically throughout the practicum. Evaluation is on an S/F basis only.

SPH-H 661 Legal Issues in Public Health (3 cr.)

Role of constitution, legislatures, agencies, courts, and public in shaping public health policy. Includes Constitutional authority, limits on governmental intervention, tensions between protecting society's interests and preserving individual rights, reading legal documents, recognizing legal issues, communicating with attorneys, and strategies to increase public understanding and influence on laws affecting health.

SPH-H 662 Acquiring & Managing External Funds for Health and Human Services (3 cr.)

(Formerly HPER-H 695) Develop skills to acquire and manage external funds for health and human services research and development in academic, public-, not-for-profit, and private-sector agencies, including establishing a research or development career trajectory; identifying sources of funds in areas of interest; preparing a proposal and budget for funding; and managing funded projects.

SPH-H 681 Readings in Health Education (1-5 cr.)

P: Graduate GPA of at least 3.0; Permission of instructor. Reading proposals must be approved in advance. (Formerly HPER-H 641) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

SPH-H 682 Research in Health Education (1-5 cr.)

P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-H 640) Research projects are conducted under the direction of a member of the graduate teaching faculty. Repeatable for credit.

SPH-H 685 Practicum in Health (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Practicum experiences must be approved in advance. (Formerly HPER-H 643) Practical learning experiences are completed in appropriate professional settings under the direction of a faculty member. Seminars are held periodically throughout the practicum. Evaluation is on an S/F basis only. Repeatable for up to 10 credits.

SPH-H 696 M.P.H. Field Experience in Professional Health Education (1-7 cr.) P: Graduate GPA of at least 3.0; Instructor permission; Internship experiences must be approved in advance. Public health skills are developed through professional experiences in public health settings

facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only.

SPH-H 697 Internships in Health Promotion (3 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Internship experiences must be approved in advance. (Formerly HPER-H 642) Professional internships in school or agency settings are completed under the direction of a faculty member. Internship experiences are available only upon completion of course work for a master's degree. Repeatable for credit.

SPH-H 698 M.P.H. Culminating Experience in Professional Health Education (1-2 cr.)

P: Permission of academic advisor; Students must be in their final year of the MPH program to enroll in the fall SPH-H 698 course. Enrollment in the spring SPH-H 698 course requires successful completion (passing grade) of the fall SPH-H 698 course. Students must enroll in SPH-H 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. C: SPH-H 696 This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Professional Health Education. Graded on S/F basis only. Repeatable for credit.

SPH-H 750 Advanced Seminar in Health Behavior (1-3 cr.)

P: Graduate GPA of at least 3.0 and advanced graduate student status. (Formerly HPER-H 717) Advanced topics in the area of health behavior are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-H 764 Doctoral Seminar in Health Education (1-3 cr.)

P: Graduate GPA of at least 3.0. (Formerly HPER-H 777) Reviews research techniques in health education and critiques examples of current and completed research projects and other professional literature. Particular attention is given to dissertations being planned or in progress. Only S/F grades given.

SPH-H 791 Readings in Health Behavior (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Reading proposals must be approved in advance. (Formerly HPER-H 741) Planned readings in the area of health behavior are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced doctoral students. Repeatable up to 10 credits.

SPH-H 792 Research in Health Behavior (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Project proposals must be approved in advance. (Formerly HPER-H 740) Research projects in the area of health behavior are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced doctoral students. Repeatable for up to 10 credits.

SPH-H 799 Ph.D. Dissertation (1-30 cr.) (Formerly HPER-H 799) Repeatable for credit.

Human Development and Family Studies - SPH-F 150 Introduction to Life Span Human Development (3 cr.) (Formerly HPER-F 150) How individuals interact with family units and society and

how family and society influence the development of the individual across the life span.

SPH-F 180 Survey and Practice with Youth and Families (3 cr.) (Formerly HPER-F 180) This course prepares students for the professional practice of serving youth and families in public, health, education, recreation and social settings. Course concepts include youth and family services delivery settings, theoretical frameworks related to youth services, and professional ethics, organizations, and credentialing. This course includes a service learning component.

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

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

SPH-F 341 Effects of Divorce on Children (3 cr.) (Formerly HPER-F 341) Examination of how divorce affects children. The class focuses on how to minimize these effects. The class includes both in- and out-of-class experiential exercises.

SPH-F 345 Parent-Child Relations (3 cr.) (Formerly HPER-F 345) Explores issues associated with parenting and addresses the reciprocal processes and interdependencies among parents, children, and their multiple environments.

SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.) P: SPH-F 150, SPH-F 258, or equivalent. (Formerly HPER-F 346) Examination of prenatal, infant, preschool development; physical, cognitive, and social-emotional characteristics of development.

SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.) P: SPH-F 150, SPH-F 258, or equivalent. (Formerly HPER-F 347) Examines human development during the school years, or middle childhood, through adolescence. Addresses major concepts and issues concerning development, in the physical, cognitive, psychological, and social domains.

SPH-F 348 Human Development III—Early, Mid, and Late Adulthood (3 cr.) P: SPH-F 150, SPH-F 258, or equivalent. (Formerly HPER-F 348) Examination of the development of adults as a dynamic process that continues throughout life, in the biological, cognitive, psychological, and social realms. Emphasizes developmental reciprocity between adults and their multiple environments.

SPH-F 350 Topical Seminar in Human Development and Family Studies (3 cr.) (Formerly HPER-F 317) The topical seminars will relate to current issues in the field of human development and family studies. Repeatable for credit with different topic.

SPH-F 355 Leading Family Process Discussion Groups (3 cr.) P: SPH-F 258 with B or higher and interview with professor. (Formerly HPER-F 355) This course is intended to give students an opportunity, under supervision, to lead a discussion group in family process.

Students will guide small group discussion on a variety of family-related topics and assist with various administrative tasks related to that discussion. Repeatable once for credit.

SPH-F 370 Family Health and the Media (3 cr.) P: SPH-F 258 or equivalent. (Formerly HPER-F 370) Course explores the relationship between media and family mental, social, and cultural health dynamics. A diversity of family depictions will be addressed. Media explored will include, but not be limited to, film, television, Internet, video games, and popular music.

SPH-F 410 The Science of Positive Youth Development (3 cr.) P: SPH-F 150, Positive Youth Development (PYD) focuses on improving competence, confidence, character, connection, and caring among youth. Students will learn the origins of PYD, how its principles are applied in the development of youth focused programs, and review research on how PYD impacts youth.

SPH-F 417 African American and Latino Families (3 cr.) P: SPH-F 150, SPH-F 258. (Formerly HPER-F 417) Enacts a strength-based approach in the examination of African American and Latino family structure in a socio-historical context with emphasis on cultural resiliency. Current statistics, scholarly literature, and American media segments will be used to illustrate aspects of cultural perception.

SPH-F 430 Professional Preparation in Human Development and Family Studies (3 cr.) P: Major in human development and family studies; junior/senior standing; P or concurrent: 18 hours of SPH-F courses. (Formerly HPER-F 430) Exploration of professional roles and career opportunities in HDFS. Addresses necessary skills and information related to the search for employment and/or graduate school.

SPH-F 453 Family Life Education (3 cr.) P: SPH-F 150, SPH-F 258, or equivalent; Permission of instructor. (Formerly HPER-F 453) History of family life education; philosophy and rationale for curriculum development, including methods and source materials. Current methods and theory provide the basis for program planning relevant to contemporary developmental and family issues.

SPH-F 457 Stress and Resilience in the Family (3 cr.) P: SPH-F 150, SPH-F 258, or equivalent; junior or senior standing. (Formerly HPER-F 457) Research and theory on family stress and resilience. Addresses important aspects of the family's experience of stress, (e.g., as social support and coping in a family context) as well as resilience factors that reduce the effects of stress on families.

SPH-F 458 Family Law and Policy (3 cr.) (Formerly HPER-F 458) Overview of family law and policy issues in the United States. Class is organized around the four major disciplines that shape political science, economics, sociology, and family science. Class includes lectures, case studies, and films. Final section explores current family law/policy issues.

SPH-F 490 Current Issues in Human Development and Family Studies (3 cr.) P: SPH-F 150, SPH-F 258. (Formerly HPER-F 450) An in-depth investigation of a contemporary topic in the field of human development and family studies. Repeatable for credit with different topic.

SPH-F 491 Readings in Human Development and Family Studies (1-3 cr.) P: Instructor permission required. (Formerly HPER-F 441) Readings in human development and family studies to be conducted under the direction of a member of the faculty. Readings proposal must be approved in advance. Repeatable for credit.

SPH-F 492 Research in Human Development and Family Studies (1-3 cr.) P: Instructor permission required. (Formerly HPER-F 440) Undergraduate research done in the field of human development and family studies under the direction of a faculty member in the department. Repeatable for credit.

SPH-F 493 Independent Study in Human Development and Family Studies (1-3 cr.) P: SPH-F 150, SPH-F 258, or equivalent; Permission of instructor. (Formerly HPER-F 452) An in-depth investigation of some area within human development and family studies. Repeatable for credit.

SPH-F 496 Fieldwork Experience in Human Development and Family Studies (1-10 cr.) P: Instructor permission required. (Formerly HPER-F 444) Field experience through on-the-job and related opportunities in human development and family studies. Course requirements will be established by field experience supervisor. Repeatable for credit.

SPH-F 497 Internship in Human Development and Family Studies (6 cr.) P: Application due by tenth week of previous semester; SPH-F 430; 2.5 overall minimum GPA; junior or senior standing; consent of HDFS faculty sponsor; open only to HDFS majors. (Formerly HPER-F 442) Human Development and Family Studies development course that corresponds to age group with which student will work. Involves active participation in community programs. Only S/F grades given. Repeatable for credit.

SPH-F 510 African American and Latino Families (3 cr.) (Formerly HPER-F 510) Relevant issues related to the socio-culture context of African American and Latino Families will be explored. Specific focus will be on understanding how these issues influence the home environmental life for these ethnic families.

SPH-F 531 Human Development I: Preconception through Age 6 (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. (Formerly HPER-F 531) An in-depth look at children from preconception to age 6; balancing theory, application and research, presenting a picture of the whole child situated in realistic, everyday cultural contexts.

SPH-F 532 Human Development II: Ages 6-19 (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. (Formerly HPER-F 532) This course incorporates scientific and personal experience in examining middle youth to adolescence developments. We will discuss theories of development and view our beliefs through the lenses of such theories, paying attention to ways research supports, questions, or contradicts perspectives in society about development.

SPH-F 533 Human Development III: Adulthood (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. (Formerly HPER-F 533) Emphasizes developmental reciprocity between adults and their multiple social, psychological, cultural, and biological

environments. Promotes the student's examination of in-depth and specified focus in several salient areas for the purpose of deepening their foundational understanding of adult development.

SPH-F 541 Effects of Divorce on Children (3 cr.) (Formerly HPER-F 541) In-depth examination of how a parental divorce affects children both in the short term and years later. Particular focus is on how to minimize these effects and on how social attitudes and beliefs influence social policy.

SPH-F 543 Family Life Education (3 cr.) (Formerly HPER-F 543) Philosophy, principles, assumptions, and history of family life education, with emphasis on theoretically based curriculum development. Strategies, methods, and resources for developing curricula to address contemporary family life.

SPH-F 544 Parent Child Relationships: Theoretical, Research, and Practical Aspects (3 cr.) P: 6 credits of social and behavioral sciences or equivalent. (Formerly HPER-F 544) A thorough and comprehensive review and discussion of the theory, research and practical aspects of the parent child relations within their culture and historic context.

SPH-F 546 Issues in Human Development and Family Studies (3 cr.) P: Consent of instructor; other prerequisites, depending on topic. (Formerly HPER-F 546) Interrelatedness of different aspects of growth and development; review, discussion, and evaluation of current issues in human development and family studies. Topic may vary. Repeatable for credit with different topic.

SPH-F 550 Seminar in Human Development and Family Studies (1-3 cr.) P: Prerequisites vary depending on topic. (Formerly HPER-F 517) Analysis and interpretation of various aspects of family study; stresses theoretical and/or empirical formulations with emphasis on critical discussion and evaluation. Topics may vary. Repeatable for credit with different topic.

SPH-F 553 Teaching Sex Education (3 cr.) P: SPH-F 255 or equivalent and consent of instructor. (Formerly HPER-F 553) Philosophy, content, methods, resources, and evaluation that relate specifically to the teaching of sex education.

SPH-F 555 Leading Family Process Discussion Groups (3 cr.) P: 3 credit hours of social science course work and interview with professor. (Formerly HPER-F 555) Students will lead psycho-educational discussion groups in family process including family influences, communication, intimacy, parent-child relationships, loss, and divorce. Students will also be required to assist with various administrative tasks related to that discussion.

SPH-F 557 Stress and Resilience in the Family and Community (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. Addresses normative and non-normative family and community stress, social support, meaning construction and coping in family and community. Includes resilience factors that ameliorate effects of stress on families and communities.

SPH-F 558 Workshop in Human Development and Family Studies (3 cr.) P: SPH-F 150 or SPH-F 258 or equivalent or consent of instructor. (Formerly HPER-F 558) Topics of relevance to individuals in HDFS

and related disciplines are discussed in workshop fashion under direction of faculty. Emphasis on practical application, group involvement, and use of resource personnel. Topics vary. Repeatable for credit with different topic.

SPH-F 559 Special Problems: Human Development and Family Studies (1-3 cr.) P: Permission of department. (Formerly HPER-F 559) Independent work on problems of special interest to student. Repeatable for credit.

SPH-F 597 Internship in Human Development and Family Studies (3 cr.) P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-F 542) Professional internships in appropriate settings completed under the direction of a faculty member. Internship experiences must be approved in advance. Evaluation is on an S/F basis only.

SPH-F 598 Non-thesis Project in Human Development and Family Studies (3 cr.) P: A detailed proposal must be submitted to supervising professor before work can begin. (Formerly HPER-F 598) Individual application of student's area of study to the solution of a problem, under supervision of an advisor.

SPH-F 650 Seminar in Human Development and Family Studies (3 cr.) (Formerly HPER-F 617) Contemporary topics in the area of Human Development and Family Studies studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. (Formerly HPER-F 654) Critical examination and survey of major HDFS theories and conceptual frameworks. Integrative analysis of the way contemporary research and practices are informed by theoretical bases. Addresses interplay between basic tenets of theories/conceptual frameworks and socio-historical context in which they developed.

SPH-F 656 Families and Health (3 cr.) (Formerly HPER-F 656) The interface between the family and health systems. Explores relationship between family functions and various aspects of health and health care of family members. Emphasis on students' understanding of ways of using the strengths and overcoming the weaknesses of family systems in influencing health behavior.

SPH-F 691 Readings in Human Development and Family Studies (1-5 cr.) P: Graduate GPA of at least 3.0; Reading proposal must be approved in advance; Instructor permission. (Formerly HPER-F 691) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate teaching faculty. Repeatable for credit.

SPH-F 692 Research in Human Development and Family Studies (1-5 cr.) P: Graduate GPA of at least 3.0; Project proposals must be approved in advance; Instructor permission required. (Formerly HPER-F 640) Research projects are conducted under the direction of a member of the graduate teaching faculty. Repeatable for credit.

SPH-F 696 Field Experience in Family Health (1-7 cr.) P: Instructor permission and a graduate GPA of at

least 3.0 required. Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only. Repeatable for credit.

SPH-F 697 Internships in Human Development and Family Studies (1-10 cr.) P: Graduate GPA of at least 3.; Instructor permission required. (Formerly HPER-F 642) Professional internships are completed under the direction of a faculty member. Evaluation is on an S/F basis only.

SPH-F 698 M.P.H. Culminating Experience in Family Health (1-2 cr.) P: Students must be in their final year of the MPH program to enroll in the fall semester SPH-F 698 course. Enrollment in the spring semester SPH-F 698 course requires successful completion (passing grade) of the fall semester SPH-F 698 course. Students must enroll in SPH-F 698 for 1 credit in the fall semester and 1 credit in the spring semester in their final year of the MPH program. C: SPH-F 696 and permission of academic advisor. This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Family Health. Graded on S/F basis only. Repeatable for credit.

Leadership - SPH-L

SPH-L 101 Recreation Leadership Skills (1-2 cr.) (Formerly HPER-L 100) Short courses designed to provide students with skills and teaching techniques necessary to function as leaders in recreation and parks. Repeatable for credit.

SPH-L 102 Participant Leadership Development (1 cr.) (Formerly HPER-L 180) An interactive online course blended with four one hour structured classroom meetings. Provides students with opportunities to learn and apply leadership skills gained through participation in organizations, athletic teams, or clubs. Will develop own personal leadership plan to initiate intentional leadership involvement. Topics include fellowship, time management, and teamwork.

SPH-L 103 Organizational Leadership Development (1 cr.) (Formerly HPER-L 181) An interactive online course blended with four, one-hour structured classroom meetings. For advanced or organizational leaders, offers students the opportunity to develop their skills as an organizational or advanced leader. Topics include motivating others, teamwork, and integrity and students will develop their own personal leadership plan.

Nutrition and Dietetics - SPH-N

SPH-N 120 Introduction to Foods (3 cr.) (Formerly HPER-N 120) Chemical and physical properties of food that influence food selection, handling, preservation, and preparation; menu planning, meal management. Laboratory weekly.

SPH-N 220 Nutrition for Health (3 cr.) (Formerly HPER-N 220) Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition. Not for students in dietetics or nutrition science.

SPH-N 231 Human Nutrition (3 cr.) P: CHEM-C 101 or equivalent; a course in Biology (Formerly HPER-N 231) Basic principles of nutrition with emphasis on identification, functions, and food sources of nutrients required for optimal health.

SPH-N 320 Food Chemistry (3 cr.) P: SPH-N 120; CHEM-C 117 or CHEM-C 118 or CHEM-S 118 or CHEM-N 330 or equivalents. Recommended; A course in organic chemistry. (Formerly HPER-N 320) Advanced study of the chemical and physical properties of food as related to use, quality, and preparation. New food products, composition, and technologies.

SPH-N 321 Quantity Food Purchasing and Production (4 cr.) (Formerly HPER-N 321) Principles of menu planning and pricing, equipment selection, food product flow, and cost control in foodservice operations. Class includes service-learning, tours of community foodservice related facilities, and experience in the university dining halls.

SPH-N 322 Management Systems in Dietetics (3 cr.) P: SPH-N 321; Dietetics majors only, or permission of instructor. (Formerly HPER-N 322) Examines organizational design, human resource management, financial management, and basic marketing strategies as applied to the profession of dietetics.

SPH-N 325 Food Chemistry Laboratory (3 cr.) C: SPH-N 320. (Formerly HPER-N 325) Application of principles and experimental procedures in food chemistry. Four hours laboratory weekly.

SPH-N 331 Life Cycle Nutrition (3 cr.) Examines overall nutrition of life cycle: pregnancy, lactation, infancy, childhood, adolescence, adults, and the elderly. Focuses on nutritional status and nutrient requirements as well as physiological changes in body function for all ages. Discusses special nutrition problems in each stage and contemporary nutritional issues.

SPH-N 336 Community Nutrition (3 cr.) P: SPH-N 231 or equivalent. (Formerly HPER-N 336) Emphasizes eligibility criteria and services available through community programs and includes service-learning activities in the community. Students apply knowledge of diet and health surveys and principles of community assessment and education to the development of a nutrition intervention.

SPH-N 350 Topical Seminar in Nutrition/ Dietetics (1-3 cr.) (Formerly HPER-N 317) The topical seminars relate to current issues in the field of nutrition/ dietetics. Possible topics for this seminar are weight reduction and fad diets, food additives, diet and human performance (diet for the athlete), vegetarianism, child nutrition, diet for senior citizens, diet and disease relationships. Repeatable for credit with different topic.

SPH-N 401 Issues in Dietetics (1 cr.) P: Dietetics majors only; senior standing; or permission of instructor. (Formerly HPER-N 401) A culminating class to address current issues in dietetics, including such topics as medical ethics, CAM, and reimbursement for services. Students will develop a career portfolio and ready themselves for the dietetic internship process.

SPH-N 416 Nutrition Counseling and Education (3 cr.) (Formerly HPER-N 416) Introduction to the theory and practice of nutrition counseling to individuals and groups.

Focus is placed on techniques in interviewing, education, goal setting, behavior change, and evaluation. Individual and group settings are included. Role-playing and case studies are emphasized.

SPH-N 430 Advanced Nutrition I (3 cr.) P: SPH-N 231; CHEM-C 341/R 340. (Formerly HPER-N 430) Functions of nutrients in human metabolism; evaluation and fulfillment of nutritional needs; current literature. Emphasis on the energy nutrients: protein, carbohydrates, and fats.

SPH-N 431 Medical Nutrition Therapy (3 cr.) P: SPH-N 231; ANAT-A 215; PHSL-P 215; junior class standing. Prerequisite or concurrent: CLAS-C 209. (Formerly HPER-N 431) Dietary modifications for therapy in metabolic and pathological disorders with allowance for cultural patterns.

SPH-N 432 Advanced Nutrition II (3 cr.) P: SPH-N 430 or consent of department. (Formerly HPER-N 432) A continuation of SPH-N 430. Nonenergy nutrients: water, vitamins, minerals, and as a summative focus, nutritional status.

SPH-N 433 Medical Nutrition Therapy Application (3 cr.) P: Prerequisite or concurrent: SPH-N 431. (Formerly HPER-N 433) Application of principles of diet therapy through case study management, designing and preparing modified diets. Cumulative experience of designing, following, and reporting of a modified diet.

SPH-N 480 Mechanisms of Nutrient Action (3 cr.) P: Prerequisite or concurrent: SPH-N 430 or consent of instructor. (Formerly HPER-N 480) Advanced study of nutrition biochemistry including nutrient regulation of gene expression, immune response to food allergens, detoxification and protective functions of nutrients, relationships between nutrients and cancer, how nutrients affect risk factors for cardiovascular disease, macronutrient metabolism during exercise.

SPH-N 491 Readings in Nutrition/Dietetics (1-3 cr.) P: Instructor permission; Readings proposal must be approved in advance. (Formerly HPER-N 441) Planned readings in nutrition/dietetics to be conducted under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Repeatable for credit.

SPH-N 492 Research in Nutrition/Dietetics (1-3 cr.) P: Instructor permission required. (Formerly HPER-N 440) Undergraduate research in the field of nutrition/dietetics under the direction of a faculty member in the department. Repeatable for credit.

SPH-N 496 Field Experience in Nutrition/ Dietetics (1-3 cr.) (Formerly HPER-N 444) Field experience through on-the-job and related opportunities in nutrition/ dietetics. Regular critique will be held with supervisors; written progress reports are required. Repeatable for credit.

SPH-N 517 Research Presentations in Nutrition Science (1 cr.) P: Seminar presentations covering research in nutrition science. (Formerly HPER-N 517) Seminar presentations covering research in nutrition science. Weekly research seminars presented by graduate students and graduate faculty or visiting faculty. Each student will prepare to present either a review of research literature or results of a research study they have conducted. Repeatable for credit.

SPH-N 520 Food Chemistry (3 cr.) P: CHEM-C 118 or equivalent. (Formerly HPER-N 520) Advanced study in the chemical and physical properties of food as related to use, quality, and preparation. Students will conduct library research to prepare a critical review of selected topics in novel areas of food chemistry and technology.

SPH-N 525 Food Chemistry Laboratory (2 cr.)
P: Prerequisite or concurrent: SPH-Q 502. C: SPH-N 520. (Formerly HPER-N 525) Application of principles and experimental procedures in food chemistry. Students will design and conduct an independent research project in food science in addition to weekly topical group laboratory experiments.

SPH-N 530 Advanced Human Nutrition (3 cr.) P: SPH-N 231 and CHEM-C 341/R 340 or equivalents, or consent of instructor. (Formerly HPER-N 530) Function of carbohydrates, protein and fat in human metabolism, energy balance, and review of current literature.

SPH-N 531 Medical Nutrition Therapy (3 cr.) P: SPH-N 231 and PHSL-P 215, or equivalents. (Formerly HPER-N 531) Emphasis on the physiology, etiology, and dietary intervention in various diseased states. Includes in-depth analysis and reporting of a disease state and the role of diet and clinical research in its management.

SPH-N 532 Advanced Human Nutrition II (3 cr.) P: SPH-N 530. (Formerly HPER-N 532) Emphasis is placed on vitamins, minerals, water, and phytochemicals.

SPH-N 533 Medical Nutrition Therapy Application (3 cr.) P: Prerequisite or concurrent with SPH-N 531. (Formerly HPER-N 533) Application of diet therapy principles. Includes food preparation, designing special diets, and evaluating case studies. Effect of lifestyle and socioeconomic variables.

SPH-N 536 Community Nutrition (3 cr.) (Formerly HPER-N 536) Emphasizes eligibility criteria and services available through community programs and includes service-learning activities in the community. Students apply knowledge of diet and health surveys and principles of community assessment and education to the development and implementation of a local nutrition intervention.

SPH-N 539 Special Problems: Nutrition and Food Science (3 cr.) P: Instructor permission required. (Formerly HPER-N 539) Independent work on problems of special interest. Topic may vary.

SPH-N 550 Dietary Assessment Techniques (1 cr.) (Formerly HPER-N 550) Instruction and practice using Nutrition Data System for Research software for the collection and analyses of 24-hour dietary recalls. Activities include analyses of recalls, food records, menus, and recipes.

SPH-N 600 Nutrigenomics (3 cr.) P: CHEM-C 483 or SPH-N 530. (Formerly HPER-N 600) The study of nutrigenomics, the interaction between nutrition and an individual's genome or responses of an individual to different diets. Lecture/discussion of techniques and models, nutrient-gene interactions and events affecting cardiovascular disease, cancer and other conditions. Implications for food technology, public health and policy.

SPH-N 601 Phytonutrients (3 cr.) P: Prerequisite or corequisite: SPH-N 532 or permission of instructor. (Formerly HPER-N 601) A study of phytonutrients, molecules produced by edible plants, in addition to the traditional vitamins, that influence human health, growth, metabolism, and disease risk.

SPH-N 620 Nutrition in Sports (3 cr.) P: SPH-N 231 and PHSL-P 215, or equivalents. (Formerly HPER-N 620) The role of nutrition in athletic performance, especially the effects of various nutrition practices during training, competition, and recovery. Current concepts and controversies.

SPH-N 650 Seminar in Nutrition Science (1-3 cr.) (Formerly HPER-N 617) Contemporary topics in the area of nutrition science are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-N 691 Readings in Nutrition Science (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-N 641) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

SPH-N 692 Research in Nutrition Science (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-N 640) Research projects are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

Public Health Administration - SPH-P

SPH-P 309 Public Health Administration (3 cr.)
Students are expected to learn principles of population-based management in order to administer programs, services, and policies within the U.S. public health system. In addition, students examine the mission, structure, and processes of local, state, and federal organizations in delivering population-based programs, services and policies.

SPH-P 510 Organization and Administration of Public Health Programs (3 cr.) (Formerly HPER-C 510)
Students are expected to learn principles of population-based management in order to administer programs, services, and policies within the U.S. public health system. In addition, students examine the mission, structure, and processes of local, state, and federal organizations in delivering population-based programs, services and policies.

SPH-P 680 Public Health Economics (3 cr.) Economics is a discipline to explain human beings' behaviors and also serves as an important point of view for analyzing public health issues and associated policies. This course will guide students to think through a number of public health issues using economics tools.

SPH-P 696 M.P.H. Culminating Experience in Public Health Administration (1-7 cr.) P: Instructor permission and a graduate GPA of at least 3.0 required. (Formerly HPER-C 644) Public health skills are developed through professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques

will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only. Repeatable for credit.

SPH-P 698 M.P.H. Culminating Experience in Public Health Administration (1-2 cr.) P: Students must be in their final year of the MPH program to enroll in the fall semester SPH-P 698 course. Enrollment in the spring semester SPH-P 698 course requires successful completion (passing grade) of the fall SPH-P 698 course. Students must enroll in SPH-P 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. (Formerly HPER-N 650) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Public Health Administration. Graded on S/F basis only. Repeatable for credit.

Safety - SPH-S

SPH-S 101 Introduction to Safety (3 cr.) (Formerly HPER-S 101) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

SPH-S 151 Legal Aspects of Safety (3 cr.) (Formerly HPER-S 151) Discusses legal requirements for safety, health, and environmental compliance. Emphasis is given to OSHA, EPA, and consensus standards, as well as other applicable Federal regulations.

SPH-S 201 Introduction to Industrial Hygiene (3 cr.) (Formerly HPER-S 201) The concepts, principles, and techniques in the practice of industrial hygiene are presented. The identification, evaluation, and control of occupational health hazards are discussed. An orientation to selected instrumentation used to assess the workplace is provided.

SPH-S 202 Fundamentals of Fire Protection (3 cr.) (Formerly HPER-S 202) Reviews fire protection codes and standards, principles, and practices; fire theory, fire-safe design, fire protection systems and equipment, and fire hazards. Emphasis on the life safety aspect of fire protection.

SPH-S 210 General Industry Standards (3 cr.) (Formerly HPER-S 210) An introduction and analysis of the Occupational Safety and Health Administration (OSHA) general industry standards as they apply to both the private and federal sectors. Includes an inspection practicum.

SPH-S 214 OSHA Construction Standards (3 cr.) (Formerly HPER-S 214) An introduction to and application of OSHA and Indiana OSHA construction standards as they apply to both the public and private sectors. Course includes an inspection practicum.

SPH-S 217 Safety: A Personal Focus (3 cr.) (Formerly HPER-S 217) This course surveys current topics of interest in safety. Areas explored include injury problems, safety analysis, home safety, fire safety, personal protection, responding to emergencies, firearm safety,

motor vehicle safety, occupational safety, recreational safety, school safety, and related issues.

SPH-S 231 Safety Engineering and Technology (3 cr.) (Formerly HPER-S 231) Introduces safety engineering principles applied to the control of hazards associated with industrial processes, facilities, chemical processes, materials handling, machine operation, and electricity.

SPH-S 251 Incident Investigation and Analysis (3 cr.) (Formerly HPER-S 251) Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects, and using investigation findings as a prevention tool. Reviews root causes in management systems.

SPH-S 255 Threats, Violence, and Workplace Safety (3 cr.) (Formerly HPER-S 255) Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

SPH-S 302 Introduction to Homeland Security (3 cr.) P: 9 credits of 200 level SPH-S courses. (Formerly HPER-S 302) Explores relationships and interactions between private-sector institutions and public-sector Homeland Security organizations at federal, state and local levels. Examines specific roles, responsibilities and vulnerabilities of private-sector and governmental agencies in protecting critical infrastructure as well as preventing, deterring, and responding to crises.

SPH-S 332 Ergonomics and Human Factors (3 cr.) P: Prerequisite or concurrent: ANAT-A 215 or SPH-K 205. (Formerly HPER-S 332) The application of ergonomic principles and human factors techniques to the design and evaluation of workplaces and equipment.

SPH-S 336 Emergency Management (3 cr.) P: SPH-S 302. (Formerly HPER-S 336) An all-hazard multidisciplinary response and recovery. Topics include identifying critical roles, risk assessment, strategies, planning concepts and methodologies, establishing effective integrated and coordinated programs, crisis management, communication and response.

SPH-S 345 Safety Program Management (3 cr.) P: 6 credits of SPH-S courses, or instructor consent. (Formerly HPER-S 345) Principles, theories, and concepts of safety and health program management with comparisons of past, present, and future practices. Review of managing behavior of individuals, groups, and organizations. Focuses on managing a total safety program.

SPH-S 350 Topical Seminar in Safety Education (1-3 cr.) P: Instructor permission required. (Formerly HPER-S 317) The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design. The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional,

new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design. Repeatable for credit with different topic.

SPH-S 354 Hazardous Materials and Waste Control (3 cr.) P: 6 cr. of SPH-S courses or instructor consent. (Formerly HPER-S 354) Introduction and review of hazardous materials regulations and hazardous materials control methods, including hazardous wastes. Occupational and environment requirements and exposures, with guidance and common examples of materials that are toxic, corrosive, reactive, explosive, flammable, and combustible. These classes of materials will be considered from their generation to disposal.

SPH-S 370 Principles and Strategies of Behavioral Safety (3 cr.) (Formerly HPER-S 370) Examines the principles, strategies, and methods of behavioral safety approaches in the workplace. Ways to improve safety culture and safety performance are explored through applied behavioral analysis, safety observation, and coaching.

SPH-S 402 Emergency Planning and Preparation (3 cr.) P: SPH-S 336. (Formerly HPER-S 402) Addresses multiple facets of emergency planning and preparedness as part of comprehensive emergency management. Fundamentals of planning as applied to four phases of emergency management; how these phases overlap, interrelate, and complement each other; and critical steps in preparation will be examined.

SPH-S 410 Advanced Industrial Hygiene (3 cr.) P: SPH-S 201 and CHEM-C 102. (Formerly HPER-S 410) Provides definitive application of principles and concepts for the solutions of workplace health and physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

SPH-S 411 Industrial Hygiene Sampling and Analysis (3 cr.) P: SPH-S 410 and CHEM-C 106. (Formerly HPER-S 411) Advanced, in-depth study of the approaches to workplace sampling. Emphasis is on sampling methods, passive sampling, sampling devices, breathing zone, and area sampling strategy. Course will include lab sessions and field experience.

SPH-S 415 Safety Education and Training (3 cr.) P: 6 credits SPH-S courses or consent of instructor. (Formerly HPER-S 415) Assessing training and education needs, establishing goals and objectives, planning and methods for delivery, using resources and evaluating effectiveness. Students develop evaluation instruments and conduct mock OSHA training. Emphasis is on improving safety performance in addition to compliance.

SPH-S 430 Exploring Safety Culture (3 cr.) (Formerly HPER-S 430) Examines approaches to the development of a proactive safety culture in the workplace. Topics explore issues of sound business principles and management practices for the development of an effective safety culture.

SPH-S 436 Emergency Response and Recovery (3 cr.) P: SPH-S 336. (Formerly HPER-S 436) Identifies various types of disasters and appropriate emergency management stakeholders. Explores theoretical frameworks, emergency and post-emergency activities

typical challenges of response efforts: and, the tools and techniques of response and recovery are examined.

SPH-S 491 Readings in Safety Education (1-3 cr.) P: Instructor permission; Readings proposal must be approved in advance. (Formerly HPER-S 441) Planned readings in safety education to be conducted under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Repeatable for credit.

SPH-S 492 Research in Safety Education (1-3 cr.) P: Instructor permission; Research proposal must be approved in advance. (Formerly HPER-S 440) Undergraduate research done in the field of safety education under the direction of a faculty member in the department. Repeatable for credit.

SPH-S 496 Field Experience in Occupational Safety (1-10 cr.) P: Instructor permission; Junior/senior standing; Safety majors only. (Formerly HPER-S 444) Field experience through on-the-job and related opportunities in occupational safety. Students will be assigned to industrial and occupational enterprises offering professional development for the safety specialist. Periodic critiques will be scheduled with supervisory personnel. Written progress reports will be required. S/F only. Repeatable for credit.

SPH-S 501 Program Development in Safety Management (3 cr.) (Formerly HPER-S 501) Program development in safety management is examined, including needs assessment, programming, and evaluation options. Past, present and future management practices are critiqued; and selected safety management models (MBO, Kepner, Tregoe, MORT, Epidemiological, Systems) are analyzed. Adoption of management techniques consistent with current trends in safety risk decision making.

SPH-S 502 Instructional Strategies for Safety Education (3 cr.) (Formerly HPER-S 502) Approaches to the preparation and delivery of comprehensive instructional programs in safety settings; topics include principles of program organization in safety education, specifying goals and objectives for safety instruction, planning lessons and units of instruction, identifying and utilizing methods and safety resource materials, and evaluating instructional effectiveness.

SPH-S 513 Safety Management in Business and Industry (3 cr.) (Formerly HPER-S 513) Principles of safety management applicable to business and industrial settings, including accident causation theories, risk analysis and loss control, learning theories and behavioral factors applied to adult learners, selection of special educational techniques and materials, and program evaluation methods. Case studies, resource personnel, and field visitations.

SPH-S 514 Safety Standards for Industry & Construction (3 cr.) (Formerly HPER-S 514) An overview and analysis of the OSHA Standards for Industry and Construction. Review of those standards most often violated with focus on standards that address the greatest risk of severe injuries and fatalities.

SPH-S 515 Safety Performance Measurement & Leadership (3 cr.) (Formerly HPER-S 515) Various methods of measuring workplace safety performance are

reviewed, including the roles, applications and limitations of leading and lagging metrics. Discussion of ways that inadequate measures create barriers for leadership, and benefits of balanced approaches to safety measurement. Measurement and leadership techniques, tools, and case studies are explored.

SPH-S 535 Crisis and Emergency Management (3 cr.)

(Formerly HPER-S 535) Advanced study of natural and man-made disaster events, past management and challenges facing emergency/disaster management in private and public sector organizations. Analyze and critique educational/training strategies and best practices found in the literature focusing on prevention and management of crisis or disaster.

SPH-S 536 Facility Emergency Planning (3 cr.) P: SPH-S 535 or instructor consent. (Formerly HPER-S 536)

Advanced study in theory and practice of security, safety and emergency facility planning. This includes steps for practical implementation of facility security, safety and emergency plans. Through guided team service learning experiences students create and implement hazard assessments and facility plans.

SPH-S 537 Threat Assessment, Mitigation and Security Planning (3 cr.) P: SPH-S 535 or instructor consent. (Formerly HPER-S 537)

Threat assessment, mitigation and security planning for private and public sector organizations. Safety & Health students learn to conduct threat assessments addressing the potential use of biological, chemical or radioactive agents to destroy priority targets, and to build successful strategies reducing security threats.

SPH-S 550 Workshop in Safety Education (1-3 cr.)

(Formerly HPER-S 517) Interesting topics of relevance to individuals in safety education and related disciplines are discussed in workshop fashion under the direction of faculty members. Emphasis on practical application, group involvement, and the use of resource personnel. Specific topics vary. Repeatable for credit with different topic.

SPH-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.) (Formerly HPER-S 552)

Study of the psychological and behavioral aspects of workplace safety. Identification of basic strategies and steps, including an in-depth exploration of relevant behavioral principles, processes, and systems for improving safety performance. Case studies are reviewed to identify related success factors.

SPH-S 610 Occupational Risk Management (3 cr.)

P: Graduate GPA of at least 3.0. (Formerly HPER-S 610) Evaluation and assessment of various workplace regulations. Seminars and directed reading focus on risk strategies utilized in recognizing, evaluating and controlling occupational and environmental hazards associated with public and private sectors.

SPH-S 632 Managing Occupational Health Programs (3 cr.) P: Graduate GPA of at least 3.0. (Formerly HPER-S 632)

Examines occupational health from management perspective. Recognition, evaluation and control of stressors that may cause illness or impair health. Emphasis exposure to biological agents, toxic substances, occupational disease, nanotechnology, radiology, ergonomic risk factors, regulatory compliance,

risk assessment, protective equipment and engineering controls.

SPH-S 650 Seminar in Safety Education (1-3 cr.)

(Formerly HPER-S 617) Contemporary topics in the area of safety education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-S 691 Readings in Safety Education (1-3 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Reading proposals must be approved in advance. (Formerly HPER-S 641) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

SPH-S 692 Research in Safety Education (1-5 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Research proposals must be approved in advance. (Formerly HPER-S 640) Research projects are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

SPH-S 695 Practicum in Safety Education (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-S 643) Practical learning experiences are completed in appropriate professional settings under the direction of a faculty member. Practicum experiences must be approved in advance. Seminars are held periodically throughout the practicum. Repeatable for credit.

SPH-S 697 Internships in Safety Education (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-S 642) Professional internships in appropriate settings are completed under the direction of a faculty member. Internship experiences must be approved in advance and are available only upon completion of course work for a master's degree. Repeatable for credit with different topic.

SPH-S 784 Advanced Seminar in Safety Management (1-3 cr.) P: Graduate GPA of at least 3.0. (Formerly HPER-S 717)

Advanced topics in the area of safety management are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-S 794 Doctoral Seminar in Safety Education (1-3 cr.) P: Graduate GPA of at least 3.0. (Formerly HPER-S 777)

Reviews research techniques in safety education and critiques examples of current and completed research projects and other professional literature. Particular attention is given to dissertations being planned or in progress. Only S/F grades given. Repeatable for credit.

Environmental Health

Environmental Health - SPH-V

SPH-V 201 Introduction to Occupational Safety and Health (3 cr.)

Occupational health has become an increasingly important area within the field of environmental health. Occupational health, as discussed in this course, includes occupational safety as the two topics work together to protect the individual's health in the work environment. Noise exposures, physical hazards,

chemical hazards and industrial hygiene are just a few of the topics covered in this class. Students will learn how to evaluate hazards in the work environment and interpret standards that apply to employee safety and health.

SPH-V 214 Environmental Regulations and Code Compliance (3 cr.) In this course, students will be introduced to the federal, state and local environmental regulations and learn about methods of compliance with these laws. At the federal level the Clean Air Act, Clean Water Act, Safe Drinking Water Act, Resource Conservation and Recovery Act, and others will be studied. At the state level, current regulations found in the Indiana State Department of Health administrative codes will be examined. Topics will include radon, lead-based paint, indoor air quality, food safety, and other relevant regulations. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 215 Food Safety and Sanitation (3 cr.) Food safety is an important component of public health. This course is designed as a study of the principles of food-borne illness, sanitation, safety, personal hygiene, rodent and insect controls, regulations, and equipment affecting safe food handling in all operations. Students will study common pathogens and learn how pathogenic organisms can contaminate foods, principles of safe and sanitary food handling, and safety principles used to select, preserve, thaw, cook, and store foods. The course will include a discussion of food safety management practices such as Hazard Analysis Critical Control Point (HACCP), public health policies, risk assessment, and federal food safety agencies and regulations. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 310 Natural Resource Issues and Environmental Health (3 cr.) P: Permission of instructor; completion of core and required courses. This course approaches the issues of human health from the broad perspective of natural resources such as air and water quality, climate change, and habitat fragmentation and how these issues impact public health. In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs).

SPH-V 311 Human Health and Natural Environments (3 cr.) This course approaches the issues of human health and quality of life from the perspective of the natural environment. That is, in what ways do natural environments impact human health and an individual's reported sense of quality of life? In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs).

SPH-V 341 Environmental Health Management and Policy (3 cr.) (Formerly HPER-V 324) Environmental health management and policy issues in public health using case-based approaches. Study of environmental health management and policy making at the local, county, state, federal and global scales.

SPH-V 351 Foundations of Environmental Health (3 cr.) An understanding of Environmental Health issues that affect Public Health is essential for any student of Public Health. This course is designed to introduce the

student to the many varied areas of Environmental Health and demonstrate the important role this field plays in Public Health.

SPH-V 442 Introduction to Toxicology (3 cr.)

P: Permission of instructor; completion of core and required courses. Toxicology is the study of the adverse effects of chemicals on living organisms and is an essential component of environmental health and public health. This course will provide the basic principles of toxicology in its application to public health. The course will be divided into three components: the general mechanism of toxic agents, the effect of toxic agents on target tissues and organs, and selective toxic chemicals or class of chemicals.

SPH-V 443 Environmental Sampling and Analysis (3 cr.)

Collecting reliable and defensible environmental data requires proper sampling and analytical techniques, and is an essential job function for many environmental professionals. Currently, a diverse and diffuse array of environmental sampling and analysis tools are used in the field of environmental health. The overall objective of this class is to provide a comprehensive overview of the fundamentals of environmental sampling and analysis for students in environmental health and others interested in sampling and analytical work. Topics covered will include planning, sampling, analysis, QA/QC, and reporting with respect to air, water, solid liquid, and biological samples matrices. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 496 Field Experience in Environmental Health (3-5 cr.)

P: Permission of Instructor; Students must have completed all major coursework and have a minimum cumulative GPA of 3.0. Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. S/F grading.

SPH-V 510 Human Health and Natural Environments (3 cr.)

Numerous textbooks address the relationship between human health and natural environments from either the perspectives of toxicity or environmental degradation. This course approaches the issues of human health and quality of life from the perspective of the natural environment. That is, in what ways do natural environments impact human health and an individual's reported sense of quality of life? In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs).

SPH-V 522 Global Environmental Health Issues (3 cr.)

This graduate level course approaches issues of human health from the broad perspective of natural resources including air and water quality, climate change, disease vector migration, and habitat fragmentation and how these issues affect public health through increased vulnerabilities, impacts to recreational endeavors, and specific events such as heat islands.

SPH-V 541 Environmental Health (3 cr.) (Formerly

HPER-V 512) Environmental health management and policy issues in public health using case-based approaches. Study of environmental health management

and policy making at the local, county, state, federal and global scales.

SPH-V 542 Principles of Toxicology (3 cr.) (Formerly HPER-V 513) Examines the basic concepts of toxicology as they apply to public health. Covers distribution cellular penetration, metabolic concision, and elimination of toxic agents and fundamental laws governing the interaction of foreign chemicals with biological systems. Applied to public health prevention using case study format concepts.

SPH-V 545 Exposure Assessment and Control (3 cr.) (Formerly HPER-V 519) Addresses: methodologies and applications of exposure assessment, determination of exposure monitoring strategies, assessing dose-response and intervention control strategies, exposure assessment models, exposure route, populations at risk and ecological impacts.

SPH-V 546 Risk Assessment Policy and Toxic Regulations (3 cr.) (Formerly HPER-V 520) Covers hazard identification, dose-response assessment, exposure assessment, and risk characterization. Through case studies, addresses concepts of risk management and their application to environmental health policies and toxic regulations.

SPH-V 548 Environmental and Occupational Epidemiology (3 cr.) (Formerly HPER-V 522) Examines effects of environmental factors on human health. Covers the health effects from exposure to physical, chemical and biological agents including the contribution of social, economic and cultural factors that are related to these exposures.

SPH-V 549 Public Health Biology (3 cr.) P: Biology and Microbiology. (Formerly HPER-V 525) This course explores pathophysiology within the context of the disciplines and profession of public health. Students will understand the pathogenesis of various disease conditions and how to identify critical points at which such pathogenesis could be prevented or interrupted through lectures and labs.

SPH-V 650 Special Topics in Environmental Health (3 cr.) (Formerly HPER-V 617) This course is designed with the flexibility to provide the student with the opportunity to explore a variety of current issues in Environmental Public Health. Topics will vary by instructor and topic. Topics might include ethics, nanotechnology, alternative energy sources, or occupational diseases. Course format will also vary. Repeatable for credit with different topic.

SPH-V 691 Readings in Environmental Health (1-3 cr.) P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-V 641) Planned readings in specialized areas of professional interests in environmental health are conducted under the direction of a member of the Environmental Health graduate teaching faculty. Enrollment is limited to Advanced Graduate students, and reading proposals must be approved by faculty in Environmental Health. Repeatable for credit.

SPH-V 692 Research in Environmental Health (1-8 cr.) P: Graduate GPA of at least 3.0; Instructor permission; Research proposals must be approved in advance. (Formerly HPER-V 640) Research projects are conducted under the direction of a member of the Environmental

Health Graduate teaching faculty. Enrollment is limited to Advanced Graduate Students upon the approval of Faculty. Repeatable for credit.

SPH-V 696 M.P.H. Field Experience in Environmental Health (1-7 cr.) P: Graduate GPA of at least 3.0; Instructor permission. (Formerly HPER-V 644) Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded by S/F only.

SPH-V 698 M.P.H. Culminating Experience in Environmental Health (1-2 cr.) P: Permission of academic advisor; C: SPH-V 696; Students must be in their final year of the MPH program to enroll in the fall semester SPH-V 698 course. Enrollment in the spring semester SPH-V 698 course requires successful completion (passing grade) of the fall semester SPH-V 698 course. Students must enroll in SPH-V 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. (Formerly HPER-V 650) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Environmental Health. Graded on S/F basis only. Repeatable for credit.

SPH-V 741 Molecular Toxicology (3 cr.) P: Principles of Toxicology. (Formerly HPER-V 704) This is a lecture, laboratory and discussion-based class. The molecular mechanisms of several toxicant classes is covered. Emphasis is placed on the effects of xenobiotics on cellular processes, including biochemical reactions and signaling pathways.

SPH-V 743 Environmental Health Sampling (3 cr.) P: Environmental Health. (Formerly HPER-V 706) This course introduces students to the basic principles of environmental sampling and analysis to prevent or reduce public health hazards. Lectures and labs will examine sampling and analytical methods used to measure contaminants in the workplace and in community environments.

SPH-V 745 Advanced Toxicology (3 cr.) P: Principles of Toxicology. (Formerly HPER-V 707) Advanced Toxicology is a course designed for the toxicology student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover specific toxicant types (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation. Lectures will cover mammalian systems with emphasis on target organs, detoxification and adverse effects. Methods to extract toxicants from soil, water, air, and plant material will be covered from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.

SPH-V 747 Carcinogenesis (3 cr.) P: Principles of Toxicology. (Formerly HPER-V 709) Fundamental aspects of oncology at the cellular and molecular levels;

mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies through lectures and laboratories.

SPH-V 749 Advanced Occupational Health (3 cr.)

(Formerly HPER-V 710) Lectures will provide an introduction to the principles and practice of occupational hygiene. Occupational hygiene is concerned with the Anticipation, Recognition, Evaluation and Control of work place hazards to health and safety.

SPH-V 750 Current Topics in Environmental Health

(2 cr.) (Formerly HPER-V 703) Course organization varies from year to year. We will be examining any environmental health topic from the basis for swimming beach water quality standards to low-dose exposures to agrochemical pesticides over long periods of time. Repeatable for credit with different topic.

SPH-V 752 Toxicology in Rural Environments (3 cr.)

P: Principles of Toxicology. (Formerly HPER-V 714) This course explores the way that toxicological risks are controlled in the rural environments - looking at the way that various government programs are established, organized and operated to prevent or control toxicological hazards in rural communities.

SPH-V 753 Rural Environment Epidemiology (3 cr.)

P: Principles of Toxicology. (Formerly HPER-V 715) This course offers an overview of selected important topics in rural environmental epidemiology. Epidemiologic methods for studying rural occupational and environmental determinants of disease will be presented in the context of studies of specific health outcomes, such as cancer, non-malignant respiratory diseases, adverse reproductive outcomes, and neurologic diseases.

SPH-V 755 Rural Public Health Policy and Environmental Law (3 cr.) (Formerly HPER-V 728)

This course will discuss and explore the intricacies of rural public health law and policy analysis in a context of competing ethics, values, and powers.

SPH-V 757 Women's Health: Law, Environment, and Health Policies (3 cr.) (Formerly HPER-V 729) Through lectures this course will examine the preservation of wellness and the prevention of illness in women and their surrounding environments through the law.

SPH-V 782 Environmental Health Research Rotation (3 cr.) (Formerly HPER-V 713) This course will provide doctoral students with an opportunity to work directly with faculty and research staff in a specific laboratory.

SPH-V 791 Advanced Environmental Health Readings (1-3 cr.) P: Instructor permission required. (Formerly HPER-V 741) The main goal of this variable credit hour class is to help doctoral degree students develop some of the readings skills required for successfully completing the dissertation. Repeatable for credit.

SPH-V 792 Advanced Environmental Health Research (1-3 cr.) P: Instructor permission required. (Formerly HPER-V 740) The main goal of this variable credit hour class is to help doctoral degree students develop some of the research skills required for successfully completing the dissertation. Repeatable for credit.

SPH-V 794 Environmental Health Seminar (1-3 cr.)

(Formerly HPER-V 701) The purpose of this course is to expose students to a broad range of environmental and occupational research, practice, and policy issues through seminar series. Repeatable for credit.

SPH-V 799 PhD Dissertation-Environmental Health

(1-30 cr.) (Formerly HPER-V 799) Every dissertation presented in partial fulfillment of the requirements for an advanced degree must represent the equivalent of at least 30 semester hours of work. Repeatable for credit.

Epidemiology and Biostatistics

Biostatistics - SPH-Q

SPH-Q 381 Introduction to Biostatistics (3 cr.)

(Formerly SPH-H 381) A conceptual approach is utilized to introduce students to sources of public health data. Basic concepts and models are available to understand and analyze data and information related to prevention of diseases and promotion of health and determinants of health behavior.

SPH-Q 501 Introduction to Statistics in Public Health

(3 cr.) (Formerly HPER-T 591) An applied approach to the collection, organization, analyses and interpretation of data pertinent to public health and vital statistics is outlined. The application of statistical and biostatistical methods to public health is explained.

SPH-Q 502 Intermediate Statistics in Public Health

Title (3 cr.) (Formerly HPER-T 592) This course covers fundamental statistical techniques and data analytical approaches that are commonly used in public health research. It has been designed to prepare graduate students to take advanced statistics courses and to help graduate students become independent researchers.

SPH-Q 503 Data Mining Applications in Public Health

(3 cr.) (Formerly HPER-C 593) Data Mining tools extract unknown and potentially valuable information from large databases. Includes: sampling techniques; unsupervised/supervised learning methods; model validation techniques for regression and classification. Designed to provide modern data tools/methods for analyzing large datasets.

SPH-Q 504 Construction and Analysis of Achievement Tests in Health, Kinesiology, and Recreation.

(3 cr.) (Formerly HPER-T 595) Construction and Analysis of Achievement Tests in Health, Kinesiology, and Recreation. Principles of construction, selection, interpretation of written achievement tests in health and safety, physical education and recreation, and other evaluative procedures; analysis of standardized tests. Project required to apply principles involved.

SPH-Q 601 Experimental Analysis and Design (3 cr.)

P: SPH-Q 502 with a grade of B or better. (Formerly HPER-T 693) Principles and resources for designing and analyzing experiments using ANOVA models. Includes between and within subjects designs, factorial arrangements and nested designs, analysis of covariance, trends, statistical power and effect size. Incorporates computer programs.

SPH-Q 602 Multivariate Statistical Analysis (3 cr.)

P: SPH-Q 502. (Formerly HPER-T 694) Multivariate statistical techniques and analytical procedures commonly used in applied research. The topics include matrix algebra, data screening. Multiple regression, multivariate

analysis of variance and covariance, discriminant function analysis, logistic regression, and principle components and factor analysis.

SPH-Q 603 Categorical Data Analysis (3 cr.) P: SPH-Q 501 and SPH-Q 502. (Formerly HPER-C 695) Health and health behavior science often include discrete data. Description and inference for binomial/multinomial variables using odds ratios; analysis of contingency tables; basic methods of generalized linear models (GLM); logit/logliner methods with GLM; basic analysis of categorized data using SAS.

SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.) P: A graduate level course in regression analysis. This course introduces modern statistical methods for longitudinal data analysis to graduate students who need to understand research reports/scientific papers, analyze empirical data, or interpret their results. The topics covered by this course include SAS tutorial, review of linear regression, linear mixed models, generalized linear mixed models, and generalized estimating equations (GEE).

SPH-Q 611 Statistical Packages in Research (3 cr.) This course serves as an introduction to SAS for data management, data analysis, and statistical reporting. Emphasis is placed on data management. The course will include lectures, computer lab practices, and a final project.

SPH-Q 612 Survival Analysis (3 cr.) P: One basic statistics/biostatistics course. Covers basic concepts of survival analysis, such as Kaplan-Meier estimates, hazard functions, survival functions, log-rank tests. Parametric inference includes likelihood estimation and the exponential, Weibull, log-logistic and other relevant distributions. Methods and theory for the Cox model.

SPH-Q 650 Special Topics in Biostatistics (1-3 cr.) Contemporary techniques in biostatistics are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic for a maximum of three enrollments.

SPH-Q 696 M.P.H. Field Experience in Biostatistics (1-7 cr.) P: Instructor permission and a graduate GPA of at least 3.0 required. Public health skills are developed through professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only.

SPH-Q 698 M.P.H. Culminating Experience in Biostatistics (1-2 cr.) P: Instructor permission required; Students must be in their final year of the MPH program to enroll in the fall semester SPH-Q 698 course. Enrollment in the spring semester SPH-Q 698 requires successful completion (passing grade) of the fall Culminating Experience course. Students must enroll in SPH-Q 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. C: SPH-Q 696 This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Biostatistics. Graded on S/F basis only Repeatable for credit.

Epidemiology - SPH-E

SPH-E 311 Introduction to Epidemiology (3 cr.) (Formerly SPH-H 311) Epidemiology concepts, measures, and methods are introduced and applied to explain major health problems, their risks factors, processes, and changes in specific populations. Application of epidemiological methods to identification, surveillance, prevention, and disease control in individuals, families, and communities are addressed.

SPH-E 610 An Introduction to Applied Epidemiology and Biostatistics (3 cr.) Introduces basic epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Introduces collecting data and analyzing disease incidence and prevalence to provide analyses leading to effective interventions and preventions. Reviews sources of information, associations between diseases and precipitating factors, and statistical representations.

SPH-E 650 Special Topics in Epidemiology (3 cr.) P: SPH-E 651 This course provides students with a core set of epidemiologic concepts and skills required to critically evaluate research reports and review literature in epidemiology and public health. Students will have opportunities to lead an article discussion, present scientific information and to write a paper critique. Repeatable for credit with different topic.

SPH-E 651 Epidemiology (3 cr.) (Formerly HPER-Y 611) Epidemiology, public health's basic science, supports health monitoring, etiologic studies, intervention design and evaluation, and health policy. Health measures exercises use public data, and simulation. In a final proposal students apply epidemiologic principals to evaluate current literature, develop appropriate study design and methods, and strategies to limit threats to validity.

SPH-E 653 Chronic Disease Epidemiology (3 cr.) (Formerly HPER-Y 614) An overview of concepts in chronic disease epidemiology and etiology; study design in epidemiologic research and causal inference; major chronic diseases and trends in both the U.S. and worldwide; prevention, and screening.

SPH-E 655 Infectious Disease Epidemiology (3 cr.) (Formerly HPER-Y 619) Introduction to methods of infectious disease surveillance, outbreak investigation, cohort and case-control studies, dynamics of transmission and prevention, and vaccination programs. Determinants of diseases, distribution within the population, and their control, along with implications for policy and prevention, are discussed. Students analyze infectious disease outbreak using case studies.

SPH-E 657 Social Epidemiology (3 cr.) (Formerly HPER-Y 624) Introduction to social epidemiology, including methods and key study findings of how social factors affect health outcomes. Topics include the role of socioeconomic status, race, gender, neighborhoods, work place, and social networks, and upstream determinants such as social capital, income inequality and social policies on health.

SPH-E 658 Advanced Epidemiology (3 cr.) (Formerly HPER-Y 652) Advanced epidemiology and methodological concepts underlying the science of epidemiology.

Elements of study design and implementation, data analysis and interpretation of observational studies, determinants of disease, transmission, and prevention in epidemiologic research, including issues related to causation, bias, and confounding are covered.

SPH-E 659 Advanced Epidemiological Methods (3 cr.) (Formerly HPER-Y 654) An advanced course in analytic epidemiology methods including analyzing complex descriptive epidemiology, problems of confounding and effect modification, exposure-time relationships, multivariable risk models, meta analysis, distribution and geographic data applications. Focus on interpretation of findings, study design, analytic approach, and results.

SPH-E 691 Readings in Epidemiology (1-3 cr.)
P: Instructor permission, SPH-651. Planned readings in specialized epidemiology areas of professional interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students, and reading proposals must be approved by faculty in Epidemiology. Repeatable once for credit

SPH-E 692 Research in Epidemiology (1-3 cr.)
P: Instructor Permission. Research projects are conducted under the direction of a member of the Epidemiology graduate faculty. This can be in the form of grant writing, or manuscript preparation, or data analysis. Enrollment is limited to advanced graduate students upon the approval of faculty. Repeatable three times for credit.

SPH-E 696 M.P.H. Field Experience in Epidemiology (1-7 cr.) P: Instructor permission and a graduate GPA of at least 3.0 required. Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only.

SPH-E 698 M.P.H. Culminating Experience in Epidemiology (1-2 cr.) P: Permission of academic advisor. C: SPH-E 696. Students must be in their final year of the MPH program to enroll in the fall semester SPH-E 698 course. Enrollment in the spring semester SPH-E 698 course requires successful completion (passing grade) of the fall semester SPH-E 698 course. Students must enroll in SPH-E 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. (Formerly HPER-Y 650) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Epidemiology. Graded on S/F basis only. Repeatable for credit.

SPH-E 792 Independent Research in Epidemiology (1-3 cr.) P: SPH-E 651; Instructor permission; Research proposal must be approved in advance. Research project is conducted under the direction of faculty member of the graduate faculty. This can be in form of grant writing, or manuscript preparation, or data analysis. Enrollment is limited to advanced graduate students, and project proposals must be approved in advance. Repeatable for credit.

SPH-E 793 Independent Readings in Epidemiology (1-3 cr.) P: SPH-E 651; Instructor permission; Readings proposal must be approved in advance. Planned readings

in specialized epidemiology areas of professional interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

SPH-E 794 Doctoral Seminar in Epidemiology (1 cr.)
P: SPH-E 651 This course will equip students with skills to apply epidemiological concepts to critically evaluate research reports in the public health and medical literature. Students will have opportunities to lead discussions, and present their proposed dissertation studies. The class will invite guest speakers to present their research relevant to epidemiology and public health. Graded on S/F basis only.

SPH-E 799 Dissertaion Research in Epidemiology (1-12 cr.) P: Qualifying exams must be passed prior to enrollment in dissertation credits. Repeatable for credit.

Interdepartmental

Interdepartmental - SPH-X

SPH-X 242 Travel Study: Wellness of Nations (6 cr.) (Formerly HPER-T 242) From global perspectives, students critically analyze physical, social and mental health, and quality of life of populations in nations. Students assess the many indigenous factors that culturally influence health and wellness, and acquire instructions and field experiences with our international partner universities.

SPH-X 505 Principles and Foundations of Public Health (3 cr.) (Formerly HPER-C 505) An introduction to the five core areas of public health and the manner in which public health is related to multidisciplinary approaches to address health-related challenges in diverse communities.

SPH-X 511 Public Relations (3 cr.) (Formerly HPER-T 593) Principles of public relations, human relations, identification, and analysis of publics, problem solving, and techniques in communication media.

SPH-X 561 Finance and Budgeting (3 cr.) (Formerly HPER-T 594) Sources of revenue and budgetary procedures for public leisure service agencies. Fund management, financial analysis, purchasing, contractual agreements, and other fiscal concerns.

SPH-X 580 Introduction to Qualitative Inquiry in Public Health Research (3 cr.) (Formerly HPER-T 580) This course provides an overview of origins and philosophies behind various techniques in qualitative public health research. Topics include: life history and narratives, phenomenology, grounded theory, ethnography, case study, focus group, research question formulation, data collection techniques, and methods of analyzing qualitative data.

SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) (Formerly HPER-T 590) Methods and techniques of research; potential and completed problems analyzed with view to selection of topics; standards for writing research papers.

Interdepartmental Graduate School - SPH-G

SPH-G 599 Thesis Research (0 cr.) P: Previous enrollment in the required number of thesis credits. (Formerly HPER-G 599) Master's students who have enrolled in 30 or more hours of graduate course work

applicable to the degree and who have completed all other requirements of the degree except the thesis of final project of performance may enroll in G599. Requires section authorization. Repeatable.

SPH-G 901 Advanced Research (6 cr.) P: Previous enrollment in the number of dissertation credits which is required for the student's degree. (Formerly HPER-G 901) Available to graduate students who have completed all course requirements for their doctorates, have passed doctoral qualifying examinations, and have the requisite number of degree credit hours, this course provides the advanced research student with a forum for sharing ideas and problems under the supervision of a senior researcher. Repeatable five times for a maximum of six total enrollments.

Kinesiology Athletics - SPH-A

SPH-A 265 Athletic Training Education I (1 cr.)

P: Admission to the Athletic Training Program. Students will be introduced to concepts of experiential and service learning in order to orient them to the roles and responsibilities of the athletic training student at IU and gain the most from the learning experience while in the program. The student will participate in 30 clinical education hours. During this time, the student will write personal reflections about clinical education experiences.

SPH-A 269 Clinical Education in Athletic Training I (1 cr.)

P: Acceptance into the Athletic Training Program. (Formerly HPER-A 269) Introductory clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 270 Clinical Education in Athletic Training II (1 cr.)

P: Acceptance into the Athletic Training Program. (Formerly HPER-A 270) Introductory clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 279 Recognition and Evaluation of Lower Extremity Injuries in the Physically Active (3 cr.)

P: Acceptance into the Athletic Training Program. (Formerly HPER-A 279) Educates the athletic training student in principles and procedures of soft tissue evaluation of lower extremity injuries. Includes skill development and practice in evaluating techniques for assessing lower extremity trauma.

SPH-A 281 Recognition and Evaluation of Upper Extremity Injuries in the Physically Active (3 cr.)

P: Acceptance into the Athletic Training Program. (Formerly HPER-A 281) Educates the athletic training student in principles and procedures of soft tissue evaluation of upper extremity injuries. Includes skill development and practice in evaluation techniques for assessing upper extremity trauma.

SPH-A 282 Strapping and Bandaging of the Physically Active (3 cr.)

P: Acceptance into the Athletic Training

Program. (Formerly HPER-A 282) Advanced course in the recognition of injuries and their need for support and bandaging. Lecture and demonstration of emergency procedures as well as general strapping and bandaging.

SPH-A 283 General Medical Issues in Athletic Training (3 cr.)

P: Acceptance into the Athletic Training Program. (Formerly HPER-A 283) Development of knowledge related to general and medical conditions confronting the Development of knowledge related to general and medical conditions confronting the athletic trainer. An emphasis is placed on understanding the signs, symptoms, and predisposing conditions to these illnesses and conditions. An introduction to principles of pharmacology, assessment and treatment of illness. Off-campus service learning activities may be required. Make consistent with Accreditation Standards may be required.

SPH-A 361 Coaching of Football (2 cr.)

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

SPH-A 363 Coaching of Baseball (2 cr.)

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

SPH-A 364 Coaching of Track and Field (2 cr.)

(Formerly HPER-A 364) Fundamental procedures in conditioning and training for cross country, track, and field. Gives basic understanding of each event's coaching strategy and coaching psychology. Home meet organization and management.

SPH-A 365 Athletic Training Education II (1 cr.)

P: Admission to the Athletic Training Program, SPH-A 270. Students are assigned to a clinical education site. The student's preceptor will specify class-goals. The student will work on evidence-based practice projects, and will become proficient in advanced taping and strapping techniques. The student will write personal reflections about clinical education experiences.

SPH-A 366 Coaching of Gymnastics (2 cr.)

(Formerly HPER-A 366) Practical and theoretical experiences in gymnastics: students participate in performance of skills in the gym and in class discussion sessions dealing with conducting of meets, organizing workouts, ordering equipment, officiating, history and development of gymnastics, governing bodies, and psychology of coaching.

SPH-A 367 Coaching of Swimming and Diving (2 cr.)

(Formerly HPER-A 367) Theory and methods of coaching swimming and diving, covering technical, administrative, and organizational aspects of the process. Emphasis on fundamentals, conditioning, and coaching psychology.

SPH-A 368 Coaching of Tennis (2 cr.)

(Formerly HPER-A 368) Theory and methods of coaching tennis, covering technical, administrative, and organizational aspects of the process. Emphasis on fundamentals, tactics, conditioning, and conduct of practice sessions.

SPH-A 370 Coaching of Soccer (2 cr.)

(Formerly HPER-A 370) Theory and methods of coaching soccer, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills

and team offense and defense patterns, conditioning the player, and organizing practice sessions.

SPH-A 371 Coaching of Volleyball (2 cr.) (Formerly HPER-A 371) Theory and methods of coaching volleyball, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

SPH-A 381 Clinical Education in Athletic Training III (1 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 381) Intermediate clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 382 Clinical Education in Athletic Training IV (1 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 382) Intermediate clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200 - 300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 383 Principles and Techniques of Therapeutic Modalities (3 cr.) P: Acceptance into the Athletic Training Program. Physics and physiological principles behind the use of therapeutic modalities selected to treat the injured physically active person. The class includes lecture, demonstration, and laboratory experience in the application of therapeutic modalities.

SPH-A 384 Principles and Techniques of Therapeutic Exercise (4 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 384) Principles in the use of physical medicine and rehabilitation techniques to treat the injured physically active person, to facilitate enhanced recovery and safe return to activity. Lecture, demonstration, and laboratory experienced in the principles of therapeutic exercise.

SPH-A 387 Management of Dance Injuries (3 cr.)
An introduction to the health care issues encountered by dance professionals. Students will recognize basic problems and injuries that occur in the field and have a solid understanding of essential first aid and treatment concepts.

SPH-A 465 Athletic Training Education III (1 cr.)
P: Admission to the Athletic Training Program, SPH-A 382. Students complete laboratory experiences as well as gain approximately 200-300 hours of practical experience under direct supervision of certified athletic trainers or other health care providers. Students are introduced to instrument assisted soft tissue mobilization.

SPH-A 481 Clinical Education in Athletic Training V (1 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 481) Advanced clinical education for students admitted into the Athletic Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical

experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 482 Clinical Education in Athletic Training VI (1 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 482) Advanced clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers. (spring semester)

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

SPH-A 490 Organization and Administration of Athletic Training (3 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 490) Aligns and defines the importance of the administration role in athletic training. Lectures and reports cover bookkeeping, budget management, athletic medical records, drug testing, and legal aspects of sports medicine.

SPH-A 494 Senior Seminar in Athletic Training (1 cr.) P: Acceptance into the Athletic Training Program. (Formerly HPER-A 494) A seminar designed to assimilate all previous experience of the student athletic trainers as well as prepare them for the athletic trainers certification examination. Practical job-related skills which the athletic trainer will be confronted with, will be addressed in this class.

SPH-A 581 Athletic Training Principles for the Spine (3 cr.) (Formerly HPER-A 581) This course is intended to discuss advanced aspects of injury management with particular emphasis on philosophy of care for the athlete. Class lectures and discussion will focus on detailed assessment techniques and treatment of connective tissue, management of acute and chronic trauma to the spine and pelvis in sport. Particular emphasis will be placed on current research in prevention and treatment in physically active individuals.

SPH-A 582 Current Topics in Athletic Training (3 cr.) (Formerly HPER-A 582) Study of the various problems confronting an athletic trainer. These experiences are developed through lectures, demonstrations, and discussions with authorities (including physicians and lawyers) in the areas of concern.

SPH-A 583 General Medical Conditions in Athletic Training (3 cr.) This course is designed to enhance the athletic trainer's knowledge of the pathogenesis, pathology, and clinical manifestations of common illnesses, infectious diseases, and other medical conditions commonly seen in the athletic / physically active population. Illness / condition recognition, assessment, differential diagnosis, referral and treatment in different patient populations will be discussed in lectures, labs, and through clinical experiences. It will also provide a comprehensive and relevant understanding of the various aspects of pharmacology as it relates to the pathological conditions covered. The course will

identify the basic principles of pharmacology including concepts of drug absorption, distribution, metabolism and elimination. Common indications, contraindications, and adverse reactions of medications covered in the course will include those pertinent to sports related injuries and conditions. It will explore a wide range of substances including prescription medications, as well as some over-the-counter (OTC) medications. The focus will be on major drug groups and will highlight both the sports medicine and clinical medicine issues.

SPH-A 584 Administration of Athletic Training (3 cr.) (Formerly HPER-A 584) Provides classroom and practical experience in developing pre-athletic physical examinations; athletic training responsibilities as viewed by the administrator of athletic programs; certification examination requirements; and cardiopulmonary resuscitation.

SPH-A 585 Rehabilitation and Conditioning of Athletes (3 cr.) (Formerly HPER-A 585) Introduction to the scientific background necessary for understanding, planning, and conducting conditioning and rehabilitation programs for athletes; procedures, methods, and factors for developing such programs.

SPH-A 586 Athletic Training Principles for Therapeutic Modalities (3 cr.) (Formerly HPER-A 586) Physical and chemical properties of hydro- and electrotherapy with an emphasis on the physiological and anatomical principles, techniques, and legal aspects of application.

SPH-A 587 Athletic Training Principles for Upper Extremities (3 cr.) (Formerly HPER-A 587) Evaluation and advanced management of injuries to the upper extremity including, but not limited to, the head, shoulder, elbow, wrist, and hand. Assessment of throwing mechanics and surgical procedures needed to correct injuries will also be covered.

SPH-A 588 Anatomical Basis of Athletic Injuries (3 cr.) (Formerly HPER-A 588) A gross anatomy course focusing on the extremities. Emphasis will be placed on the link between anatomical structure, sports medicine, athletic injuries, and rehabilitative techniques. The course is designed to be a self-guided learning experience. The laboratory portion of the class will comprise the majority of time; activities include cadaver dissection, 3-D computerized images, and extremity models. However, several classroom lectures will be presented to supplement the laboratory experiences.

SPH-A 589 Rehabilitation Principles and Techniques in Athletic Training II (3 cr.) This course will be a continuation of the rehabilitation course sequence relating the scientific background necessary for understanding, planning, and developing rehabilitation programs for athletes. It will continue to emphasize the composition, structure, and biomechanical behavior of connective tissues as it relates to healing. The course will enhance the athletic trainer's understanding of the pathomechanics and functional biomechanics of sports-related injuries and pathological conditions commonly seen in the physically active population. In addition, it will address theoretical concepts and clinical practices in the assessment and rehabilitation of sports related injuries, including muscle strength and endurance, flexibility, posture and body mechanics, proprioception, and functional / activity specific exercise. Emphasis will be in the development of

clinical skills necessary for the design and progression of rehabilitation programs.

SPH-A 590 Athletic Training Principles for Lower Extremities (3 cr.) (Formerly HPER-A 590) Evaluation and advanced management of injuries to the lower extremity including, but not limited to, the foot, ankle, knee, hip, and sacroiliac joints. Assessment of gait, orthotic construction, and surgical procedures needed to correct severe injuries. Relevant orthopedic controversies concerning injury management.

SPH-A 610 Introduction to Athletic Training Research (2 cr.) (Formerly HPER-A 610) This course will address a variety of introductory topics related to critical review of research in medical sciences and athletic training. Topics vary by semester. Repeatable for credit.

SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.) (Formerly HPER-A 611) This course will address varied advanced topics related to experimental design and presentation of research in medical sciences and athletic training. Topics vary by semester. S/F grading. (spring semester) Repeatable once for credit with different topic.

SPH-A 695 Practicum in Athletic Training (2 cr.) P: Graduate GPA of at least 3.0. Only open to Athletic Training majors. (Formerly HPER-A 603) Practical field experience under supervision; seminar sessions. Only S/F grades given.

Communication - SPH-C

SPH-C 213 Introduction to Sport Communication (3 cr.) (Formerly HPER-P 213) An introduction to the area of sport communication. Emphasis is placed on the fields within sport communication, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

SPH-C 251 Sport and the Electronic Media (3 cr.) (Formerly HPER-P 251) The purpose of this class is to introduce the concepts and ideas relating to electronically-mediated sport communication. Included in the class are modules relating to visual and field communication, and new media-based written and aural forms of sport communication. Students are required to create, edit, and analyze content.

SPH-C 329 Issues in Sport Communication (3 cr.) (Formerly HPER-P 329) Examines issues in sport communication utilizing extensive student participation in case scenarios, role playing, and sport communication profiles. Special attention is given to topics including: historical and theoretical features of the field, personal and organizational processes, sport media, services and support systems, sociological and legal aspects.

SPH-C 497 Internship in Sport Communication (3 cr.) P: Instructor permission; Internship must be approved in advance. (Formerly HPER-P 438) A field learning experience for sport communication majors. Only S/F grades given. Repeatable for credit.

SPH-C 580 Sport Communications (3 cr.) (Formerly HPER-K 580) The application of communication theories to the sport industry. Examination of public and media relations with a special focus on message

development, image building and crisis management of sport organizations.

SPH-C 582 Creative Sports Writing (3 cr.) (Formerly HPER-K 582) This class will offer an overview of sports writing from its origins to its current status in the 21st century. The course will enable students to learn fundamentals of the sports writing process from informatic gathering to writing and editing copy. Students will gain skills necessary for working in today's sport departments and will also learn how to critically analyze others' articles. This class is about writing well and grammar counts. Students must convey stories clearly, accurately, and creatively.

SPH-C 584 Leadership and Sport Communication (3 cr.) (Formerly HPER-K 584) An introduction to contemporary theories and practical applications of leadership attitudes, behaviors, and strategies that help sport management professionals communicate effectively. Special attention is given to issues in understanding human behavior in organizational context, motivation, group resource maximization, managing conflict, directing organizational cultures, managing and leading through chaos and complexity, and how leaders in sport can succeed through effective professional communication.

SPH-C 586 Understanding Sport Media (3 cr.) (Formerly HPER-K 586) Examination of sports societal influence focusing on media issues from a socio-cultural-historical perspective. As well as, contemporary perspectives. Focus on converging worlds of print journalism, electronic media, public relations, advertising documentary and emerging technologies as expressed in the new commercial reality of sport.

Kinesiology - SPH-K

SPH-K 140 Foundations and Principles of Physical Education (2 cr.) C: SPH-K 141 (Formerly HPER-P 140) Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives on the teaching of physical education as a profession.

SPH-K 141 Fundamentals of Human Movement (3 cr.) C: SPH-K 140 (Formerly HPER-P 141) Introduction to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, and skills for effective teaching. Analysis, evaluation, and development of personal movement and sport skills.

SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.) Introductory course designed to provide students with an overview of both the foundations of public health and kinesiology. Specifically, this course will introduce students to the five core knowledge areas of public health including epidemiology, biostatistics, environmental health science, health administration, and social and behavioral sciences as well as the core areas of kinesiology including history of physical activity, exercise physiology, biomechanics, and motor control. The connection between the scholarship of kinesiology and goals of public health will be emphasized.

SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.) (Formerly HPER-P 200) A hands-on introduction to use of microcomputers as problem-solving tools in physical education. Application programs in word

processing, spreadsheets, data management, and graphics applied to specific problems in physical education, athletics, and sports.

SPH-K 203 Teaching Practicum in Physical Education (1 cr.) P: Admission to PETE. C: SPH-K 214. (Formerly HPER-P 203) Supervised early experience in teaching physical education skills. Repeatable for credit.

SPH-K 205 Structural Kinesiology (3 cr.) (Formerly HPER-P 205) Overview of basic human body structures and functions appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis on practical application to study and teaching of skilled human movement.

SPH-K 206 Recreational Sports Programming (3 cr.) (Formerly HPER-P 206) Overview of the programmatic elements and techniques that currently exist in recreational sports, including informal, intramural, club, and extramural programming; value and benefits of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

SPH-K 214 Basic Methods of Teaching Physical Education (3 cr.) P: SPH-K 140; SPH-K 141; Admission to PETE. (Formerly HPER-P 214) Introduction to teaching methods in physical education including writing goals, objectives, and lesson plans; peer teaching; self-evaluation of teaching; teaching and learning styles; skill analysis; and assessment. Includes observation and teaching experiences.

SPH-K 216 Current Concepts and Applications in Physical Fitness (3 cr.) P: SPH-K 205, Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness exercise and related activities. Use of physical fitness assessment data to plan and carry out a personal fitness program.

SPH-K 217 Methods of Group Exercise Instruction (3 cr.) P: SPH-K 205, To provide content knowledge and practical experience concerned with teaching and evaluating group exercise classes. This course will introduce a variety of music and beat-driven group exercise formats such as: high/low cardio, step, kickboxing, dance, yoga, Pilates and muscle conditioning.

SPH-K 218 Methods of Personal Fitness Instruction (3 cr.) P: SPH-K 205, SPH-K 216, Admission to Health Fitness Specialist major or Fitness Instruction minor. A hands-on course providing knowledge and practical experience for instructing safe and effective exercise programming for apparently healthy individuals.

SPH-K 219 Performance and Teaching of Stunts, Tumbling, and Novice Gymnastics (1 cr.) (Formerly HPER-P 219) Instruction and practice teaching of fundamental stunts, tumbling activities, and novice gymnastic movements.

SPH-K 224 Teaching of Dance Activities (2 cr.) (Formerly HPER-P 224) Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of

dances. Fundamentals of locomotor and nonlocomotor skills as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.) (Formerly HPER-P 280) Course will focus on basic principles of prevention recognition and management of sport-related injuries.

SPH-K 283 Group Fitness Practicum (2 cr.) P: SPH-K 205, Provides guidelines and practical experience for instructing safe, effective, and purposeful group functional training: indoor cycling, water fitness, sports conditioning and bootcamp group fitness formats; course formats utilize a coaching-style approach to group fitness. Provide guidelines and practical experience for instructing group exercise for older adults and large exercisers.

SPH-K 290 Movement Experiences for Preschool and Elementary School Children (2 cr.) (Formerly HPER-P 290) Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children.

SPH-K 301 Job Search Strategies for Kinesiology Students (1 cr.) (Formerly HPER-P 301) This course is designed to assist junior and senior level kinesiology students prepare for their professional endeavors after college. It will help students develop a career plan by addressing general job search strategies, as well as strategies specific to the fields of healthcare, fitness, and wellness, sport marketing and management, and sport communication.

SPH-K 303 Physical Education Laboratory/ Field Experience (0-3 cr.) (Formerly HPER-P 303) Laboratory or field experience in physical education.

SPH-K 313 Tools of Learning (3 cr.) P: SPH-K 214. (Formerly HPER-P 313) Methods and materials of cooperative, low-level, and lead-up games and activities and recreational, leisure, and adventure/challenge activities. Emphasis on use of such activities in developing and teaching units for all age groups.

SPH-K 314 Intermediate Methods in Teaching Physical Education (3 cr.) (Formerly HPER-P 314) Emphasizes the continued development of effective teaching skills and knowledge in the physical education context. Includes knowledge about the teaching process including management, motivation, teaching styles, and assessment.

SPH-K 316 Theories of Advanced Conditioning (2 cr.) (Formerly HPER-P 316) Practical application of conditioning and physical training theory to teaching and coaching of sport and fitness activities using track and field as a model. Physiological aspects of physical training; biomechanical analysis of skills, skill progressions, and teaching techniques. Discusses interval, circuit, plyometric, and Fartlek training.

SPH-K 317 Theory and Practice of Resistance Training (2 cr.) (Formerly HPER-P 317) Teaching and training methods, analysis of correct training techniques and error detection, and the physical adaptations related to strength and power training. Discusses how to design a comprehensive long-term training program based on

the scientific foundations. This course will follow NSCA guidelines.

SPH-K 323 Teaching Individual and Dual Activities (2 cr.) P: SPH-K 214. (Formerly HPER-P 323) Teaching of a variety of individual and dual sports, games, and activities for K-12. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, and evaluation and teaching experiences.

SPH-K 325 Teaching of Team Sports (2 cr.) P: SPH-K 214. (Formerly HPER-P 325) Teaching of a variety of team sports, games, and activities for K-12. Analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, skill assessment, and evaluation and teaching experiences.

SPH-K 326 Lifeguard Training and Water Safety Instructor (3 cr.) P: Advanced swimming proficiency and 17 years of age. (Formerly HPER-P 326) Instruction and analysis of swimming and lifesaving skills. Teaching methods and organizational techniques for all levels of swimming. Qualifying students receive the A.R.C. WSI Certification.

SPH-K 334 Cultural Diversity in American Sport (3 cr.) (Formerly HPER-P 334) Examination of the historical and contemporary experiences and accomplishments of black athletes. Investigation of the impact of sociological variables on their social and athletic participation.

SPH-K 335 Theories of Conditioning for Coaching (3 cr.) P: Limited to coaching minor students or permission of instructor. (Formerly HPER-P 335) A practical application of conditioning and physical training theory of coaching and high level fitness. The class utilizes physiological principles of conditioning to prepare athletes for optimal performance. Discusses various types of training and organization of workouts for endurance, speed, and strength.

SPH-K 375 Practicum in Preschool and Elementary School Physical Education (3 cr.) (Formerly HPER-P 395) Supervised teaching experiences in physical education with preschool and elementary school children. Repeatable for credit.

SPH-K 385 Practicum in Adapted Physical (1-3 cr.) P: SPH-K 398; Instructor permission. (Formerly HPER-P 399) A practical learning experience in adapted physical education with disabled children. Repeatable for credit.

SPH-K 391 Biomechanics (3 cr.) (Formerly HPER-P 391) An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; analysis of selected sports activities.

SPH-K 395 Fitness Specialist Practicum (2 cr.) P: SPH-K 218. Students will learn and apply effective program design and exercise leadership, specifically with youth who are considered overweight and/or obese, in this content-based, performance-based, and process-based course. Students will create safe, effective program designs based on individual client needs and goals. Students will be exposed to a variety of programming options, and provided with tools for personalizing and

individualizing exercise programs based on a client's personal profile (medical history, assessment and goals).

SPH-K 398 Adapted Physical Education (3 cr.)

(Formerly HPER-P 398) Study of conditions that require physical education programs to be adapted to the special needs of individuals. Principles and practices in the application of exercise and activities for persons with specific disabling conditions.

SPH-K 405 Exercise and Sport Psychology (3 cr.)

(Formerly HPER-P 405) An overview of the field, including psychological aspects of sport performance, coaching, and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

SPH-K 409 Basic Physiology of Exercise (3 cr.)

P: ANAT-A 215 or SPH-K 205 and PHSL-P 215 or equivalent. (Formerly HPER-P 409) A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. Not available for graduate credit.

SPH-K 412 Exercise in Health and Disease (3 cr.)

P: Prerequisite or corequisite: SPH-K 409, PHSL-P 431 or instructor consent. (Formerly HPER-P 412) Designed for students preparing for careers in medical professions: In-depth scientific study of etiology, pathophysiology, and mechanisms of exercise intervention for chronic diseases: including, not limited to, atherosclerotic cardiovascular disease, hypertension, metabolic syndrome, diabetes (including complications), hyperlipidemia, obesity, cancer, and chronic obstructive lung disease.

SPH-K 414 Professional Seminar in Physical Education (1 cr.)

P: EDUC-M 456 and concurrent EDUC-M 482. (Formerly HPER-P 414) Course focus on problem solving, reflection, and professional development during student teaching semester. Portfolio completion and exit interview.

SPH-K 416 Fitness Administration (3 cr.) (Formerly HPER-P 416) Provides practical experience and content information on administrative practices of fitness/wellness programs. Learn current trends in fitness and explore practices and organizational methods for delivering fitness services to the community.

SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.)

P: SPH-K 409 (Formerly HPER-P 417) Provides an overview of the role of physical activity in the prevention of disease and disability. The causes of common diseases, physiological impact, and treatment side effects of common diseases will be discussed to enable effective exercise prescription within special populations.

SPH-K 419 Fitness Testing and Interpretation (3 cr.)

P: SPH-K 218, SPH-K 409. Provides practical experience with various fitness testing protocols, basic exercise prescription, and interpretation of fitness data.

SPH-K 420 Exercise Leadership and Program Design (3 cr.)

P: SPH-K 417, and SPH-K 419. The course is designed to be a culminating experience for the health fitness specialist student to demonstrate practical application of the theory, techniques and skills of safe, effective, efficient exercise leadership and program design

in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the ACSM Health, Fitness Instructor national certification.

SPH-K 421 Special Topics in Physical Education

(1-3 cr.) (Formerly HPER-P 421) An in-depth investigation of a contemporary topic in the field of physical education. Topics vary. Repeatable for credit with different topic.

SPH-K 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)

(Formerly HPER-P 427) Information in pool management, maintenance, and construction, with emphasis on the newest design information and construction techniques.

SPH-K 435 Philosophical Foundations of Coaching (3 cr.)

P: Limited to Coaching minor students or instructor consent. (Formerly HPER-P 435) A philosophical approach to coaching for various sports. Topics include, but are not limited to different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

SPH-K 444 Issues in Physical Education and Sport (3 cr.)

(Formerly HPER-P 444) A senior seminar. Major arguments, pro and con, on a number of controversial ideas in physical education and sport. Repeatable for credit.

SPH-K 450 Special Topics in Kinesiology (1-3 cr.)

(Formerly HPER-P 445) Workshops, institutes, clinics, or seminars in kinesiology. Credit will depend on the nature of the project undertaken and the length of time involved. Repeatable for credit with different topic.

SPH-K 452 Motor Learning (3 cr.)

P: SPH-K 205 or ANAT-A 215, PHSL-P 215, or consent of instructor. Open to juniors and seniors only. (Formerly HPER-P 452) An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

SPH-K 455 Practicum in Coaching (2 cr.)

P: Junior/senior standing. (Formerly HPER-P 455) Limited to coaching minor students or permission of instructor. Students will serve as an assistant under an experienced coach and will participate in weekly seminars.

SPH-K 464 Small Boat Sailing Instructor (3 cr.)

P: Instructor permission. (Formerly HPER-P 464) U.S. Sailing Small Boat Sailor Level 1 Instructor course. Course topics include sports psychology, sports physiology, lesson planning, risk management, and teaching techniques.

SPH-K 472 Scuba Instructor Development (3 cr.)

P: SPH-I 470 or divemaster certification. (Formerly HPER-P 472) Instructor development course for recreational scuba diving. Participants will complete all basic requirements before standard national evaluation exams.

SPH-K 473 Laboratory Teaching in the Physical Education Program (1 cr.)

(Formerly HPER-P 495) Prepractice teaching experience. Students assist and help teach activities in the Physical Education Program. Students must have had a course in the teaching of that

activity before they are allowed to assist. Repeatable for credit.

SPH-K 480 Current Trends in Physical Education (1-3 cr.) (Formerly HPER-P 480) Focuses on promoting quality physical education in K-12 programs. Topics are designed to address four areas of critical importance: 1) curriculum and instruction, 2) innovative activities, 3) adapted physical education, and 4) assessment.

SPH-K 485 Practicum in Physical Education and Athletics (1-3 cr.) P: Instructor permission. (Formerly HPER-P 498) A practical learning experience in teaching and/or coaching under guidance of faculty and supervisor. Only S/F grades given. Repeatable for up to 3 credits.

SPH-K 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.) (Formerly HPER-P 488) Designed for athletic training majors, this course identifies, analyzes, and evaluates physically disabling conditions and rehabilitation procedures, including muscle testing, joint assessment, therapeutic exercises, and adaptations for a physical education setting.

SPH-K 490 Motor Development and Learning (3 cr.) (Formerly HPER-P 490) Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

SPH-K 492 Research in Kinesiology (1-3 cr.)
P: Instructor permission; Research proposal must be approved in advance. (Formerly HPER-P 491) Open to junior or senior majors or minors in kinesiology. Permission of department chair is required. Repeatable for credit.

SPH-K 495 Tools of Learning for Elementary School Children (3 cr.) (Formerly HPER-P 494) Creative and playground equipment appropriate for teaching elementary school children. Techniques for integrating cognitive, affective, and psychomotor behavior through the use of this equipment.

SPH-K 496 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.) P: Instructor permission. (Formerly HPER-P 492) Student will assist in either an ongoing or a new research project, or obtain some other field experience, under the guidance of a faculty sponsor. Repeatable for credit.

SPH-K 497 Internship in Exercise Science (1-3 cr.)
P: Instructor permission; Internship must be approved in advance. (Formerly HPER-P 448) A field learning experience for exercise science majors. Only S/F grades given. Repeatable for credit.

SPH-K 503 Workshops in Kinesiology (1-3 cr.) (Formerly HPER-K 503) Designed to cover a variety of topics in the area of kinesiology. Repeatable for credit with different topic.

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

SPH-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.) (Formerly HPER-K 524) Provides in-depth knowledge regarding exercise and physical activity as it applies to people with disabilities across the life span. Topics addressed include assessment, determinants, programming, physiological responses to exercise, adaptations, and accessibility issues. Particular focus will be placed on childhood onset conditions.

SPH-K 527 Adherence to Physical Activity (3 cr.) (Formerly HPER-K 527) An overview of empirical research and theoretical perspectives on adherence to various forms of physical activity. Research on special populations will be emphasized.

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

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

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

SPH-K 536 Obesity/Body Composition (3 cr.) P: PHSL-P 215 or equivalent. (Formerly HPER-K 536) Study of a variety of contemporary issues related to obesity. Topics may include obesity and health risks, factors promoting fat deposition and metabolism, traditional versus nontraditional weight-loss programs, and adherence to weight-loss programs. Recommendations are presented for developing a comprehensive weight management program.

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

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

SPH-K 543 Cortical Control of Human Movement (3 cr.) (Formerly HPER-K 543) This multidisciplinary course is designed to provide students with an understanding of the neuroanatomical, neurophysiological, and neurobehavioral foundations of voluntary human movement. Seminar-based lectures will emphasize the structure and functional involvement of cortical and subcortical regions associated with purposeful action (e.g., goal-directed reaching, speech, and locomotion). In addition, case descriptions will be discussed to provide

students with a link between neuropathogenesis and specific motor deficits.

SPH-K 545 Childhood Motor Development (3 cr.) (Formerly HPER-K 545) Study of the developmental aspects of human performance, including the processes of growth and motor development from conception to adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of children.

SPH-K 546 Adolescent Motor Development (3 cr.) (Formerly HPER-K 546) Study of the developmental aspects of human performance, including the processes of growth and motor development throughout adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of the adolescent.

SPH-K 547 Developmental Movement for Children (3 cr.) (Formerly HPER-K 547) A developmental approach to the physical education of children, covering the impact of developmental movement experiences, curriculum development, teacher behavior, class management, play environments, and a variety of developmentally appropriate movement activities. Students participate in classroom instruction, group projects, and a variety of contemporary game, rhythm, and self-testing activities.

SPH-K 550 Special Topics in Kinesiology (1-3 cr.) (Formerly HPER-K 500) Selected topics in physical education. Repeatable for credit with different topic.

SPH-K 551 Medical Aspects of Disabling Conditions (3 cr.) (Formerly HPER-K 551) Provides professionals with a working knowledge of a variety of disabling conditions and health impairments. The characteristics, etiology, and pathology, plus behavioral, cognitive, physiological, and medical implications will be discussed. Students will experience selected medical terminology and medical/behavioral management procedures of educational rehabilitation settings.

SPH-K 552 Motor Assessment of Persons with Disabilities (3 cr.) (Formerly HPER-K 550) Neurologic bases and factor structures of motor ability in normal and exceptional populations; movement problems associated with specific syndromes; assessment of motor development with structured and unstructured tests and checklists.

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

SPH-K 554 Seminar in Physical Activity and Wellness (3 cr.) (Formerly HPER-K 554) Provides an environment in which students can explore and critically analyze areas of research relevant to physical activity, fitness, and wellness.

SPH-K 555 Problems in Adapted Physical Education (3 cr.) (Formerly HPER-K 552) A study of problems as they relate to philosophy, procedures, and practices in adapted physical education.

SPH-K 556 Physical Activity Assessment in Public Health (3 cr.) Students will learn the theory and practice of physical activity assessment methods and technology. Physical activity assessment methodology, statistical analysis and data interpretation will be emphasized. Practical experiences using current assessment techniques will be provided. Focus will be placed on measurement and monitoring of both physical activity and sedentary behavior, as well as understanding the delineation between these two health factors.

SPH-K 562 Exercise Prescription in Health and Disease I (3 cr.) (Formerly HPER-K 562) Health fitness laboratory evaluation for exercise prescription for apparently healthy adults. Topics include 1) risk stratification, 2) laboratory evaluation and interpretation of blood chemistries, body composition, pulmonary functions, and exercise testing and 3) exercise prescription, with modification of prescription for pediatrics, obstetrics, and geriatrics.

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

SPH-K 565 Exercise Leadership and Counseling (2 cr.) Utilization of behavioral techniques to motivate exercise adherence in fitness and clinical programs. Hands-on application of goal setting, problem solving, social support, and other motivational techniques. Modification of exercise programs for cardiac, pulmonary, and metabolic diseases.

SPH-K 566 Preventive/Rehabilitative Exercise Program Administration (3 cr.) An overview of program structure, management, marketing, budget, and finance for corporate fitness, preventive medicine, sports medicine, and hospital-based rehabilitation.

SPH-K 569 Basic Pharmacologic Implication for Exercise and Advanced Cardiac Life Support (3 cr.) (Formerly HPER-K 569) Basic pharmacology of cardiac, pulmonary, metabolic, and related conditions and their implications for the exercise/allied health professions. Course concludes with AHA Advanced Cardiac Life Support Provider training (with certification).

SPH-K 573 Supervision in Physical Education (3 cr.) (Formerly HPER-K 573) Principles of, problems in, and procedures for administering a city physical education program from the viewpoint of a city director or school administrator.

SPH-K 577 Seminar and Practicum in Adapted Physical Education (3 cr.) (Formerly HPER-K 577) Participate in a research seminar or practicum experience related to adapted physical education. Seminar is for graduate students conducting research as part of a dissertation or thesis. Practicum is designed to provide non-thesis graduate students with experiences in real-world settings. Decisions regarding seminar or practicum enrollment must be instructor approved.

SPH-K 578 Cognitive Ergonomics (3 cr.) (Formerly HPER-K 599) Human factors and ergonomics refer to the study of how people interact with their work environment. This course is designed to provide an advanced level

review of the cognitive principles of this science by presenting a systematic application of relevant information about human capabilities, limitations, and behaviors with regard to the design of machines and their use within specific environments. Emphasis will be placed on the interactive nature of human machine systems from an information processing perspective, and the development of ergonomic models and techniques used to assess the design of modern workplaces.

SPH-K 580 Advanced Technology in Ergonomic Analysis (3 cr.) (Formerly HPER-K 590) This course extends competencies in 3D CAD software for virtual world measurement and testing applications. Motion capture EMG, Force plates and Jack Human Simulation software are used to design and evaluate tools and job tasks using CAD processes.

SPH-K 581 Participatory Ergonomics (3 cr.) (Formerly HPER-K 591) Course presents facilitation methodologies employed by ergonomic change teams. Models, basic principles and skills practice will be presented in: organizational change, data collection, group process and training development.

SPH-K 582 Macro-Ergonomics: Socio-technical Systems Design (3 cr.) (Formerly HPER-K 592) Course presents ergonomics in the design of socio-technical systems. Social, technical, and environmental systems are considered as influences on the design, implementation and ergonomic evaluation of jobs and work systems.

SPH-K 583 Physical Ergonomics (3 cr.) (Formerly HPER-K 593) Course surveys topics in physical ergonomics. Musculoskeletal structure and function are examined in relation to commonly occurring sources of strain in workplace and total design.

SPH-K 584 Human Error (3 cr.) (Formerly HPER-K 594) Course presents a conceptual model of human error and associated cognitive mechanisms. This frame work is used to describe and analyze human error in the performance of tasks and use of products.

SPH-K 585 Work Design (3 cr.) (Formerly HPER-K 595) This course presents work design analysis methods and development tools. Course examines the way in which workers perform job tasks, how workers interact with their tools and workspace, and the operational environment.

SPH-K 586 Industrial Design and Ergonomics (3 cr.) (Formerly HPER-K 596) This course surveys the traditional relationships of industrial design and ergonomics. Course examines how aesthetic and functional needs directs the interaction of people with their environment.

SPH-K 587 Assessment in Ergonomics (3 cr.) (Formerly HPER-K 597) Students will be prepared in the use of ergonomic assessment tools and methodologies for research and professional settings. Students will receive hands-on experience in the development and implementation of ergonomic solutions.

SPH-K 588 Ergonomics (3 cr.) (Formerly HPER-K 588) This is an advanced level course that focuses on research and experimentation to determine the interaction between specific human physical traits and the design of tasks, equipment, and environments with the goal of matching

human capabilities with demands through the application of ergonomics methods and techniques.

SPH-K 589 Introduction to CAD in Ergonomics (3 cr.) (Formerly HPER-K 589) This course introduces 3D CAD software and Rapid Prototyping production for research and professional ergonomic applications.

SPH-K 599 Master's Thesis (1-5 cr.) P: Submission and approval of master's thesis committee form. (Formerly HPER-K 600) Repeatable for credit.

SPH-K 607 Internship in Ergonomics (8 cr.) P: Instructor permission; Internship must be approved in advance. (Formerly HPER-K 607) This course provides students a practical placement in the ergonomics profession. The placement opportunity can be used as practical hours necessary for student's professional certification.

SPH-K 625 Physical Activity and Mental Health (3 cr.) (Formerly HPER-K 625) A general survey of the literature. Information on both clinical and healthy populations will be presented, as will detrimental psychological outcomes.

SPH-K 630 Biomechanics of Human Performance (3 cr.) P: SPH-K 530 and PHYS-P201 or equivalent. (Formerly HPER-K 630) Study of the mechanical principles of human motion through detailed analysis and specific movements; general applicability of the principles. Forces, moments, stability, and linear and angular momentum.

SPH-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.) (Formerly HPER-K 631) Newtonian study of linear and angular kinematics and kinetics of the human body. Quantitative study of sequential link chains. Computation of joint forces and torques and of muscular forces.

SPH-K 633 Factors Affecting Human Performance (3 cr.) (Formerly HPER-K 633) Study of human movement based on scientific foundations of human performance, including advanced kinesiological theories and neuromuscular integration.

SPH-K 634 Respiratory Physiology of Exercise (3 cr.) (Formerly HPER-K 634) A system approach to the pulmonary and respiratory responses to acute and chronic exercise. Emphasis on ventilatory and respiratory adaptations associated with athletic performance to physical activity in health and disease.

SPH-K 635 Cardiovascular Physiology of Exercise (3 cr.) (Formerly HPER-K 635) A systems approach to the cardiovascular responses to acute and chronic exercise. Emphasis on myocardial and circulatory adaptations associated with athletic performance to physical activity in health and disease.

SPH-K 636 Cardiopulmonary Assessment Lab (3 cr.) (Formerly HPER-K 636) A study of the biochemical adaptations that occur during acute exercise or as a result of prolonged exercise training, with emphasis on the biochemical regulators of intermediary metabolism. Laboratory techniques include bio-assay of blood-borne metabolites, muscle enzyme activity, and energy substrate storage/utilization.

SPH-K 637 Intermediary Metabolism (3 cr.) (Formerly HPER-K 637) An integrative analysis of the biochemical

regulators of intermediary metabolism, with emphasis on the enzymatic, hormonal, and metabolic control of energy production in skeletal muscle. Biochemical principles are applied to human exercise performance.

SPH-K 638 Biochemical Adaptations to Exercise (3 cr.)

(Formerly HPER-K 638) This course provides content on the research-based finding of 1) how exercise alters biochemical function in skeletal muscle, the liver, and adipose tissue; 2) why biochemical monitoring of athletes is necessary; 3) the methodological limitations of studies in this area; and 4) how to apply biochemical methods to monitor training.

SPH-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.)

(Formerly HPER-K 639) A detailed evaluation, including hands-on practice of the laboratory skills needed in a typical exercise biochemistry laboratory. Experiences will include phlebotomy, titrations, and several spectrophotometric hematological laboratory techniques.

SPH-K 641 Topics in Motor Integration (3 cr.) P: SPH-K 541. (Formerly HPER-K 641) A discussion of current research concerns in motor integration. Repeatable for credit with different topic.

SPH-K 651 Rehabilitation of Persons with Physical Disabilities (3 cr.) (Formerly HPER-K 650) Identification, analysis, and evaluation of physically disabling conditions; rehabilitation procedures including muscle testing, therapeutic exercise, and exercise prescription.

Identification, analysis, and evaluation of persons with physical disabilities; rehabilitation procedures including muscle testing, therapeutic exercise, and exercise prescription.

SPH-K 652 Clinical Exercise Physiology (3 cr.)

(Formerly HPER-K 662) Advanced study of disease etiology and mechanisms of exercise intervention for cardiovascular, pulmonary, immune, and metabolic disease.

SPH-K 664 Seminar in Physical Education (1-3 cr.)

(Formerly HPER-K 691) Problems in physical education. Repeatable for credit with different topic.

SPH-K 691 Readings in Physical Education (3 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.. (Formerly HPER-K 601) Guided readings for broadening information about and understanding of the profession. Repeatable for credit.

SPH-K 693 Independent Study and Research (3 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.. (Formerly HPER-K 602) Independent research conducted under the guidance of a graduate faculty member. Repeatable for credit.

SPH-K 694 Seminar in Human Performance (1-3 cr.)

(Formerly HPER-K 690) Topics vary. Repeatable for credit with different topic.

SPH-K 695 Practicum in Physical Education (1-3 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.. (Formerly HPER-K 603) Practical field experience under supervision; seminar discussions. Repeatable for credit.

SPH-K 696 M.P.H. Field Experience in Physical

Activity (1-7 cr.) P: Instructor permission; Graduate GPA of at least 3.0.. Public health skills are developed through

professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only. Repeatable for credit.

SPH-K 697 Internship in Kinesiology (2-8 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.. (Formerly HPER-K 604) Off-campus professional field experience in school or agency situation under qualified supervision. Offered only after completion of course work for master's degree. Only S/F grades given. Repeatable for credit.

SPH-K 698 M.P.H. Culminating Experience in Physical Activity (1-2 cr.)

P: Instructor permission; Students must be in their final year of the MPH program to enroll in the fall SPH-K 698 course. Enrollment in the spring SPH-K 698 requires successful completion (passing grade) of the fall culminating experience course. Students must enroll in SPH-K 698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. C: SPH-K 696. This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Physical Activity. Graded on S/F basis only. Repeatable for credit.

SPH-K 705 Experimental Laboratory Techniques

(2-5 cr.) (Formerly HPER-K 705) Experimental investigation of problems in the area of human performance, including laboratory design and advanced research techniques.

SPH-K 791 Readings in Human Performance (2-5 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.. (Formerly HPER-K 701) Advanced readings from domestic and foreign publications in one or more areas, including biomechanics, physiology of exercise, and sports psychology (including motor learning and control). Repeatable for credit.

SPH-K 792 Research in Human Performance (2-5 cr.)

P: Instructor permission; Graduate GPA of at least 3.0.; Research proposal must be approved in advance. (Formerly HPER-K 702) Repeatable for credit.

SPH-K 799 Ph.D. Dissertation (1-30 cr.) P: Instructor permission. (Formerly HPER-K 799) Repeatable for credit.

Marketing and Management - SPH-M

SPH-M 211 Introduction to Sport Management (3 cr.)

(Formerly HPER-P 211) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

SPH-M 304 Sport Industry Studies (1-4 cr.)

(Formerly HPER-P 304) A topical course in sport studies and emerging trends. Through lectures, group projects, experiential learning, and study of the current and future state of various elements of sport marketing, sport management, and sport communication, students will gain a greater understanding of the challenges facing today's sport professionals. Topics will change semester by semester. Repeatable for credit with different topic.

SPH-M 318 Managing the Sport Enterprise (3 cr.)

P: Admission to Sport Marketing and Management

program. (Formerly HPER-P 318) An introduction to management theory as it relates to sport delivery systems. Includes the study of organizational structure, leadership, motivation, ethics, and decision making. Application of theoretical material to managerial function of sport delivery organizations.

SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)

(Formerly HPER-P 328) Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

SPH-M 333 Sport in America: Historical Perspectives (3 cr.)

(Formerly HPER-P 333) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present.

SPH-M 382 Sport in American Society (3 cr.)

(Formerly HPER-P 392) An introduction to sport sociology, in which students critically examine American sport from a social context and analyze the interrelationship between sport and American culture. Lectures, discussions, videos, guest speakers, and investigative analyses.

SPH-M 404 Colloquium in Sport Management (1-3 cr.)

(Formerly HPER-P 404) A sport management colloquium that is focused on experiential learning, content projects, and study of the current and future state of various elements of sport marketing, sport management, sport communication, and sport administration. Through hands-on projects and interactions with industry professionals, students will gain a greater understanding of the challenges facing today's sport administration professionals. Colloquium topics will change by semester. Repeatable for credit with different topic.

SPH-M 411 Legal Issues in Sport Settings (3 cr.)

P: BUS-L 201; Admission to Sport Marketing and Management program. (Formerly HPER-P 411) An introduction to legal principles involved in sport. Tort liability including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

SPH-M 415 Sport Promotions and Public Relations (3 cr.)

P: Admission to Sport Marketing and Management program. (Formerly HPER-P 415) An introduction to the theories and techniques of sport promotions, public relations, and fund-raising.

SPH-M 418 Sport Marketing (3 cr.)

P: SPH-M 211 and BUS-M 300 or BUS-M 301; Admission to Sport Marketing and Management program. (Formerly HPER-P 418) Examination of the elements of the marketing mix as they pertain to the sport enterprise. Also includes the coverage of decision making and planning from the sport manager's perspective and the impact of corporate sponsorship on the delivery of sport.

SPH-M 423 Financial Principles in Sport (3 cr.)

P: Admission to Sport Marketing and Management program. (Formerly HPER-P 423) An introduction to the basic financial and managerial accounting concepts

necessary to be financially literate in the sport business industry. Examination of the various means for financing sport organizations.

SPH-M 425 Sport Governance in the Global Community (3 cr.)

P: Admission to Sport Marketing and Management program. (Formerly HPER-P 425) An introduction to the organization and governance of sport services and businesses. Examination of sport delivery systems in the United States including Olympic sport, sport through education systems, professional sport leagues, sport clubs, sport development, the coordination of sport in the United States. The class then examines U.S. sport in its international context.

SPH-M 426 Sales Management in Sport (3 cr.)

(Formerly HPER-P 426) The application of sales strategies to the sport industry.

SPH-M 428 Strategic Management in the Sport Industry (3 cr.)

P: Admission to Sport Marketing and Management program. (Formerly HPER-P 428) Study of the sport industry with an emphasis on developing an understanding of how firms within the sport industry develop and apply competitive strategies.

SPH-M 495 Practicum in Sports Studies (1-3 cr.)

P: Instructor permission; Practicum must be approved in advance; Admission to Sport Marketing and Management program. (Formerly HPER-P 439) Practical job-related learning experience in sport management or marketing under supervision of professional in area. Repeatable for credit.

SPH-M 497 Internship in Sport Management (1-6 cr.)

P: Instructor permission; Internship must be approved in advance; Admission to Sport Marketing and Management program. (Formerly HPER-P 449) A field learning experience for sport management majors. Repeatable for credit.

SPH-M 510 Administrative Theory of Competitive Sports Programs (3 cr.)

(Formerly HPER-K 510) Organization of high school athletics with reference to national, state, and local control. Staff, program, budget, health and safety, facilities, and other phases of administration.

SPH-M 511 Legal Issues in the Sport Environment (3 cr.)

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

SPH-M 512 Issues in Commercial Sports (3 cr.)

(Formerly HPER-K 512) An introduction to the business and legal issues confronting the commercial sport industry today. Major topics include league organization and governance, collective bargaining, antitrust law, the influence of the media, and social issues pertinent to professional sport. Focuses primarily on the NFL, MLB, and NBA.

SPH-M 513 Sport and Higher Education (3 cr.)

(Formerly HPER-K 513) Examination of contemporary issues in college sport in the United States, the historical foundation of college sports, and the role of sport in higher

education. Discussion of possible reforms in collegiate athletics.

SPH-M 514 Sport Marketing and Sponsorship (3 cr.) (Formerly HPER-K 514) Examination of strategic market planning and its impact on sport marketing. Covers elements of the marketing mix, licensing and merchandising, event marketing, and sponsorship.

SPH-M 516 The Sport Industry (3 cr.) (Formerly HPER-K 516) A study of the sport industry with an emphasis on developing an understanding of how firms within the sport industry create a competitive advantage.

SPH-M 517 Contemporary Sports Law Issues (3 cr.) (Formerly HPER-K 517) Comprehensive analysis of timely legal issues impacting participation, administration, or consumption of amateur and/or professional sports.

SPH-M 518 Governance in Sport Management (3 cr.) (Formerly HPER-K 518) This course provides students with an advanced study of the governance of sport infrastructures, services, and businesses, nationally and internationally. It is no longer sufficient to merely understand the domestic side of sport management. Through multiple forms of assessment and contemporary case study, this course allows students to critically analyze issues in the global governance of sport.

SPH-M 521 History of Sport in the United States (3 cr.) (Formerly HPER-K 521) Study of the historical development of sport as an institution in American society: the rise of organized sport, factors affecting sporting developments, sport as an influence in society, sport in education.

SPH-M 522 The Role of Sport in Society (3 cr.) (Formerly HPER-K 522) Significance of sports in society; examination of relationships between sports and other elements of the culture; how sports contribute to human welfare in an advanced technological society.

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

SPH-M 581 Sales and Service Management in Sport (3 cr.) (Formerly HPER-K 581) The application of sales and service management strategies to the sport industry. Examination of customer relationship management methods and sales techniques in sport.

SPH-M 583 Sport Public Relations (3 cr.) (Formerly HPER-K 583) The application of public relations practices to the sport industry. Examination of public relations strategies and techniques in sport organizations.

SPH-M 585 American Sport through Film (3 cr.) (Formerly HPER-K 585) The study and analysis of American sport through the use of sport films and sport documentaries. Emphasis is upon how films and documentaries portray American sport and the interaction of sport with American culture.

SPH-M 611 NCAA Compliance (3 cr.) (Formerly HPER-K 611) NCAA compliance policy and practice issues. Adaptation of regulations, application, and governance of the NCAA and member institutions.

History, development of the membership and association regulations, enforcement and administration procedures.

SPH-M 614 Sport Sponsorship and Retention (3 cr.) (Formerly HPER-K 614) The application of sponsorship acquisition methods to the sport industry. Examination of sport sponsorship retention strategies and sponsorship evaluation methods in sport.

SPH-M 615 Financial Analysis in Sport (3 cr.) P: SPH-X 561 or equivalent. (Formerly HPER-K 615) Exploration of current financial status in the main segment of the sport industry. Emphases placed on professional and collegiate sport. Topics include fee structures, financial ratios, financial impact analysis, attendance and price setting strategies, financial forecasting, relationships between financial analysis and strategic planning.

SPH-M 677 Internship in Athletics (3 cr.) P: Instructor permission; Graduate GPA of at least 3.0. (Formerly HPER-K 606) Off-campus professional field experience in a school or agency situation under qualified supervision. Offered only after completion of course work for master's degree. Repeatable for credit.

SPH-M 687 Internship in Sport Management (2-5 cr.) P: Instructor permission; Graduate GPA of at least 3.0. (Formerly HPER-K 605) Off-campus professional field experience in agency situation under qualified supervision. Offered only after completion of course work for master's degree. Only S/F grades given. Repeatable for credit.

Physical Activity Instruction - SPH-I

SPH-I 100 Experiences in Physical Activity (1-3 cr.) (Formerly HPER-E 100) Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. Repeatable for credit with different activity.

SPH-I 102 Group Exercise (1 cr.) (Formerly HPER-E 102) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, strength and balance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. Repeatable once for credit.

SPH-I 103 Archery (1 cr.) (Formerly HPER-E 103) Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

SPH-I 106 Basic Fishing Techniques (1 cr.) (Formerly HPER-E 106) Basic and innovative techniques for catching largemouth bass. This course is an overview of techniques involved in catching bass, conservation of the species, and long range goals for its maintenance. Lecture only.

SPH-I 109 Ballroom and Social Dance (1 cr.) (Formerly HPER-E 109) Students will learn steps and patterns in the following six dances: waltz, tango, foxtrot, cha-cha, rumba, and swing/jive. (Possibly samba and hustle as well). Every class period we will learn steps in three of the dances and alternate dances each day. As part of the learning process of social dancing, students will rotate partners during the class period. To increase the time students spend dancing, female students will also learn to dance

the leader's part. For this purpose, students will be rotated alphabetically.

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

SPH-I 112 Bicycling (1 cr.) (Formerly HPER-E 112) Beginning instruction in the principles of fitness through a cycling program. Fitness testing and cardiovascular training. Proper riding technique, safety, and other features of competitive and recreational cycling. Lecture only.

SPH-I 113 Billiards (1 cr.) (Formerly HPER-E 113) Instruction in basic skills, including bridge forming, stroke techniques, bank shots, and cue ball spin.

SPH-I 117 Bowling (1 cr.) (Formerly HPER-E 117) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines.

SPH-I 119 Personal Fitness (2 cr.) (Formerly HPER-E 119) Designed to help students understand the basics of physical fitness and how being physically fit related to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. Geared to all students including those not having had previous athletic or physical education experience.

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

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

SPH-I 130 Army Physical Fitness (2 cr.) (Formerly HPER-E 130) The path to total fitness requires a combination of physical conditioning, mental conditioning, and common-sense dietary considerations. Army Physical Fitness is for those willing to accept a disciplined regimen proven to lead to total fitness.

SPH-I 132 Beginning Irish Dance (1 cr.) (Formerly HPER-E 132) Beginning level that focuses on trebles or shuffles. Students weave steps and combinations of steps into complete jugs and reels. Class will work on dance phrases by repeating exercises for correct foot placement and body carriage. Students will learn about both types of Irish dances by identifying different music, rhythms, and steps.

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

SPH-I 134 Middle Eastern Dance (1 cr.) (Formerly HPER-E 134) This course focuses on the classical solo women's dance of the Middle East that is popularly

known as belly dance. This dance will improve flexibility, strength, conditioning, rhythm, and coordination. Class involves warm-ups and stretches and progresses to short dance combinations, choreographies and improvisational exercises accompanied by traditional and world music.

SPH-I 135 Golf (3 cr.) (Formerly HPER-E 135) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses.

SPH-I 140 Beginning Brazilian Ju-Jitsu (1 cr.) (Formerly HPER-E 140)

Instruction in the basic ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on body posturing, position control, flow-drills, and submission techniques.

SPH-I 143 Modern Arnis (1 cr.) (Formerly HPER-E 143) Instruction in basic weapon handling and self-defense using concepts and drills taken from the Remy Presas Modern Arnis system. Students should achieve rudimentary technical skill and learn the philosophy and concepts to empty-hand martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, body posturing, weapon control, flow-drills, and disarms.

SPH-I 144 Chi Gong (1 cr.) (Formerly HPER-E 144) Designed to give students an understanding and an appreciation of the function of chi gong. Qigong (another spelling of this ancient Chinese art) is an energy balancing and energy generation and restoration method of training consisting of visualizations and affirmations combined with a series of gentle movements that can be easily learned by anyone who wants to improve and sustain their health and wellness. Students are expected to learn a set of chi gong and other basic techniques of tension release and energy restoration. Grading will be based on attendance.

SPH-I 145 Introduction to the Martial Arts (1 cr.) (Formerly HPER-E 145) A basic introduction to the martial arts, including karate, hapkido, jujitsu, judo, aikido, kung-fu, boxing, and wrestling. Students will learn the core concepts of each art, and thus gain a working understanding of what the martial arts are all about, and the differences between them.

SPH-I 146 Jeet Kune Do Concepts (1 cr.) (Formerly HPER-E 146) Instruction in the basic concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan Kickboxing and Wing-chun Kung Fu. Students should achieve rudimentary technical skill in the art of Jun-fan Kickboxing and Wing-chun and learn the philosophy and training concepts of Jeet Kune Do.

SPH-I 147 Hapkido (1 cr.) (Formerly HPER-E 147) Instruction in techniques for throwing, blocking, striking, kicking, and self-defense applications of joint locks. Students should achieve technical skill level of yellow belt. Judo uniform required.

SPH-I 148 T'ai Chi Ch'uan (1 cr.) (Formerly HPER-E 148) Introduction to the slow movements of t'ai chi ch'uan.

Course provides instruction in William C. C. Chen's 60 movement form, physics of body leverage, history, philosophy, and cultural context. One of the most popular forms of exercise in China today.

SPH-I 149 Judo (1 cr.) (Formerly HPER-E 149) Beginning instruction in techniques for throwing, grappling skills and limited self defense. Students should achieve technical skill level of yellow belt. Judo uniform required.

SPH-I 150 Tae Kwon Do (1 cr.) (Formerly HPER-E 150) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Students should achieve technical level of yellow belt. Karate uniform required.

SPH-I 151 Self Defense (1 cr.) (Formerly HPER-E 151) Instruction in techniques for practical common sense self defense skills and situations. No uniform required.

SPH-I 152 Japanese Ju-Jitsu (1 cr.) (Formerly HPER-E 152) Introduces the basic instruction and application of techniques, one-step sparring, and joint locks as well as presenting requirements for rank testing in Japanese Ju-jitsu. Basic techniques include striking, kicking, blocking and body movement designed to improve balance, coordination and power. This course will also cover the cultural and philosophical base of Japanese Ju-jitsu. Techniques are drawn from Small Circle Ju-jitsu.

SPH-I 153 Aikido (1 cr.) (Formerly HPER-E 153) Introduces the basic instruction and application of techniques as well as presenting requirements for rank testing in the Japanese martial art of Aikido. Basic techniques include striking, blocking, redirection, off-balancing, throwing and body movement designed to improve balance, coordination and power. This course will also cover the cultural and philosophical base of Aikido. Techniques are drawn from Ueshiba Aikido.

SPH-I 157 Escrima (1 cr.) (Formerly HPER-E 157) Instruction in basic weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in stick-based martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, body posturing, weapon control, flow-drills and disarms.

SPH-I 158 Shotokan Karate (1 cr.) (Formerly HPER-E 158) Beginning Shotokan provides instruction in the basics of Karate, offensive and defensive techniques, as well as the philosophical underpinning of the Japanese martial arts.

SPH-I 159 Racquetball (1 cr.) (Formerly HPER-E 159) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

SPH-I 164 Sailing (2 cr.) (Formerly HPER-E 164) Beginning instruction in the principles of sailing. Rigging, proper sailing technique, and other features of small craft sailing.

SPH-I 165 Soccer (1 cr.) (Formerly HPER-E 165) Instruction in fundamental techniques, rules, basic team tactics, and strategies. Emphasis on competitive game scrimmages and fundamental drills.

SPH-I 168 Swimming—Nonswimmers (1 cr.) (Formerly HPER-E 168) Beginning instruction in self-rescue remedial swimming skills and several basic strokes. For students with no swimming skills.

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

SPH-I 185 Volleyball (1 cr.) (Formerly HPER-E 185) Instruction in fundamental skills of power volleyball, including the overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies.

SPH-I 187 Weight Training (1 cr.) (Formerly HPER-E 187) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Repeatable once for credit.

SPH-I 190 Yoga I (1 cr.) (Formerly HPER-E 190) Instruction in basic principles and techniques of yoga. Emphasis on personalized training. Repeatable once for credit.

SPH-I 197 Ice Skating Instruction (1 cr.) (Formerly HPER-E 197) Beginning ice skating class that includes introduction to the mechanics of skating and basic skills such as stride, crossover, stopping, and backward skating. Students will be taught intermediate skills such as hockey-stop, backward crossovers, edge control, and turns as skill level determines. Students will be evaluated at end of semester through written examination and skill demonstrations. Written exam will test knowledge of skating mechanics, techniques, and safety as well as equipment. Skill demonstration will learned skills. Repeatable once for credit.

SPH-I 203 Intermediate Archery (1 cr.) (Formerly HPER-E 203) Instruction in use of compound bow archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

SPH-I 209 Ballroom and Social Dance II (1 cr.) (Formerly HPER-E 209) In depth instruction in ballroom dance, including the foxtrot, waltz, cha-cha, tango, rumba, samba and quick step beyond the E109 beginning level.

SPH-I 211 Advanced Basketball (1 cr.) (Formerly HPER-E 211) Review of fundamental basketball skills including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses.

SPH-I 220 Training Theories for Endurance Events (2 cr.) (Formerly HPER-E 220) Survey of theories and techniques associated with training for endurance type activities. Designed for the self-coached athlete and aspiring coach. Applicable to running, cycling, and swimming.

SPH-I 227 Intermediate Fencing (1 cr.) P: SPH-I 127 or instructor consent. (Formerly HPER-E 227) Builds upon basic knowledge of fencing. Instruction of advanced skills

and new techniques with an emphasis on the tactical aspect of fencing at a competitive level. Fee charged.

SPH-I 230 Advanced Army Physical Fitness (2 cr.)

P: SPH-I 130 or instructor consent. (Formerly HPER-E 230) Continuing along the path to total fitness begun in SPH-I 130, this course emphasizes the leadership aspect of Army Physical Fitness. Students will lead PT sessions, participate in and lead formation runs, and continue the disciplines regimen begun in SPH-I 130.

SPH-I 232 Intermediate Irish Dance (1 cr.)

P: SPH-I 132 or instructor consent. (Formerly HPER-E 232) Focuses on hornpipes, treble and hop reels. Control, strength, flexibility, proper posture, body alignment, body carriage and a sense of timing are all benefits the student should experience, in addition to an appreciation for traditional Irish Step and its music.

SPH-I 235 Intermediate Golf (1 cr.) (Formerly HPER-E 235) Instruction in the use of the full iron and wood swing. Emphasis on special golf shots including: sand shots, shots from rough, hill lies, playing from hazards and different type greens. Students play on par 3 course.

SPH-I 240 Intermediate Brazilian Ju-Jitsu (1 cr.)

(Formerly HPER-E 240) Instruction in intermediate ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve intermediate technical skill and learn the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on body posturing, position control, flow-drills and submission techniques for competition. Students should achieve Yellow Belt proficiency.

SPH-I 244 Intermediate Chi Gong (3 cr.) (Formerly HPER-E 244) This class introduces Chi-Lel Qigong (Chi Gong) Level II, the Body and Mind Method, and enhances skills in Lift Chi Up/Pour Chi Down, Level I. Chi-Lel Qigong techniques of tension release and restoration will be taught. Based on ancient Qigong (Chi Gong) practices, Chi-Lel Qigong is a restorative art which includes a series of movements, visualization and related methods such as standing meditation. Students will achieve basic proficiency in the second level of this practice.

SPH-I 245 Cultures and Traditions of the Martial Arts (2 cr.)

(Formerly HPER-E 245) Examination of the cultures and traditions that shape the martial arts of East Asia, with greatest emphasis on the influence of China upon its neighbors. Martial arts from India, Indonesia, Thailand, Korea, Japan, etc., will also be covered. Lectures and video.

SPH-I 246 Intermediate Jeet Kune Do Concepts (1 cr.)

(Formerly HPER-E 246) Instruction in core concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan Kickboxing and Wing-chun. Students should achieve intermediate technical skill in the art of Jun-fan Kickboxing and Wing-chun and continue to grow in their comprehension of the philosophy and concepts of Jeet Kune Do. Focus is placed on individual development and the application of basic techniques toward more advanced, dynamic training.

SPH-I 247 Intermediate Hapkido (1 cr.) (Formerly HPER-E 247) Designed to give students an increased

understanding and an appreciation of the art of hapkido. Content emphasis involves advanced applications of basic hapkido techniques and self-defense. Students should achieve the technical level of a green belt in hapkido.

SPH-I 248 Intermediate T'ai Chi Ch'uan (1 cr.)

P: SPH-I 148 or instructor consent. (Formerly HPER-E 248) This intermediate course examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60 movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.

SPH-I 249 Judo—Intermediate (1 cr.)

P: SPH-I 149. (Formerly HPER-E 249) Instruction includes intermediate throwing and grappling techniques and free exercise (randori). Students should achieve technical skill level of green belt. Judo uniform required.

SPH-I 250 Intermediate Tae Kwon Do (1 cr.)

P: Yellow belt technical level or consent of instructor. (Formerly HPER-E 250) Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

SPH-I 259 Racquetball—Intermediate (1 cr.)

(Formerly HPER-E 259) Extension of basic skills. Improvement of techniques and strategy.

SPH-I 264 Intermediate Sailing (2 cr.)

(Formerly HPER-E 264) Learn to rig and sail a variety of boats. To sail and control a boat in simulated emergencies and obtain ability in jury rigging. To learn trapeezing skills and spinnaker trimming and reach an intermediate level of racing knowledge and skills.

SPH-I 268 Swimming—Intermediate (1 cr.)

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

SPH-I 270 Introduction to Scientific Scuba (2 cr.)

(Formerly HPER-E 270) Introduction to the theory and practical skills for basic scuba. Program designed to give participants knowledge of physics and physiology as applied to breathing with a self-contained underwater breathing apparatus (SCUBA). Swimming ability and scuba medical history form required. Letter graded. This is a non-certification course. Fee charged. Repeatable once for credit.

SPH-I 272 Scuba Knowledge Development (1 cr.)

(Formerly HPER-E 272) Scuba knowledge development through web based and CD-ROM sessions for International Scuba certification. Completes all Professional Association of Diving Instructors (PADI) open water certification knowledge sessions and examinations.

SPH-I 275 Aquatic Conditioning (1 cr.)

(Formerly HPER-E 275) Acquire a moderate to high level of aerobic capacity while using the water, equipment, and other useful techniques, skills, and/or ideas. Achieve student's desired goal through fitness utilizing the water.

SPH-I 281 Tennis—Intermediate (1 cr.)

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

SPH-I 285 Advanced Volleyball (1 cr.)

(Formerly HPER-E 285) Instruction in advanced skills of power volleyball.

Emphasis on execution of advanced techniques; applying team offense and defense strategies.

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

SPH-I 335 Golf—Advanced (1 cr.) P: Handicap of 15 or less, or instructor consent. (Formerly HPER-E 335) Course emphasizes stroke refinement, course management and strategy, and self-analysis and correction. Fee charged.

SPH-I 340 Advanced Brazilian Ju-Jitsu (1 cr.) (Formerly HPER-E 340) Instruction in advanced ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve advanced technical skill and be well practiced in the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on position control, flow, and submission technique. Competition is stressed. Students should achieve Advanced Yellow Belt proficiency.

SPH-I 347 Advanced Hapkido (1 cr.) (Formerly HPER-E 347) Designed to give students an increased understanding and an appreciation of the art of hapkido. Content emphasis involves advanced applications of hapkido techniques and self-defense. Students should achieve the technical level of a blue belt in hapkido by midterm and brown belt by finals.

SPH-I 348 T'ui Shou (1 cr.) P: SPH-I 248 or instructor consent. (Formerly HPER-E 348) Introduction to the techniques, skills, and strategies of t'ai chi ch'uan t'ui shou (push-hands). Course provides instruction and practice of Yang Style.

SPH-I 349 Advanced Judo (1 cr.) (Formerly HPER-E 349) Students will be introduced to advanced judo. This will prepare student for the physical side of judo. With repetition drills, directional throwing, advanced training methods, students will begin to develop their own "style" of judo. Students should achieve the skill level of Sankyū or brown belt.

SPH-I 350 Advanced Tae Kwon Do (1 cr.) (Formerly HPER-E 350) Designed to give students an increased understanding and an appreciation of the art of karate and taekwondo. Content emphasis involves advanced applications of basic taekwondo techniques, one-step sparring, forms, and introduction to free fighting. Students should achieve a technical level of a blue belt in taekwondo (Korean karate) by midterm and brown belt by finals. Karate uniform required.

SPH-I 364 Sailing Practicum (1 cr.) P: SPH-I 164 or instructor consent. (Formerly HPER-E 364) Practical and theoretical experience in the administration of organized sailing activities. Topics include fleet management,

waterfront facilities, sailing instruction, community sailing, and sailboat race management.

SPH-I 370 Scuba Certification (2 cr.) P: Prerequisite or concurrent: SPH-I 270 and good health. (Formerly HPER-E 370) National scuba certification program for recreational divers. Program includes lecture and pool sessions to enable students to participate in the openwater qualification dives with PADI Referral (valid 12 months). Dives may be completed with IU or any PADI International facility. Additional fees required.

SPH-I 371 Advanced Scuba (3 cr.) P: SPH-I 370 or National SCUBA certification. (Formerly HPER-E 371) This course focuses on development of advanced SCUBA and research diving techniques. Program includes lecture and pool sessions designed to give participants practical experience with mixed gas diving. Scientific diver techniques, and advanced openwater skill development. Additional fees required.

SPH-I 374 Keelboat and Powerboat Safety (2 cr.) (Formerly HPER-E 374) This course will emphasize the safe use and operation of auxiliary powered sailboats and powerboats. Topics include boat design, environmental conditions, navigation, emergency equipment, planning, and operation. Labs will provide hands on experience with Keel type sailboats and powerboats.

SPH-I 445 Independent Study in the Martial Arts (1 cr.) (Formerly HPER-E 445) This course allows advanced students in the IU Martial Arts Program to continue their training and personal development in preparation for their instructor's certification in their respective art. Students in this course will meet with the IU Martial Arts Program Coordinator to discuss the personal and professional goals they have set for the semester. Focus will be placed upon teaching pedagogy, independent exploration into cross training with martial arts outside their area of expertise, and training regiment to ensure a prepared and well-rounded student. Completion of this course should coincide with the student's achievement of instructor certification.

SPH-I 447 Advanced Hapkido II (1 cr.) P: Brown belt (third kup) or higher technical level or instructor consent. (Formerly HPER-E 447) Designed to be a black-belt preparation class and to give students an increased understanding and an appreciation of the art of hapkido. Content emphasis involves advanced applications of hapkido techniques and self-defense. Students should achieve the technical level of a red belt (second kup) or higher in hapkido by finals. Uniform required.

SPH-I 448 T'ai Chi Chu'an Sword (1 cr.) P: SPH-I 148 and SPH-I 248, or instructor permission. (Formerly HPER-E 448) Master William C.C. Chen's 64 Movement T'ai Chi Ch'uan Sword form refines the continuous flowing movement introduced in the T'ai Chi Ch'uan Solo Form. Students gain practical experience in the body mechanics of t'ai chi ch'uan through the larger, faster movements and the use of a handheld object. This practice continues the meditative technique of t'ai chi ch'uan that develops the ability to shift both physical and psychological focus.

SPH-I 450 Advanced Tae Kwon Do II (1 cr.) P: Brown belt (third kup) or higher technical level or instructor consent. (Formerly HPER-E 450) Designed to be a black-belt preparation class and to give students increased

understanding and appreciation of the arts of karate and taekwondo. Content emphasis involves advanced applications of basic taekwondo techniques, one-step sparring, forms, and introduction to free fighting. Student should achieve technical level of red belt (second kup) or higher in taekwondo (Korean karate) by finals. Uniform required.

SPH-I 470 Diver Safety and Rescue (2-3 cr.) P: Scuba certification. (Formerly HPER-E 470) Diver safety issues leading to rescue certification and divemaster (DM) training. This course will enable a student to develop in an academic setting an understanding of physics and physiology as applied to breathing with a self-contained underwater breathing apparatus (SCUBA). Minimum of rescue diver and professional DM training. Fee charged.

SPH-I 471 Underwater Archaeology Techniques (2 cr.) (Formerly HPER-E 471) Topics include historic shipwrecks from "age of exploration" to today. Emphasis on documentation and interpretation of submerged cultural resources. Includes required mock-shipwreck pool session and two openwater dives for recreational dive certification in underwater archaeology.

SPH-I 472 Scuba Instructor Development (2 cr.) Instructor preparation course for recreational scuba diving. Participants will complete all dive master requirements prior to standard national evaluation exams.

SPH-I 475 Lifeguard Certification (1 cr.) P: Must be able to swim 500 yards continuously. (Formerly HPER-E 475) Instructions per American Red Cross standards prepares students to lifeguard at pools and non-surf beaches. To receive the "Lifeguard Training" certificate, students must hold current first aid and CPR certifications.

SPH-I 477 Water Safety Instructor (1 cr.) P: Must be able to swim 500 yards continuously. (Formerly HPER-E 477) This course will prepare students to teach swimming from Levels I-VII and will include basic water safety, emergency water safety, aquatics, infant, preschool, toddlers, and water safety aide. Students will participate in two practice teaching and accompanying lesson plans. Letter grading.

Recreation, Parks, and Tourism Studies Outdoor Recreation, Parks, and Human Ecology - SPH-O

SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.) (Formerly HPER-R 210) Introduction to outdoor recreation and parks within a human ecological framework, defined as the study of the complex and varied systems of interactions between people and the environment. Examination of societal, recreation applications, and emerging recreation and leisure trends that have direct application to human ecology.

SPH-O 214 Wildflowers and Wild Edibles (3 cr.) (Formerly HPER-R 241) Students will gain a knowledge for identification of wildflowers and wild edible plants. Activities may include a weekend field trip, a chance to improve skills in identifying local plants, as well as a culinary experience in wild edibles.

SPH-O 244 Natural History and Field Ecology (3 cr.) (Formerly HPER-R 280) Investigation of general natural

history and field ecology concepts in a laboratory setting. Weekly field trips.

SPH-O 250 Introduction to Equine Assisted Activities (3 cr.) (Formerly HPER-R 250) This lecture and laboratory course introduces equine assisted activities. Topics include NARHA, history, teaching techniques, safety issues, volunteers, selecting/ training therapy horses, public relations, fund-raising, disabilities, choosing rider populations and mounting procedures. Student will be required to participate in hands-on experiences at PAL (People and Animal Learning Services).

SPH-O 279 Outdoor Adventure Education (3 cr.) (Formerly HPER-R 279) Overview focusing on theoretical concepts and common practices. Investigation and elucidation of theory and philosophy via a mixture of abstracted knowledge and practical involvement in a backcountry environment.

SPH-O 310 Ecosystem Management (3 cr.) (Formerly HPER-R 323) Study of basic concepts, theories, and importance for outdoor recreation, with particular emphasis on key aspects of ecosystems that are conducive to successful and sustainable environmental communities, impacts of strategies on resource sites, and best practices. Required field work.

SPH-O 313 Wilderness and Protected Lands (3 cr.) (Formerly HPER-R 385) The philosophical turmoil of formal wilderness creation in the United States will be presented in this course. Discussion and debate of the European influences on wilderness thinking in the United States as well as examination of wilderness experiences of early European settlers to America will be addressed. The course traces the history of influential leaders in wilderness designations and the political climate of wilderness debates.

SPH-O 318 Outdoor Recreation Consortium (2 cr.) (Formerly HPER-R 355) This course is designed to convey both practical information and direct experience to students about components of outdoor recreation and resource management. To accomplish this goal, this course enables students to participate in a one-week long outdoor recreation consortium at the Great Smoky Mountain National Park.

SPH-O 322 Therapeutic Outdoor Instructional Techniques (3 cr.) (Formerly HPER-R 345) Examination of basic teaching techniques and practices commonly used in the instruction and supervision of individuals in Therapeutic Outdoor Programming environments, including group leadership, program planning, and skills necessary in adventure settings: assessment, group management, facilitation, and debriefing, hygiene, food and water processing, trip planning, safety management, and camping techniques.

SPH-O 324 Outdoor Experiential Education: Instructional Techniques (3 cr.) (Formerly HPER-R 380) This course is designed to provide an examination of the basic techniques and practices commonly used in outdoor programming. Of specific interest are techniques, skills, and procedures used in the instruction and supervision of individuals and groups in outdoor environments.

SPH-O 331 Wilderness First Responder (3 cr.) (Formerly HPER-R 370) The course takes an in-depth

look at emergencies that might be encountered in the backcountry. Wilderness First Responder is the most widely accepted standard in wilderness medical care for outdoor leaders. The curriculum uses the principles of long term care, improvised resources, and varying environmental conciliations as the framework for learning.

SPH-O 340 Interpretation and Tour Guiding (3 cr.)

(Formerly HPER-R 372) Introduction to personal-heritage interpretation and tour guiding. Exploration of the tenets and principles from various fields of study that encompass the body of knowledge used in the interpretation/tour guiding profession.

SPH-O 341 Field Techniques in Environmental Education (3 cr.)

(Formerly HPER-R 356) This is an intensive one-week course that uses the outdoors as a laboratory to share strategies, methodologies, and techniques to teach environmental education concept to others. The course offers training and subsequent certification in the three environmental education curriculums-Project Wild, Project Wet, and Project Learning Tree.

SPH-O 342 Applied Ecology: Water Communities (3 cr.)

(Formerly HPER-R 357) This is an intensive three-week course that uses Bradford Woods Outdoor Education Center as a laboratory to explore and investigate a variety of freshwater systems. This course investigates the important theories associated with freshwater ecology and explores the water communities common to southern Indiana.

SPH-O 343 Fundamentals of Sustainable Agriculture (6 cr.)

This course will present the fundamentals of specialty crop and animal sustainable agriculture based on an agroecological framework. Students will learn about and apply ecological, social, and economic concepts in evaluating for farm sustainability. The course includes both 'in-class' and field lab experiences.

SPH-O 360 Human Health and Natural Environments (3 cr.)

(Formerly HPER-R 406) Examination of the relationships among human health, quality of life, and natural environments from the perspective of cognitive, emotional, spiritual, and related domains. Experiential learning in local natural settings.

SPH-O 412 Ecotourism: Administration and Management (3 cr.)

(Formerly HPER-R 429) Theoretical foundations, practical applications and best management practices in ecotourism, under the umbrella of sustainable tourism practices. Course foci include sustainability in ecotourism development and practice; nature-based and adventure tourism; social, environmental, cultural and economic impacts; spatial strategies for ecotourism destinations; and ecotourism as a business.

SPH-O 413 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)

P: Senior Standing. (Formerly HPER-R 475) Capstone course providing a forum for intensive study of emerging recreation and leisure trends having direct application to human ecology, culminating in discussion, presentation, and papers describing some aspect of outdoor recreation and park management within a human ecology paradigm.

SPH-O 420 Principles of Therapeutic Outdoor Programs (3 cr.)

(Formerly HPER-R 412) This course is

designed to provide an examination of the principles and practices inherent in the emerging field of Therapeutic Outdoor Programs (TOP). Topics covered include the historical development of TOP, research-based findings, specific techniques incurrent use, issues and trends in TOP, and emerging developments in therapeutic and managerial adaptations for the field.

SPH-O 430 Outdoor Adventure Programming: Foundations and Theories (3 cr.)

(Formerly HPER-R 413) Examination of the history, management, administration, and current issues in outdoor and adventure-based programs. Special attention to developing an understanding of organizational involvement, social and ecological issues, development of administrative and professional policy, program management, and current research findings.

SPH-O 504 Outdoor Experiential Education: Instructional Principles and Methods (3 cr.)

(Formerly HPER-R 504) Examination of the basic techniques and practices used in outdoor programming. Of specific interest are those techniques, skills, and procedures used in the instructing, teaching and supervision of individuals and groups in outdoor environments.

SPH-O 510 Human Health, Quality of Life, and Natural Environments (3 cr.)

(Formerly HPER-R 506) This course approaches the issues of human health and quality of life from the perspective of the natural environments impact human health and an individual's reported sense of quality of life.

SPH-O 512 Ecotourism: Management and Systems (3 cr.)

(Formerly HPER-R 529) Integrates various concepts of natural resource management, tourism theory, and selected business practices to examine the form, functions, and impact of resource-based tourism.

SPH-O 514 Camping Administration (3 cr.)

(Formerly HPER-R 541) Organization and administration of camps; program planning, selection, and training of staff; campsite selection and development; and health and safety.

SPH-O 515 Principles of Outdoor/ Environmental Education (3 cr.)

(Formerly HPER-R 543) Basic principles, philosophies, and methods of both outdoor education and environmental education. Enables students to associate characteristics that relate to each field as well as aspects that differentiate both. Monthly field trips.

SPH-O 516 Outdoor Recreation Consortium (2 cr.)

(Formerly HPER-R 555) Conveys both practical information and direct experience to students about components of outdoor recreation and resource management. Enables students to participate in a one-week outdoor recreation consortium at the Great Smoky Mountains National Park. Also offers graduate students the opportunity for leadership roles associated with consortium topics.

SPH-O 517 Advanced Ecosystem Management in Outdoor Recreation (3 cr.)

(Formerly HPER-R 545) Exploration of the principles, theories, concepts, and practical realities of ecosystem management. Enables students to design, initiate, and coordinate to completion complex projects of an ecological nature.

SPH-O 519 Issues and Concepts in Adventure and Outdoor-Based Programs (3 cr.)

(Formerly HPER-

R 567) Exploration of various issues and concepts associated with adventure and outdoor-based programs. Includes an experiential learning component. Offered in a seminar format.

SPH-O 520 Principles of Therapeutic Outdoor Programs (3 cr.) (Formerly HPER-R 512) Examination of the principles and practices inherent in the field of Outdoor Experiential Therapy (OET). Topics include the historical development of OET, research and practice-based findings, specific techniques currently in use, issues and trends in OET, and emerging developments in therapeutic and managerial adaptations for the field.

SPH-O 521 Leadership in Challenge Education (2 cr.) (Formerly HPER-R 511) SPH-O521 is a graduate-level course that investigates the philosophies, theories, research, and practice of facilitation in adventure education. We will combine elements of critical inquiry and discussion with direct experience as we shift between classroom and facilitation settings. Likewise, participants in the course will be required to negotiate and navigate the roles of student, collaborator, facilitator, and instructor as we build our understanding of what it means to engage in an educational experience through the lens of adventure facilitation. The course will include an overnight experience at Bradford Woods, as well as integrating multiple out-of-the-classroom opportunities throughout the semester.

SPH-O 529 Introduction to Therapeutic Outdoor Programs (1 cr.) (Formerly HPER-R 564) Exploration of concepts related to the past, present, and future trends of experiential therapy. Focus on reading and reflection, experiential training, and small group facilitation and discussion.

SPH-O 530 Outdoor Adventure Programming: Foundations and Theories (3 cr.) (Formerly HPER-R 513) Examines the history, management, and current issues in outdoor and adventure-based programs. Special attention given to developing an understanding of organizational involvement, social and ecological issues in risk management.

SPH-O 531 Theoretical Foundations of Adventure/Experiential Education (3 cr.) (Formerly HPER-R 528) Examines the models, theories, and research applications utilized in adventure and experiential education. Emphasis placed on developing an understanding of the salient models and resultant research, and integration of that knowledge into the development of "new" models and theories.

SPH-O 540 Wilderness in the American Mind (3 cr.) (Formerly HPER-R 585) Examines the philosophical turmoil of formal wilderness creation in the United States. Discussion and debate of the European influences on wilderness thinking in the United States as well as examination of wilderness experiences of early European settlers to America. History of influential leaders in wilderness designations and the political climate of wilderness debates is traced.

SPH-O 541 Visitor Behavior (3 cr.) (Formerly HPER-R 523) Examines the theory and findings of visitor and tourism research as it is conducted in recreation and leisure settings such as parks, museums, towns, historic

sites, sporting facilities, and resorts. Topics include visitor motivations, expectations, social interaction, and assessment. Students learn techniques for gathering information from and about visitors.

SPH-O 543 Field Techniques in Environmental Education (3 cr.) (Formerly HPER-R 556) Intensive one-week course that uses the outdoors as the laboratory to share strategies, methods, and techniques to teach environmental education concept to others. Offers training and subsequent certification in environmental education curricula such as Project Wild, Project Wet, and Project Learning Tree. These skills enable students to integrate this curriculum into their own formal or non-formal school programs.

SPH-O 594 Seminar: Health, Life, and Environment (3 cr.) (Formerly HPER-K 514) This course approaches the issues of human health and quality of life from the perspective of natural environments. The course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (EIC's).

Recreation - SPH-R

SPH-R 101 Introduction to Resource Development/Fundraising (3 cr.) (Formerly HPER-T 101) Comprehensive overview of the importance of philanthropy in our society and on fundraising techniques and resources useful to future and current nonprofit professionals, volunteers, and donors. Emphasis on annual funds (including direct mail, special events, telemarketing, and online giving), capital campaigns, major gifts/planned giving, development services, and volunteer/staff roles in fundraising.

SPH-R 110 Foundations of Leisure and Public Health (3 cr.) (Formerly HPER-R 160) Through interactive discussion and project-based learning, students explore the historical, societal, and cultural role of leisure behavior and its relationship with public health.

SPH-R 142 Living Well (3 cr.) (Formerly HPER-T 142) Broaden your view of living well by actively pursuing healthy lifestyles. This course utilizes School of Public Health faculty and professionals throughout the Bloomington community to help students achieve balance in health, physical activity, and leisure pursuits. Students address concepts of peer mentoring and goal setting strategies to achieve this balance.

SPH-R 201 Annual Giving (2 cr.) (Formerly HPER-T 201) Information, skills, and resources useful to nonprofit professionals, volunteers, and donors who want to create effective annual giving programs. Emphasis on integrating key fundraising components (direct mail, special events, telemarketing, personal solicitation, matching gifts, and technology) into coherent development plans.

SPH-R 202 Major Gifts and Planned Giving (2 cr.) (Formerly HPER-T 202) Techniques and best practices used to cultivate, solicit, and close large philanthropic commitments from individuals. Focus on different ways gifts can be designed (or "planned") to fit the needs of the donor and maximize the impact on the nonprofit recipient.

SPH-R 203 Development Services (2 cr.) (Formerly HPER-T 203) Behind-the-scenes foundation for planning and managing innovative and effective resource

development (fundraising) efforts. Emphasis on practical resources and techniques in research, stewardship, information systems, and development technologies.

SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.) (Formerly HPER-R 270) Overview and rationale for the provision of recreation, park, and tourism services for all populations and ages with a focus on individuals with disabilities. Moral and legal issues, relevant terminology, accessibility guidelines, awareness of needs and abilities of under-represented groups, and techniques for the inclusion of individuals of all abilities.

SPH-R 212 Computers in Park, Recreation, Sport, and Tourism Management (3 cr.) (Formerly HPER-R 237) An introduction to computer applications in parks, recreation, sports, and tourism. The primary emphasis is placed on word processing, spreadsheet, database, presentation, desktop publishing, electronic mail, and Internet computing skills.

SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.) (Formerly HPER-R 205) Exploration of the uniqueness of public and nonprofit recreation service providers, including their history and mission, while developing an understanding of community and societal issues related to their programs, services and administration of these agencies, and the nature of working in public service.

SPH-R 221 Recreation Facility Management (3 cr.) (Formerly HPER-R 266) Exploration of the uniqueness of public and nonprofit recreation service providers, including their history and mission, while developing an understanding of community and societal issues related to their programs, services and administration of these agencies, and the nature of working in public service.

SPH-R 223 Recreation Based GIS (3 cr.) (Formerly HPER-R 283) Introductory GIS course focusing on acquiring, mapping and analyzing geographic information as it relates to recreation, park and tourism issues. Potential issues include planning, transportation, marketing, natural resource management and demographics.

SPH-R 230 Recreational Sport Programming (3 cr.) (Formerly HPER-R 206) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings.

SPH-R 250 Topics in Recreation, Park, and Tourism Studies (3 cr.) (Formerly HPER-R 220) Emerging topics in recreation, parks, and tourism, emphasizing current research and practice. Specific topics vary. Repeatable once for credit with different topic.

SPH-R 301 Capital Campaigns (2 cr.) (Formerly HPER-T 301) Advanced course in resource development/fundraising focusing on the successful organization, implementation, and completion of a capital campaign. Especially applicable for future and current nonprofit managers and fundraisers.

SPH-R 303 Development Marketing and Analytical Services (2 cr.) (Formerly HPER-T 302) Introduction to

the integration of for-profit marketing practices into the nonprofit culture.

SPH-R 304 Statistical Applications in Leisure Studies (3 cr.) (Formerly HPER-R 390) Introduction to the principles and practices of research analysis. Statistics is the mathematical tool used to describe research observations and to make inferences. Emphasis will be placed on the concepts and assumptions behind a statistical test and in the test's mathematical description.

SPH-R 311 Management in Recreation, Parks, and Tourism (3 cr.) (Formerly HPER-R 330) Study of management principles and practices of the public agency, non-profit association, and private for-profit enterprise operating parks, recreation areas and facilities, and providing recreation programs and services.

SPH-R 312 Career Perspectives & Internship Preparation (3 cr.) P: SPH-R 110. (Formerly HPER-R 392) Survey of recreation, park, and tourism services as a career field, to familiarize students with concepts related to professionalism and the internship and job search process. Students will practice the process of career planning through self-assessment and exploration of career options, and will receive feedback on interview and writing skills.

SPH-R 314 Data-Based Decision-Making Methods (3 cr.) P: Completion of mathematical modeling requirement. (Formerly HPER-R 395) Overview of the processes of research and evaluation as encountered in leisure services. Development of inquiry skills useful for planning and management, and various methods of effective information collection and synthesis. Practice using factual evidence to support programming or planning decisions and to document the outcomes of programs being implemented.

SPH-R 315 Leadership in a Diverse Society (3 cr.) (Formerly HPER-R 310) Exploration into the nature of leadership and of diversity within oneself and society, including workplaces, work practices, and policies. Study of theoretical models of leadership, diversity, and social interaction, to explore how leadership can be enhanced through diversity.

SPH-R 321 Aquatic Management (3 cr.) (Formerly HPER-R 302) Skills/knowledge necessary to assume a management role in the area of aquatics will be covered. Course will introduce aspects of managing a variety of aquatic settings, and will acquaint students with the latest trends in aquatic programs/facilities/equipment. Materials/testing to become certified in American Red Cross Lifeguard Management included.

SPH-R 335 Sport and Violence (3 cr.) (Formerly HPER-R 335) This course explores the roots of violence from the content of sport. Foundations in the theoretical framework of sport in society from historical, sociological, and psychological perspectives are discussed as well as linkage to contemporary resources that address this problem.

SPH-R 350 Seminar in Recreation and Parks (1-3 cr.) (Formerly HPER-R 317) Park and recreation current issues seminar. Topic varies with the instructor and year. Consult the online Schedule of Classes for current information. Repeatable for credit with different topic.

SPH-R 381 Leisure and Aging (3 cr.) (Formerly HPER-R 365) Explores the role of leisure in adult development with specific focus on the aging process, leisure needs, and leisure services. Basic concepts associated with leisure, aging, targeting leisure services, research, and public policy are presented in light of forecasting leisure demand in the 21st century.

SPH-R 389 Practicum in Fundraising (1-3 cr.) (Formerly HPER-T 399) Designed to facilitate the acquisition of practical knowledge and experiences in fundraising and resource development under faculty/agency supervision.

SPH-R 390 Graduate Prerequisite in Recreation and Park Administration (3 cr.) (Formerly HPER-R 391) An overview of the various disciplines within the field of Recreation, Park, Tourism and Sport intended for graduate students with minimal background in recreation and leisure services.

SPH-R 391 Readings in Recreation, Park and Tourism Studies (1-3 cr.) P: Instructor permission. (Formerly HPER-R 399) Individualized advanced study of specific topics under faculty direction. Repeatable for credit.

SPH-R 395 Practicum in Recreation, Park and Tourism Studies (1-6 cr.) P: Instructor permission. (Formerly HPER-R 398) Practical field experience under faculty supervision and with seminar discussions. Repeatable for credit.

SPH-R 396 Work Experience in RPTS (0 cr.) (Formerly HPER-R 397) This class allows students on a visa to register when completing curricular practical training or other work experience, such as the 320 Hours, required for a Recreation degree. Repeatable.

SPH-R 401 Advanced Planned Giving: Wills and Estates (2 cr.) (Formerly HPER-T 401) Advanced course for students contemplating a career in fundraising with a specialization in major gifts and planned giving. Pre-law students will also find this course useful.

SPH-R 412 Marketing for Leisure Services (3 cr.) (Formerly HPER-R 422) Application of marketing principles to leisure service delivery systems, including procedures for developing marketing plans for leisure service organizations and agencies. Emphasis on organizing and analyzing the marketing process and planning the marketing mix, including product, price, place, and promotion.

SPH-R 413 Fiscal Management for Leisure Service Organizations (3 cr.) (Formerly HPER-R 451) Financing leisure products and services in public- and private-sector delivery systems. Emphasis on sources and methods of financing; forecasting cost and income; and budgeting, pricing and fiscal management through use of computer technology.

SPH-R 414 Legal Aspects of Recreation (3 cr.) (Formerly HPER-R 441) Provides students with basic understanding of legal liability, the risk management process, negligence, intentional torts, constitutional torts, strict liability, standard of care, attractive nuisance, and other legal subjects. Introduction to personnel and contract laws well as strategies for reducing the probability of litigation.

SPH-R 425 Strategic Planning for Recreation, Park and Tourism Organizations (3 cr.) (Formerly HPER-R 468) Study of strategic and comprehensive planning, its application and processes, including management components and influences. Emphasis on the planning process, public engagement techniques, research methods, trends analysis and planning models.

SPH-R 426 Human Resource Management in Leisure Services (3 cr.) (Formerly HPER-R 471) Principles and practices of human resource management in recreation and leisure service agencies will be studied with emphasis upon the skills necessary to manage full-time, part-time, and seasonal employees as well as volunteers.

SPH-R 431 Youth Sport Management (3 cr.) P: SPH-R 230. (Formerly HPER-R 472) Exploration and examination of youth sport history, philosophy, developmental stages of youth, sport management and programming, and current issues and events necessary to deliver youth sport programming within a variety of settings, agencies and/or organizations.

SPH-R 434 Legal Issues in Sport Settings (3 cr.) (Formerly HPER-R 411) The course purpose is to provide a fundamental understanding of the American system of jurisprudence, statutory, tort, contract, trademark, and constitutional laws while educating students about the legal risks and issues inherent in the management of sport programs as a way to avoid or reduce the probability of litigation.

SPH-R 484 Workshop in Recreation, Park, and Tourism Studies (1-6 cr.) (Formerly HPER-R 403) Topics in recreation, park, and tourism studies, in an interactive setting emphasizing application, under the direction of faculty members. Repeatable for credit with different topic.

SPH-R 492 Research in Recreation, Park and Tourism Studies (1-3 cr.) P: Instructor permission; Cumulative GPA of at least 3.0; Research proposal must be approved in advance. (Formerly HPER-R 499) Undergraduate independent research under the guidance of a faculty member. Repeatable for credit.

SPH-R 497 Professional Internship (12 cr.) P: Overall and major GPA of at least 2.0; completion of 320 Hours; instructor permission. Non-Recreational Therapy majors P: R392, R430, and at least junior standing. Recreational Therapy majors P: all recreational therapy classes, anatomy, physiology, lifespan development, and abnormal psychology. (Formerly HPER-R 463) Supervised real world experience for students to practice the relevant knowledge and skills required to enter careers in recreation and leisure, and to extend their professional network. Interns will have a site supervisor and an Indiana University Internship Coordinator who assigns specific tasks and evaluates the intern's work.

SPH-R 499 Internship in Fundraising (1-3 cr.) P: Instructor permission; Internship must be approved in advance. (Formerly HPER-T 499) Designed as a hands-on full-time work experience in fundraising and resource development for eight to fourteen weeks with a selected agency.

SPH-R 510 Philosophy of Leisure and Recreation (3 cr.) (Formerly HPER-R 500) Exploration of philosophical, ethical, historical, and cultural foundations

for recreation in society; challenge of leisure and role of recreation in present and future environments.

SPH-R 511 Organizational Leadership of Leisure Services (3 cr.) (Formerly HPER-R 520) Organization and administration of public and not-for-profit agencies, with emphasis on leadership and management skills, including empowerment, envisioning, organizing, quality, and other contemporary management issues.

SPH-R 512 Administrative Theory and Management Practices in Leisure Services (3 cr.) (Formerly HPER-R 525) Investigations of how administrative theory and management practices in leisure services have changed since 1900. Involves the study of contemporary and future management issues influencing the delivery of leisure services in public and nonprofit settings. Particular emphasis given to implications for leisure service managers and organizational responses.

SPH-R 522 Tourism Planning and Management in Recreation, Park, and Nonprofit Agencies (3 cr.) (Formerly HPER-R 580) Introduction to the basic elements and concepts of tourism planning. Examines the planning process for developing regional tourism, as well as the most common approaches to planning for specific types of tourism and tourism-related facilities. Special emphasis given to the planning of city tourism.

SPH-R 523 Policy Studies in Outdoor Recreation and Tourism (3 cr.) (Formerly HPER-R 540) Critical analysis of the historic development, current status, and changing patterns of public policy in outdoor recreation and tourism and related environmental sustainability as it pertains to the United States and selected countries. Intensive examination of selected public policy issues, particularly those affecting tourist and visitor experience and relative impacts.

SPH-R 524 Fundraising for Public and Nonprofit Agencies (3 cr.) (Formerly HPER-R 524) Provides basic principles of professional fund-raising including why people give, how funds are raised, legal and ethical considerations, volunteerism, and institutional advancement. Applies to a broad array of graduate students in the fields of recreation, sports, fine arts, music, and education.

SPH-R 525 Foundations of Conservation, Parks, and Recreation (3 cr.) (Formerly HPER-R 507) The course will explore the philosophical, ethical, historical and cultural foundations of conservation, park and recreation in America and its importance related to present environmental and social problems. The course will review current research in the field and philosophical frameworks.

SPH-R 526 Great Lakes Park Training Institute (1 cr.) (Formerly HPER-R 535) Practicum in the management of a continuing education institute for park and recreation administrators, supervisors, and technicians.

SPH-R 528 Recreation Resource Administration (3 cr.) (Formerly HPER-R 542) Examination of resource management approaches to recreation resource administration, including an ecological and sociological approaches to understanding complex problems and issues, management practices, resource policies, and allocation of resources. Special focus on legal and ethical aspects of resource management, environmental

protection, personnel management, and budget formulation.

SPH-R 531 Comprehensive Recreation Planning/Park Design (3 cr.) (Formerly HPER-R 530) Procedures for developing community comprehensive park and recreation plans and specific plans for parks, including design characteristics for selected recreation and support facilities. Emphasis on planning policies and procedures, surveys, data gathering, and design concepts.

SPH-R 544 Legal Aspects of Recreation Administration (3 cr.) (Formerly HPER-R 544) Concentrates on the legal aspects of parks, recreation, tourism, and sports. Provides students with an understanding of the risk management process, negligence, intentional torts, strict liability, standards of care, and attractive nuisance.

SPH-R 550 Special Concerns in Parks and Recreation (1-5 cr.) (Formerly HPER-R 515) Current issues in a variety of park and recreation settings. Topics vary with instructor and year. Consult the Schedule of Classes for current information. Repeatable for credit with different topic.

SPH-R 571 Recreational Sports Administration (3 cr.) (Formerly HPER-R 570) The study of recreational sports (informal/intramural/extramural/club sports) relevant to historical developments, philosophical foundations, programming implications, and administrative considerations.

SPH-R 572 Dynamics of Recreational Sport Environment (3 cr.) (Formerly HPER-R 571) Study of the interaction of the participant in the recreational sports environment as it relates to the individual's self-awareness, social awareness, and physical awareness. The role of sport in society, from a global perspective, is examined with particular emphasis on the recreational sport participant.

SPH-R 573 Seminar in Recreational Sports (2 cr.) (Formerly HPER-R 572) Focuses on the experiences that relate directly to the basic programmatic and administrative aspects of recreational sports services. Various topics discussed by faculty members and practitioners with specialized areas of expertise.

SPH-R 574 Human Resource Management in Recreational Sports (3 cr.) Principles and practices of human resource management in recreational sport organizations, emphasizing the skills necessary to manage full-time, part-time, and seasonal employees and volunteers. The course will consist of lectures, discussions, case studies, video presentations, and learning applications. Opportunities for supervisory skill development in the classroom will be provided.

SPH-R 588 Leisure and Aging (3 cr.) (Formerly HPER-R 565) Explores the role of leisure in adult development with specific focus on the aging process, leisure needs, and leisure services. Basic concepts associated with leisure, aging, targeting leisure services, research, and public policy are presented in light of forecasting leisure demand in the 21st century.

SPH-R 595 Recreation, Park, and Tourism Studies Workshops (1-6 cr.) (Formerly HPER-R 503) Topics of relevance to individuals in the field of Recreation,

Park, and Tourism Studies and related areas. Specific topics vary and conducted in workshop fashion under the direction of faculty members.

SPH-R 598 Master's Project in Administration (2-4 cr.) (Formerly HPER-R 539) Provides administration master's candidates with an understanding of processes, requirements, and expectations of the master's project. Provides a head start to the completion of the master's project.

SPH-R 599 Master's Thesis (1-5 cr.) P: Instructor permission; Submission and approval of thesis committee form. (Formerly HPER-R 599) Repeatable for credit.

SPH-R 691 Readings in Recreation (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required.; Reading proposal must be approved in advance. (Formerly HPER-R 641) Individualized advanced study of specific topics under faculty direction. Topic areas within which study contracts may be developed include park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Repeatable for credit.

SPH-R 692 Research Seminar in Recreation, Parks, and Tourism Studies (1 cr.) (Formerly HPER-R 645) This advanced topical seminar is required of all Ph.D. students and M.S. students who intend to complete a thesis. The seminar substantively explores important topics in the conduct of evidence-based research in leisure studies.

SPH-R 693 Independent Study and Research (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required.; Research proposal must be approved in advance. (Formerly HPER-R 640) Independent research conducted under guidance of a graduate faculty member. Repeatable for credit.

SPH-R 694 Seminar in Recreation (1-3 cr.) (Formerly HPER-R 667) Seminars in one or more of the following emphasis areas are as indicated each semester in the Schedule of Classes: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Repeatable for credit with different topic.

SPH-R 695 Practicum in Recreation and Parks (1-6 cr.)
P: Instructor permission. (Formerly HPER-R 643) Field experience as specified in written individualized contracts with supervising faculty. Practicums are available in the following areas of emphasis: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Repeatable for credit.

SPH-R 697 Internships in Recreation and Parks (2-8 cr.) P: Instructor permission; Internship must be approved in advance. (Formerly HPER-R 642) Supervised off-campus professional field experience in appropriate agencies or other approved settings. Only S/F grades given. Internships are available in the following areas of emphasis: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor

recreation, tourism, armed forces recreation, and resource management. Repeatable for credit.

SPH-R 698 Capstone Studies in Parks, Recreation, Tourism and Public Lands (3 cr.) (Formerly HPER-R 607) The course provides students enrolled in distance education MS degree program with an understanding of processes, requirements, and expectations of the profession, and serves as a portfolio type project for students to end their degree requirements. The course is designed to frame the student's experience in the master's degree allowing them to develop a creative master's level project, that is applied or theoretical, demonstrating their proficiency with the complex knowledge, skills and abilities of the field of parks, recreation, tourism and public lands.

SPH-R 710 Social Psychology of Leisure (3 cr.)
P: SPH-R 510 or instructor consent. (Formerly HPER-R 701) Students gain an understanding of the application of social psychology to one important aspect of human life-leisure behavior.

SPH-R 711 Higher Education in Recreation, Parks, and Tourism Studies (3 cr.) (Formerly HPER-R 702) Investigation and discussion of current trends and issues affecting higher education in recreation, parks, and leisure services.

SPH-R 712 Inquiry Methodology in Leisure Behavior (3 cr.) (Formerly HPER-R 703) In-depth study of the realm of research in leisure behavior. Conceptual and methodological issues involved in problem formulation and application of appropriate designs.

SPH-R 791 Advanced Readings in Recreation (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required.; Open only to doctoral students; Reading proposal must be approved in advance. (Formerly HPER-R 741) Individualized advanced study of specific topics under faculty direction. Topic areas within which study contracts may be developed are: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Repeatable for credit.

SPH-R 792 Advanced Research in Recreation (1-5 cr.)
P: Instructor permission and a graduate GPA of at least 3.0 required.; Open only to doctoral students; Research proposal must be approved in advance. (Formerly HPER-R 740) Research conducted under the direction of and with the advance approval of a member of the graduate faculty in one of the following areas: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Repeatable for credit.

SPH-R 794 Doctoral Seminar: Leisure Behavior (3 cr.) (Formerly HPER-R 704) This course explores philosophy of science and inquiry methodology applied to the study of leisure. Course topics include: (a) exploration of philosophy of science; (b) appraisal of social science inquiry methodologies; (c) analysis of research paradigms, ideologies, concepts, and tools; and (d) critical evaluation of the body of knowledge about leisure. Course participants engage in the observation, review, analysis,

and evaluation of research exemplars, and the practice of scientific inquiry.

SPH-R 799 Ph.D. Dissertation (1-30 cr.) P: Instructor permission required. (Formerly HPER-R 799) Repeatable for credit.

Tourism, Hospitality, and Event Management - SPH-T SPH-T 201 Tourism and Commercial Recreation (3 cr.) (Formerly HPER-R 236) Analysis of private, commercial, and industrial recreation fields, focusing on economic impact, marketing strategies, consumer protection, and career opportunities.

SPH-T 203 Introduction to Lodging Management (3 cr.) (Formerly HPER-R 252) Provides an overview and introduction of lodging management from historical and operational perspectives as well as current issues and future trends in lodging industry. Students acquire management insights to operations of front desk, housekeeping auxiliary facilities, and back office.

SPH-T 211 International Tourism (3 cr.) (Formerly HPER-R 240) Overview of international tourism and its importance to world-wide destinations, focusing on the complexity of the world's diverse tourism opportunities, cultures, attractions, facilities, associated natural and cultural resources, and the role of sustainability in global tourism operations. Areas of investigation will range from conventional mass tourism to alternative tourism settings.

SPH-T 301 Sustainable Tourism (3 cr.) (Formerly HPER-R 350) Examination of critical issues in sustainable tourism, including positive and negative influences of tourism on the destination's economy, culture, and environment, and the role of sustainability in both conventional mass tourism and alternative tourism settings.

SPH-T 311 Convention Management and Meeting Planning (3 cr.) (Formerly HPER-R 351) To enhance their effectiveness in the tourism and commercial recreation industry, students should extend this programming focus to include nonrecreational facilities and services, particularly those associated with various groups and types of meetings such as conventions, banquets, receptions, and special events.

SPH-T 321 Resort Management (3 cr.) (Formerly HPER-R 352) This class provides an overview of resort management, including the history of travel, evolution of resort management, resort design, and the emerging trends of resort development. In addition, the students will explore a variety of managerial problems and apply problem-solving skills to a critical issue (e.g. marketing).

SPH-T 323 Festival and Event Management (3 cr.) (Formerly HPER-R 353) Focus on key management, marketing and operational areas in festival & event tourism, including managing culture and leisure experiences, merchandising and retail, catering, ticketing and pricing operations, the role of politics and policy, and issues in the economics of event tourism and risk management.

SPH-T 333 Festival and Event Tourism (3 cr.) P: SPH-T 201. Study of key operational areas including destination branding, social impacts, heritage interaction, urban regeneration, the role of politics and policy, and the economics of event tourism. Application of current best

practices through case studies in local arts and cultural events, food and wine festivals, mega sporting events, and heritage settings.

SPH-T 410 Event Planning and Program Development (3 cr.) P: Junior standing. (Formerly HPER-R 430) Students learn event planning and program techniques while applying course materials to real-world experiences through service learning. Students will develop and facilitate event planning and recreation programs through the study of a variety of models including the event/program development cycle.

SPH-T 411 International Meeting Planning (3 cr.) (Formerly HPER-R 455) Course addresses the organization and production of international corporate business meetings, seminars, incentive trips, and conventions using innovative and cost-effective programs impacted by changing business needs. International issues include organizing and/or hosting international events, managing international finances, cultural considerations, international contracting, marketing, and legalities, and convention safety and security.

SPH-T 431 Green Operations in Hospitality Services (3 cr.) (Formerly HPER-R 457) Overview of green management in the hospitality business from the perspectives of history, operations, and future trends. Focus on green operations including waste management, design, marketing, and purchasing.

SPH-T 513 Economics and Marketing for Leisure and Tourism (3 cr.) (Formerly HPER-R 522) Marketing's role in promoting tourism destinations with focus on the effects of economic, social, cultural, technological, and legal changes in tourism. Controllable variables essential to tourism marketing success are examined in addition to how marketing guides tourism destination's business strategy.

SPH-T 550 Foundational Issues: Research in Tourism (3 cr.) (Formerly HPER-R 516) This class will provide an analysis of historical tourism research to provide the foundation, context, and background of contemporary issues and research agendas facing the tourism field today.

SPH-T 552 Contemporary Issues in Tourism Studies (3 cr.) (Formerly HPER-R 518) A critical overview of tourism studies from different social science perspectives, including politics, economy, environment, society, culture, geography, community development, psychology, and marketing.

Wilderness and Outdoor Skills - SPH-W

SPH-W 110 Outdoor Adventure Leadership Skills (1 cr.) (Formerly HPER-O 110) This course provides opportunities for application of pre-existing outdoor adventure skills in a natural setting. Students will learn general leadership concepts and have opportunities to practice and apply leadership skills to land- and water-based outdoor adventure activities.

SPH-W 111 Wilderness Survival (1 cr.) (Formerly HPER-O 111) This course is designed to introduce the techniques required for wilderness survival and living skills and also to promote your awareness of self and nature, shelter construction, friction fire, and wilderness ethics. Classroom knowledge and skills will be followed with a

weekend in the back country practicing and refining newly acquired skills.

SPH-W 112 Wilderness Survival-Advanced (1 cr.)

P: SPH-W 111 or instructor consent. (Formerly HPER-O 112) Introduces students to "gearless survival" skills, including creating basic stone tools, shelter, and fire by friction utilizing only essential natural materials. Designed to promote awareness of self and nature, shelter construction, friction fire making, and wilderness ethic.

SPH-W 113 Backpacking (1 cr.) (Formerly HPER-O 113)

Introduces the basics of backpacking and backcountry camping, including proper equipment selection, use of topographic map, water purification, campsite selection, and Leave No Trace ethics. This is a highly experience-based course where students will engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

SPH-W 115 Leave No Trace (3 cr.) (Formerly HPER-O 115) Provides the Leave No Trace principles and ethics and opportunity to practice minimum impact skills. Highly experienced-based course where students will engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

SPH-W 116 Wilderness First Aid (1 cr.) (Formerly HPER-O 116) Help prepare students to obtain the Wilderness First Aid certification. Highly experience-based course where students will be followed by scenarios conducted outside the classroom. A third of the class time will be spent outside practicing skills in scenarios.

SPH-W 117 Swiftwater Rescue (1 cr.) (Formerly HPER-O 117) Designed to help students respond quickly and safely to water emergencies. Topics include self rescue, broaching, entrapment, throw rope technique, Z-pulley systems, first aid, rescue equipment, kayak and raft rescue, swift water safety.

SPH-W 120 Fundamentals of Search and Rescue (2 cr.) (Formerly HPER-O 120) This course prepares students for national certification as a Search and Rescue (SAR) Tech II according to the National Association of Search and Rescue. Content includes topics in three major areas: survival and support, search, and rescue. Course provides practical experience during simulated search and rescue operations during day/evening scenarios.

SPH-W 121 Wildland Firefighting (2 cr.) (Formerly HPER-O 121) Provides basic knowledge/skills necessary to become qualified as a wildland firefighter for state or federal agencies. Topics of course are oriented toward suppression of wildland fires. Successful completion of the course and pack test (aerobic capacity) will qualify students for Red Card certification as a Wildland Firefighter.

SPH-W 122 Wilderness Living Skills (1 cr.) (Formerly HPER-O 122) Designed to introduce students to the essential techniques for earth living (i.e fire by friction, shelter building, etc.) in a back country setting. Most class time will be spent in the field using experiential learning approaches with another portion taught from readings, presentations, and lectures.

SPH-W 125 Mountain Biking (1 cr.) (Formerly HPER-O 125) Designed to introduce the practical knowledge

and techniques of mountain biking: Based upon the International Biking Association (IMBA) rules of the trail. Learning proper trail use and care is a fundamental point covered to allow enjoyment of nature on the scenic trails surrounding Bloomington. Students participate through inquisitive learning as well as demonstrating new skills.

SPH-W 129 Map and Compass (1 cr.) (Formerly HPER-O 129) Designed to introduce practical knowledge and techniques of topographic map and compass. Highly experience-based course where students engage in camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 130 Orienteering (1 cr.) (Formerly HPER-O 130) This course is designed to introduce you to the fundamentals of orienteering. Course topics include an overview of the sport in which the competitor is given a topographic map of a forest marked with a course consisting of a series of check points to be visited. Students will learn map reading and compass skills practicing their skills on an orienteering course.

SPH-W 132 Canoeing (1 cr.) (Formerly HPER-O 132) Introduces the basics of canoeing, including paddle strokes, essential maneuvers, basic canoe rescues, and Leave No Trace ethics. Highly experience-based course where students will engage in camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 133 Whitewater Canoeing (1 cr.) (Formerly HPER-O 133) Designed to introduce the essential techniques required in whitewater canoeing. Topics covered include canoeing strategies and tactics, water safety, river dynamics, and relevant whitewater canoeing equipment. Highly experience-based course where students engage in genuine reflection and new skill development.

SPH-W 134 Whitewater Rafting (1 cr.) (Formerly HPER-O 134) Designed to introduce the essential techniques required in whitewater rafting. Topics covered include rafting strategies and tactics, water safety, river dynamics, and relevant whitewater rafting equipment. Highly experience-based course where students engage in genuine reflection and new skill demonstration.

SPH-W 135 Whitewater Kayaking (1 cr.) (Formerly HPER-O 135) Designed to introduce the essential techniques required in whitewater kayaking strategies and tactics, water safety, river dynamics, and new skills demonstration.

SPH-W 136 Coastal Kayaking (1 cr.) (Formerly HPER-O 136) This course will provide you with an overview of the essential skills and knowledge for safe paddling on inland protected waters. These skills include essential maneuvering strokes, wet exits, assisted and unassisted rescues, kayak equipment, safety planning, and Leave No Trace ethics.

SPH-W 137 Coastal Kayaking-Intermediate (1 cr.) (Formerly HPER-O 137) Reviews fundamental coastal kayaking techniques and introduces advanced techniques in boat control, paddle, and water navigation on a large body of water. Highly experience-based course where students engage in camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 138 Cross Country Skiing (1 cr.) (Formerly HPER-O 138) This course will help you develop the fundamental skills and knowledge for cross country skiing and winter backcountry travel. This course introduces you to flat-track techniques then progresses to uphill and downhill techniques.

SPH-W 139 Snowshoeing (1 cr.) (Formerly HPER-O 139) This course will entail two days of snowshoeing in a winter environment. It is designed to provide you with the overview of snowshoeing techniques and winter living skills. This is a highly experience based course where participants must engage in site setting, snowshoeing safety, genuine reflection and Leave No Trace ethics.

SPH-W 140 Snowboarding (1 cr.) (Formerly HPER-O 140) This course is designed to introduce or further the skills of the student in snowboarding. Intended for all experience levels from beginners to advanced. The Nationally Certified Instructors of Paoli Peaks will tailor lessons to the specific wants and needs of the student to help advance their snowboarding skills.

SPH-W 141 Winter Camping (1 cr.) (Formerly HPER-O 141) Designed to introduce winter camping to safely enjoy the winter environment while efficiently traveling and camping in the back country. Highly experience-based course where participants must engage in the site settings, genuine reflection, and Leave No Trace ethics.

SPH-W 143 Ice Climbing (1 cr.) (Formerly HPER-O 143) Introduces the basics of waterfall ice climbing in a top rope situation. Topics covered include safety, gear selection, movement on ice, and perfecting tool and crampon placements. Highly experience-based course where students will actively participate to learn the ice climbing, belaying skills, genuine reflection, and Leave No Trace ethics.

SPH-W 144 Rock Climbing (1 cr.) (Formerly HPER-O 144) Designed to introduce an overview of rock climbing and belaying techniques that maximize your safety. Topics covered include safety, gear selection, general movement on rock, and perfecting hand and foot placements. Highly experience-based course where students engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

SPH-W 145 Rock Climbing-Intermediate (1 cr.) P: SPH-W 144 or instructor consent. (Formerly HPER-O 145) This course is designed to build on skills introduced in Rock Climbing and introduce you to intermediate rock climbing techniques and anchor building. This is a highly experience based course where participants must engage in site setting, rock climbing safety, anchor building, decision making, and genuine reflection.

SPH-W 147 Indoor Climbing (1 cr.) (Formerly HPER-O 147) Introduces climbing and belaying techniques. Highly experience-based course where students engage in site setting, climbing safety, proper belay techniques and new skill demonstrations. Includes an introduction to lead climbing and belaying lead falls.

SPH-W 148 Indoor Climbing-Intermediate (1 cr.) (Formerly HPER-O 148) Builds on the basic climbing skills learned in Indoor Climbing and help develop lead climbing skills and lead belaying technique and skills. Highly experience-based course where students engage

in site setting, climbing safety, genuine reflection, and new skill demonstration.

SPH-W 149 Vertical Caving (1 cr.) (Formerly HPER-O 149) Designed to introduce you to the essential techniques in vertical caving. Highly experience-based course where students engage in the use of equipment, rappelling technique, caving commands, genuine reflection, and new skill demonstration in the beautiful cave throughout the Midwest.

SPH-W 190 Foundations of Outdoor Adventure (2 cr.) Experiential overview of basic concepts, principles, and practices in the areas of outdoor adventure and wilderness stewardship, emphasizing the construction of personal meaning in the context of lifelong learning.

SPH-W 305 Introduction to Wilderness Leadership (2 cr.) (Formerly HPER-O 305) This ten-week course introduces principles and practices in planning, leading, and evaluating outdoor trips. Students study wilderness leadership theory and techniques while also planning and implementing two weekend field practicum experiences. This course is typically the first step in becoming a trip leader with Outdoor Adventures.

Recreational Therapy - SPH-Y

SPH-Y 225 Disability, Health, and Function (3 cr.) (Formerly HPER-T 220) Students will be provided with a model of disabling conditions including physical, mental, developmental, intellectual, hearing and vision, and other disabilities related to aging. Content will focus on etiology, prognosis, symptomatic conditions, prevalence, and its relationship to public health. Models of disability and medical terminology will be covered.

SPH-Y 277 Foundations of Recreational Therapy Practice (3 cr.) (Formerly HPER-R 277) The entry level course to Recreational Therapy, this class provides an overview of the foundations of practice and theory, and historical development and evolution of the Recreational Therapy profession. Students will become familiar with Recreational Therapy as an allied health profession, service delivery models, and practice settings.

SPH-Y 378 Recreational Therapy Assessment and Planning (3 cr.) P: SPH-Y 277 (Formerly HPER-R 378) This class is the first in a two-part series to learn appropriate treatment skills for the entry-level recreational therapist. This is a service learning class, and the laboratory section must be taken simultaneously in order to receive credit for the class.

SPH-Y 379 Recreational Therapy Facilitation Techniques and Evaluation (3 cr.) P: SPH-Y 378 (Formerly HPER-R 379) Basic concepts, methods, and techniques associated with the selection and implementation of therapeutic interventions, and the evaluation of the interventions towards the treatment goals of the patient. This is a service learning class, and the laboratory section must be taken simultaneously in order to receive credit.

SPH-Y 397 Recreational Therapy Internship and Professional Preparation (3 cr.) P: Prerequisite or corequisite: SPH-Y 378 (Formerly HPER-R 396) This course is designed to prepare students for their required professional internship through a review of skills, consideration of the best placement for their career goals,

and planning for the job search. Professional preparatory skills will also be developed and honed.

SPH-Y 470 Contemporary Issues in Recreational Therapy (3 cr.) (Formerly HPER-R 479) This course is designed to advance the student's knowledge of issues and concerns that influence the provision of recreational therapy services and the advancement of the profession. Students are required critically to examine and discuss issues impacting the health care field.

SPH-Y 472 Recreational Therapy in the Health Care Environment (3 cr.) P: SPH-Y 277 (Formerly HPER-R 462) This course presents the foundation for understanding the contemporary health care system, as well as developing systematic program design, implementation and management of recreational therapy services. Students will understand the insurance and reimbursement systems; relevant guidelines and standards related to health care organizations; and the process of program development.

SPH-Y 560 Professional Development for Therapeutic Recreation (3 cr.) (Formerly HPER-R 560) Contemporary principles and understanding for the delivery of therapeutic recreational service. Opportunities to refine personal and professional philosophy of therapeutic recreation.

SPH-Y 561 Advanced Therapeutic Recreation Processes (3 cr.) (Formerly HPER-R 561) Techniques, approaches, procedures, and practices in the provision of therapeutic recreation service.

SPH-Y 562 Social Psychology of Therapeutic Recreation (3 cr.) (Formerly HPER-R 562) An examination of the social psychology of therapeutic recreation service. Emphasis on social and organizational behaviors relevant to therapeutic recreation.

SPH-Y 563 Program Development and Consultation in Therapeutic Recreation (3 cr.) (Formerly HPER-R 563) Concerns in developing and providing therapeutic recreational programs and consultation.

Departments & Centers

The School of Public Health - Bloomington is composed of the Department of Applied Health Science; the Department of Environmental Health; the Department of Epidemiology and Biostatistics; the Department of Kinesiology; the Department of Recreation, Park, and Tourism Studies; and the Division of Campus Recreational Sports. Several research and service centers operate within the school, including:

Applied Health Science

- Applied Health Behavior Research Laboratory
- Center for Research on Health Disparities
- Center for Sexual Health Promotion
- Center for Student Leadership Development
- Indiana Prevention Resource Center
- Industrial Hygiene Laboratory
- Institute for Research on Addictive Behavior
- Nutrition Science Laboratories
- Rural Center for AIDS/STD Prevention
- Tobacco Control and Wellness Research Working Group

Environmental Health

- Oxidative Stress and Environmental Analysis Core Laboratory

Epidemiology and Biostatistics

- Study Design and Data Analysis Consulting Center

Kinesiology

- Counsilman Center for the Science of Swimming
- Counsilman Center Indiana Swim Team
- Human Performance Laboratories
- President's Challenge Physical Activity and Fitness Awards Program
- Athletic Training Facilities
- Underwater Science Laboratory
- Wynn F. Updyke Center for Physical Activity

Recreation, Park, and Tourism Studies

- Aquatic Institute
- Bradford Woods
- Center for Sport Policy and Conduct
- Eppley Institute for Parks and Public Lands
- Executive Development Program
- Great Lakes Park Training Institute
- Leisure Research Institute
- National Center on Accessibility

Close working relationships are maintained with other schools, institutes and centers on the campus, and programs on other IU campuses. Examples include the Karl F. Schuessler Institute for Social Research, the Kinsey Institute, and the Department of Economics, among many others.

Applied Health Science

- Faculty
- Description of the Program
- Areas of Specialization
- Degree Programs
- Careers
- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

Chairperson Lohrmann

Assistant Chairperson Sherwood-Laughlin

Director Graduate Education Middlestadt

Director Undergraduate Education Murray

Professors Goodman, Hendryx, Lohrmann, McCloskey, Middlestadt, Reece, Seo, Torabi, Yarber

Associate Professors Dodge, Ellis, Fly, Herbenick, Lindeman, Obeng

Assistant Professors Barnes, Beckmeyer, BlueEye, Guerra-Reyes, Lin, Macy, Meyerson

Clinical Professors Kay, Sherwood-Laughlin

Clinical Associate Professors Huber, Murray, Slates

Clinical Assistant Professor Getz

Senior Lecturers Applegate, Getty, Ray, Thiagarajah

Academic Specialist Finley

Associate Research Scientists Gassman

Assistant Research Scientist J. Agley

Research Associates Ables, D. Agley, Alter, Anderson, DeSalle, Jones, Jun, King, Lay, Nowicke, Olcott,

Radanovich, Reynolds, Sadler, Samuel, Seitz de Martinez, Wolf

Post-Doctoral Fellows Jayawardene, Lawrence, Lee

Visiting Lecturers Githiri, Morse

Visiting Research Associate Dowty

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Description of Program

The Department of Applied Health Science at Indiana University is one of the oldest, most respected professional and academic degree granting entities in the United States. The department offers study in dietetics, human development and family studies, nutrition science, public health, safety management, youth development, and school and college health education. It has one of the most highly respected health behavior doctoral programs in the nation, and the MPH program has four Department of Applied Health Science concentrations, including Social, Behavioral and Community Health, which is among the best of approximately 300 similar programs nationwide.

Areas of Specialization

The department offers comprehensive curricula of undergraduate and graduate degree programs and courses that emphasize the importance of education in the prevention of personal and family problems related to lifestyle and health behavior. Seven areas of specialization are available to the student:

- **Dietetics** is the profession of utilizing food and nutrition science to both prevent and treat disease and promote a healthy lifestyle. Students learn to practice the principles of nutrition, food science, and food management in an applied setting. The curriculum meets standards established by the Commission on Accreditation of Dietetics Education (CADE) of the American Dietetic Association (ADA) for the Didactic Program in Dietetics (DPD).
- **Human development and family studies** specializes in the examination of human well-being and behavior from the perspective of lifespan development, and within the context of the intimate environment of the family. As an applied field, it focuses on the illumination of relationships and behavior through application of theories on family and human development.
- **Nutrition science** integrates the understanding of nutrition with physical and life sciences to promote healthy lifestyles. It has become an increasingly popular academic pursuit for IU pre-med, pre-dental, and pre-physician assistant students. Nutrition science provides a thorough background in advanced science courses preparing not only nutrition-savvy medical professionals, but also nutrition educators and researchers.
- **Public health** focuses on assessing, understanding, and responding to the social, behavioral, and ecological factors that influence the health of communities throughout the world along with managing the systems that are responsible for protecting the public's health. Public health professionals work with individuals and communities through government agencies, nonprofit organizations, hospitals, and corporations.

Fully accredited by the Council on Education for Public Health (CEPH), the MPH program has four Department of Applied Health Science concentrations, which include behavioral, social, and community health, public health administration, professional health education, and family health. Each MPH concentration includes core classes in epidemiology, biostatistics, environmental health, health behavior theory, and health administration.

- **Safety and safety management** programs develop the skills and professional competencies to support workplace safety and health programs and efforts in both public and private organizations. This program promotes the increasingly important area of safety and health in today's technological workplace through education; hazard identification, evaluation, and control; and risk management. Safety professionals are the leaders in protecting corporate resources and workers' lives.
- **School and college health education** provides comprehensive and coordinated programs that promote the health of children and young adults. Students accrue professional skills required to design, deliver, and assess effective health instruction in schools and colleges. Undergraduate students can earn secondary teacher certification in a joint program with the School of Education. The graduate program allows for advanced study, focusing on leadership roles in school health programs and university health centers.
- **Youth development** prepares students for the professional delivery of services which focus on the infant, child and adolescent across all ability levels and within the family, community context. Required courses build a strong foundation to serve youth through integration of key professional topics including: professionalism, cultural and human diversity, applied human development, relationships and communication, and program development.

Academic Programs

Academic programs currently available in the Department of Applied Health Science

Undergraduate Academic Programs

Certificate in Safety Management

Bachelor of Science in Applied Health Science Degree

Majors:

Dietetics
Health Education-Secondary Teacher Preparation
Human Development and Family Studies
Nutrition Science
Safety
Youth Development

Bachelor of Science in Public Health Degree Major:

Community Health

Optional Undergraduate Minors:

Gerontology
Human Development and Family Studies
Human Sexuality
Nutrition
Public Health
Safety

Youth Development

Cognate:

School Health Education-Teaching

Graduate Academic Programs

Graduate Certificate:

Gerontology and Health

Master of Public Health Degree (M.P.H.)

Behavioral, Social, and Community Health

Family Health

Professional Health Education

Public Health Administration

Master of Science in Applied Health Science Degree

Majors:

Nutrition Science

Safety Management

School and College Health Education

Doctor of Philosophy (PhD.) Degree Major:

Health Behavior

Doctoral Minors: Addictive Behaviors

Gerontology

Health Behavior

Health Promotion

Human Development and Family Studies

Human Sexuality Education

Nutrition Science

Public Health Education

Safety Management

School and College Health Education

Careers

Sources of potential employment for program graduates are numerous and varied and include public health agencies; public and private schools and colleges; local, state, and federal agencies; international agencies; voluntary health agencies; professional associations; clinics, hospitals, and private health care facilities; business; industry; and the military. Prospects for employment are excellent, especially if the individual is willing to relocate. The department actively gathers placement opportunities and information for students in their fields through its Placement and Career Services.

[Read more.](#)

Scholarly Inquiry

The Department of Applied Health Science has a longstanding commitment to scholarly inquiry in a broad spectrum of areas emphasizing health promotion and prevention of health problems. Research and creative activity in the department include both basic and applied work in intervention program planning and development, program evaluation, and evaluation research as well as examination of lifestyle and health behaviors related to nutrition; exercise; stress; alcohol, tobacco, and other drug abuse; individual development and family health; communicable disease (including HIV); human sexuality, health disparities, and other critical issues. Faculty and students engage in a variety of scholarly dissemination activities, including preparation of articles, textbooks, technical reports, and other publications and regularly present scholarly papers at regional, national, and international conferences. Numerous faculty members

have received professional recognition and major awards for their scholarly productivity.

Research, Instructional, and Service Projects

In addition to offering a variety of courses and degree programs, the department is continuously involved in a number of innovative research, instructional, and service projects that include the following:

- **Center for Health and Safety Studies** provides support services to the university community, to the profession, and to the state of Indiana through conferences, research projects, and the management of grants and contracts. Director: Torabi.
- **Center for Minority Health** has the mission of research, outreach, programming, and training with regard to public health and health disparities. Director: McCloskey.
- **Center for Sexual Health Promotion** is a collaborative effort of sexual health scholars from across the IU campuses and strategic partner academic institutions around the globe. These scholars, in partnership with practitioners from community-based health organizations, government, and industry, work toward advancing the field of sexual health through research, education, and training. Director: Reece.
- **Center for Student Leadership Development** The center works with existing student leaders who volunteer their time to influence and be involved with their student organizations as well as develop and deliver both academic courses and special extracurricular experiences that expand students' leadership skills and capacities.
- **Indiana Prevention Resource Center** is a statewide clearinghouse of prevention technical assistance and information about alcohol, tobacco, and other drugs, funded in part by a contract with the Indiana Family and Social Services Administration, Division of Mental Health and Addiction. The mission of the center is strengthening a behavioral health system that promotes prevention, treatment, and recovery. Director: Gassman.
- **Indiana University Institute for Drug Abuse Prevention** is directed by faculty in the Department of Applied Health Science and provides a research and service infrastructure for a wide range of drug prevention grants and contracts. Co-directors: Gassman and Torabi.
- **Rural Center for AIDS/STD Prevention** has, as its major focus, the promotion of AIDS/STD prevention in rural America. Senior Director: Yarber. Co-directors: Meyerson and Torabi.
- **Tobacco Control and Wellness Research Working Group** provides advanced training to graduate students interested in tobacco control and wellness research. Its goals include cultivating tobacco control and wellness research partnerships between faculty and graduate students. Director: Seo.

Bulletins

- Faculty

- Description of the Program
- Areas of Specialization
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- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

Chairperson Ewert

Director Graduate Education Kamendulis

MPH Coordinator Hocevar

Professors Ewert, Gibbs, Klaunig

Associate Professors Hocevar, Kamendulis

Assistant Professors Khan, Shao

Clinical Assistant Professor Shimek

Assistant Research Scientist Wang

Post-Doctoral Fellow Wu

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Description of Program

The Department of Environmental Health is committed to understanding how environmental factors impact human health. The department is engaged in multidisciplinary research, teaching and service in Indiana, nationally and globally. We offer a rigorous academic training program in environmental health with M.P.H. and Ph.D. degrees and postdoctoral training. We seek to provide students with the necessary skills and knowledge in a variety of topics, including toxicology, occupational health, global environmental health, and human/environment interactions, to identify and solve environmental health challenges locally and globally.

Areas of Specialization

The department offers comprehensive curricula of graduate degree programs and courses that emphasize the importance of human/environment interactions as well as environmental risks to human health.

Academic Programs

Academic programs currently available in the Department of Environmental Health include:

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Major:
Environmental Health

Doctor of Philosophy (Ph.D.) Degree Major:
Environmental Health

Careers

Graduates with an M.P.H. degree in environmental health may be employed as air pollution specialists; drinking water and ground water specialists; food safety specialists; hazardous waste specialists; industrial hygienists; solid waste specialists; toxicologists; among others. Potential employers for program graduates are numerous and varied and include city, county, and state health agencies; environmental consulting agencies; federal government; international health agencies; nonprofit agencies; higher education; and military. According to the Bureau of Labor statistics, environmental specialist and scientist jobs are expected to increase by 28% from 2008 to 2018, making prospects for employment

excellent. Graduates with a Ph.D. degree in environmental health are prepared for careers as research scientists in government agencies, private industry as well as higher education.

Scholarly Inquiry

The Department of Environmental Health has a commitment to scholarly inquiry in areas emphasizing environmental factors and their influence on human health. Research and creative activity in the department include both basic and applied work in oxidative stress, carcinogenesis, pharmacological impacts on organ function and disease, and occupational chemical exposure. In addition to research projects, faculty members engage in a variety of other scholarly activities, including preparing articles, textbooks, and other publications. Faculty members are frequently asked to present scholarly papers at regional, national, and international conferences and serve on state and national advisory panels and committees.

Research, Instructional, and Service Projects

In addition to offering a variety of courses and degree programs, the department is continuously involved in a number of innovative research, instructional, and service projects that include the following:

- **Oxidative Stress and Environmental Analysis Core Laboratory** This facility is equipped with modern analytical equipment (e.g. LC-MS/MS, GC-ECD), capable of quantifying environmental chemicals in both environmental sources and human samples, as well as biomarkers of exposure to pollutants that may impact human risk for disease development. Quantitation of environmental pollutants and by-products associated with exposure to such contaminants provides insight into how human activities impact the health of the environment, and whether these activities adversely affect human health. Director: Kamendulis

In addition, faculty research involves several aspects of toxicology and environmental health. For the past three decades, Dr. Klaunig and colleagues have been devoted to understanding the mechanisms of action by which agents – pharmaceuticals and chemicals - produce acute and chronic toxic effects. Our lab uses state of the art molecular and cellular approaches to understanding the role of chemicals in inducing or prevention of human disease. Current projects employ investigation of oxidative damage and stress in chronic disease as well as looking at the role of the environment in cancer (liver, pancreas, brain, and colon) and neurodegeneration.

Epidemiology and Biostatistics

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Faculty

Chairperson He

Director Graduate Education Luo
Professor He
Associate Professors Bidulescu, Buu
Assistant Professors Chen, Chomistek, Luo, Reiner
Clinical Assistant Professor Sayegh
Assistant Research Scientist Xun
Research Associate Li
Post-Doctoral Fellow Lewis
Visiting Lecturer Fallah

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Description of Program

The Department of Epidemiology and Biostatistics offers a Master of Public Health degree with concentrations in Epidemiology and Biostatistics, and a Doctor of Philosophy in Epidemiology. These programs are designed to prepare students in quantitative and analytical skills in epidemiology and biostatistics. The doctoral program in Epidemiology offers rigorous training in epidemiologic methods and prepares students to become independent investigators who can lead population- and clinically-based research.

Areas of Specialization

The Department of Epidemiology and Biostatistics offers two Master of Public Health programs and one doctoral path of study. These programs aim to prepare students to become effective investigators involved in study design, data collection, analysis and interpretation of population- and clinically-based research.

- The Epidemiology Program offers training for both the MPH and doctoral degree. The Master of Public Health in Epidemiology emphasizes epidemiologic methodology and the design and analysis of epidemiologic and medical studies. The program is full time with 3 semesters of course work and a one semester internship. Upon completion of the MPH degree, students will be prepared to begin careers on epidemiology research teams in government, institutes, universities or industry. In addition, these students are prepared to continue on to a doctoral program or professional school. The doctoral training in epidemiology prepares students to become independent and effective investigators and to be able to lead population- and clinically-based studies. The doctoral training can be distinguished from the Master's training by the additional training in advanced epidemiological methods and completion of several research projects culminating in the preparation and defense of the doctoral dissertation.
- The Biostatistics Program offers training for the MPH in Biostatistics. The program provides students with a background in theoretical and applied biostatistics, including data collection, data analysis, interpretation of statistical analysis and data management. These students will be well-qualified for positions as statistical analysts in academic research departments in medical schools and schools of public health or in the pharmaceutical, insurance or health care consulting industries. The program is full time with 3 semesters of course work and a one semester internship.

Academic Programs

Academic programs currently available in the Department of Epidemiology and Biostatistics include:

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Majors:
 Biostatistics
 Epidemiology

Doctor of Philosophy (Ph.D.) Degree Major:
 Epidemiology

Careers

Epidemiology

Graduates with training in epidemiology rank in the top tier of best-paid healthcare workers, according to 2013 job rankings in US News and World Report (<http://money.usnews.com/careers/best-jobs/epidemiologist>). The Bureau of Labor Statistics has predicted employment growth in this field at almost 36% between 2010-2020; exceeding the average for all occupations. Epidemiologists can be found in local, state, and federal government, businesses, especially insurance companies, pharmaceutical companies, and businesses that develop medical devices, hospitals, outpatient care centers, universities, and health foundations. A Master of Public Health (MPH) degree in epidemiology can lead to careers such as:

- Disease Surveillance Manager
- Health Data Analyst
- Epidemiologist
- Researcher

The graduate with a doctoral degree in epidemiology is prepared for a career as an independent researcher, academician, or practitioner of epidemiology. Graduates from the doctoral program may receive additional research training in postdoctoral positions at a university, research institute or federal research agency, then pursue careers as professors at universities or researchers or executive leaders in places such as the Centers for Disease Control and Prevention, the National Institutes of Health, the World Health Organization, or in the healthcare or pharmaceutical industry.

Biostatistics

Graduates with training in biostatistics are needed for development of statistical methodology and analysis and interpretation of data used in biomedical sciences and public health. Biostatisticians are employed throughout the full range of health-related systems, including, pharmaceutical and healthcare industry, public health departments, hospitals, insurance and other health administrative entities, and universities. The biostatistician provides strategic and scientific leadership for the design and development of clinical programs and associated clinical trials for therapeutic areas or compounds. The biostatistician may define the data analysis methodologies, direct implementation of methodologies and interpretation of the resulting findings, and craft and communicate key messages to internal audiences and selected external audiences. The biostatistician may also interact with regulatory agencies on matters related to the data from clinical programs or

trials. The job market in this area is expected to grow 14% from 2010 to 2020 (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Statisticians, see <http://www.bls.gov/ooh/math/statisticians.htm>).

Scholarly Inquiry

The Department of Epidemiology and Biostatistics is committed to scholarly inquiry across the fields of public health and related biomedical sciences. A key feature of research in this department is the interdisciplinary nature, with an integrated approach that capitalizes upon epidemiological principles related to understanding the complex causes of health problems, and the development of prevention and treatment strategies. Scholars advance research agendas that contribute to the understanding of the etiologies and determinants of disease, disease prevention, treatment and wellness. Research efforts are carried out in collaboration with investigators from other disciplines across schools and universities. Our research involves the application of epidemiological concepts and statistical theory and methods to the study design, the collection, analysis and interpretation of public health and biomedical data. Faculty and graduate student research in our department includes epidemiology in studies of cardiovascular disease, cancer, diabetes, obesity, infectious diseases, nutrition, and physical activity, and, biostatistics methods and applications in bioinformatics, statistical genetics, high-dimensional data analysis, and survival data analysis.

Research, Instructional, and Service Projects

In addition to offering a variety of courses and degree programs, the department is involved in a number of innovative research and service projects including:

Diabetes, Diabetes Treatment and Breast Cancer Prognosis (funded by NIH) Type 2 Diabetes and breast cancer are common diseases with tremendous worldwide health impact. This project uses the Women's Health Initiative (WHI), a large prospective cohort study, to assess the influence of pre-existing diabetes on prognosis of patients with breast cancer. The project will also examine the influence of the drug metformin on breast cancer prognosis. Metformin is used to treat diabetes but is attracting interest for its potential anticancer effects. We expect the study to advance understanding of whether and how pre-existing diabetes and diabetes treatment influence breast cancer survival. Improving knowledge of the effects of diabetes and diabetes treatment in relation to breast cancer prognosis will inform proper care not only for women who have diabetes and breast cancer, but also for women who have diabetes in general.

Trace Element Levels and Risk of Stroke (funded by NIH) Despite minor geographic shifts, the "Stroke Belt", a region of highest stroke mortality in the Southeastern US identified a half century ago, still persists today. For decades, it has been demonstrated outside the US that geographic variations in trace elements may play critical roles in the development of cardiovascular diseases. However, the geographic variation of trace element levels in relation to stroke risk remains unclear. The overall objectives of this project are to examine the associations between trace element levels and stroke risk and to investigate whether geographic variation of

trace element levels is related to the "Stroke Belt". This research will help identify at-risk individuals for stroke, thus providing important data identifying whether stroke risk can be reduced by dietary, supplemental, lifestyle or environmental interventions that modify trace element patterns.

Longitudinal Study of Caucasian and African American Colon Cancer Survivors (funded by American Cancer Society) The overall health and well-being of the growing number of cancer survivors increasingly requires attention. Cancer survivors are at elevated risk for recurrence, second cancers, and other forms of co-morbidity (e.g., cardiovascular disease, diabetes, and osteoporosis), and there are racial disparities in colon cancer prognosis and survival. Health behaviors may be associated with colon cancer prognosis and survival; however, little is known about patterns of health behaviors among persons diagnosed with colon cancer, and there is no data on possible racial differences. The purposes of this study are to quantify the extent to which health behaviors (e.g., diet, physical activity, and dietary supplement use) change following a diagnosis of colon cancer and possible racial differences. We will also examine whether colon cancer prognosis may be related to these modifiable health behaviors in both African American and White colon cancer patients.

Study Design and Data Analysis Consulting Center The Study Design and Data Analysis Consulting Center (SDDACC) in the Department of Epidemiology and Biostatistics provides a wide range of support and services through collaborative research, including biostatistics and epidemiology consulting to faculty, staff, and students within and outside the School of Public Health. Our mission is to provide our biostatistics and epidemiological expertise to support health-related research. Our team has expertise in a wide range of statistical/epidemiological methods, including study design, data collection, analysis and interpretation.

Kinesiology

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Faculty

Chairperson Koceja

Associate Chairpersons Cothran, Willett

Director Graduate Education Mickleborough

Director Undergraduate Education Grove

Professors Cothran, Koceja, Mickleborough, Pedersen, Raglin, Shea, Stager

Associate Professors Docherty, Frey, Sailes

Assistant Professors Block, Chapman, Gruber, Williams

Clinical Professors Grove, Schrader

Clinical Associate Professors Beeker, Chapin,

Johnston, Kingma

Clinical Assistant Professor Murty

Clinical Senior Lecturer Miller

Senior Lecturer Kennedy-Armbruster

Lecturers Huntoon, Lion, Ryder, Sage

Academic Specialists Kelly, Kessler, Pearce, Singleton, Willett

Post Doctoral Fellow Kitano

Visiting Professor Acikada

Visiting Lecturers Maus, McPherson

Visiting Research Associates Hale, Haydu, Tsai

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Description of Program

The Department of Kinesiology offers both undergraduate and graduate curricula. Undergraduate programs include athletic training, exercise science, health fitness specialist, sport communication, sport marketing and management, and physical education. The Dr. John M. Cooper Graduate Program in Kinesiology (Cooper Graduate Program) offers curricula in applied sport science, athletic training, biomechanics, ergonomics, exercise physiology, motor learning/control, physical activity, fitness and wellness, and sport management. The department operates human performance research laboratories.

The American Academy of Kinesiology and Physical Education ranked the human performance doctoral program seventh out of 62 programs in the nation. As IU's life sciences initiative moves forward, the Department of Kinesiology is leading the way with a nationally acclaimed program and a strong commitment to life sciences research.

The department offers an extensive program in physical activity instruction that is open to majors as well as students from other departments and/or schools on the Bloomington campus. Included in the elective courses are aquatics, conditioning, dance, fitness, individual sports, martial arts, racquet sports, and team sports.

Areas of Specialization

The Department of Kinesiology offers both undergraduate and graduate curricula. The Bachelor of Science in Athletic Training degree is offered as well as the Bachelor of Science in Kinesiology degree with concentrations in exercise science, health fitness specialist, sport communication, sport marketing and management, and physical education (K-12 teacher certification). Programs offered by the Department of Kinesiology are interdisciplinary, providing course work and appropriate practicum experiences that are excellent preparation for specific careers or for preprofessional and graduate school opportunities.

- **Athletic training** prepares the student to sit for the National Athletic Trainers' Association Board of Certification (NATABOC) examination. Additionally, the program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- **Exercise science** prepares students for graduate-level education in areas such as adapted physical education, biomechanics, ergonomics, exercise physiology, and motor learning/control. In addition, programs prepare students for entry into professional/graduate programs in areas such as physical therapy, occupational therapy, medicine, physician's assistant, dentistry, chiropractic, and other allied health fields.

- **Health fitness specialist** prepares students to work in the fitness industry. In addition, students are prepared to sit for the following three certification examinations: 1) American College of Sports Medicine (ACSM) Health Fitness Instructor; 2) American Council of Exercise (ACE) Group Exercise; and 3) CE Personal Training.
- **Sport communication** students may choose either print or broadcast concentrations with course work in journalism or telecommunications.
- **Sport marketing and management** prepares students for lower management jobs in the sport industry. Students are also prepared for movement into advanced degree programs in sport management. Sport marketing and management majors complete a comprehensive professional core of sport courses and complement this course work with an intensive core of business courses. The Kelley School of Business minor may be earned in the process of completing the sport marketing and management major.
- **Teacher preparation-all grade** is an undergraduate curriculum that combines courses in teaching methodology and the human movement sciences. Professional and technical instruction is provided for teaching various sports, dance, and fitness activities commonly taught in the elementary and secondary schools. This preparation is based on and intertwined with appropriate theoretical models and best practices that lead to all-grade (K-12) licensing in the state of Indiana.

Graduate curricula in the Dr. John M. Cooper Graduate Program in Kinesiology (Cooper Graduate Program) lead to the degrees Master of Science in Kinesiology and Doctor of Philosophy (Ph.D.) in human performance. A variety of emphasis areas are available for graduate degree candidates, including applied sport science, athletic training, human performance, ergonomics, sport management, and physical activity, fitness and wellness. The Ph.D. program in human performance emphasizes: biomechanics, exercise physiology, motor learning/control, and sport management. The department operates human performance research laboratories in these areas.

Academic Programs

Academic programs currently available in the Department of Kinesiology include:

Undergraduate Academic Programs

Certificate in Martial Arts

Certificate in Underwater Resource Management

Bachelor of Science in Athletic Training Degree

Bachelor of Science in Kinesiology Degree Majors:

Exercise Science
Health Fitness Specialist
Sport Communication-Broadcast
Sport Communication-Print
Sport Marketing and Management
Teacher Preparation-All Grade

Undergraduate Minors Aquatics (Interdepartmental: Kinesiology and Recreation, Park, and Tourism Studies)
Coaching

Exercise Science
 Fitness Instruction
 Kinesiology
 Sport Marketing and Management

Cognate

Physical Education-Teaching

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Major:
 Physical Activity

Master of Science in Kinesiology Degree Majors:

Applied Sport Science
 Athletic Administration/Sport Management
 Athletic Training
 Biomechanics
 Ergonomics
 Exercise Physiology
 Motor Learning/Control
 Physical Activity, Fitness and Wellness

Doctor of Philosophy (Ph.D.) Degree Major:

Human Performance
with the following Human Performance major emphases: Biomechanics
 Exercise Physiology
 Motor Learning/Control
 Sport Management

Careers

Continuing national attention to fitness, sports medicine, sport business and industry, and an active way of life for all makes employment prospects excellent. Examples of the many career opportunities available are aquatics management, athletic administration, athletic training, cardiac rehabilitation, coaching/athletic community centers, corporate fitness, fitness center management, program directing, personal training, fitness educator/consulting, group exercise, laboratory research, public/private school teaching, preventive medicine, pulmonary rehabilitation, research, sports information, sports reporting, sports broadcasting, audio/video production, public and/or media relations, fundraising/philanthropy, sports advertising/marketing, and youth agencies.

Scholarly Inquiry

The Department of Kinesiology faculty engages in research and creative activity in a variety of areas, including the exercise sciences, sport management, sport communication, pedagogy, and dance.

Within exercise science, the department supports research in ergonomics, exercise physiology, exercise biochemistry, motor learning, motor control, and biomechanics. Additionally, studies involving the effects of physical activity on special populations have received considerable emphasis. Over the years, funding for these scholarly activities has included such sources as the National Institutes of Health, U.S. Department of Education, Office of Special Education, the U.S. Olympic Committee, the Athletic Congress, Lilly Endowment, and the Amateur Athletic Union. Faculty and graduate students have presented research reports at various scientific meetings and published their research efforts in scientific journals. Faculty members have also presented and published papers dealing with various topics in sport as

viewed from a social science perspective. Research in sport management focuses on sport communication, sport marketing, sport history, and sociocultural issues in sport. Within these areas, studies examine issues related to sport and the media and consumption of the sport product.

The department has been concerned with the dissemination of new knowledge at all levels. Scholars have been invited to present research colloquia at national and international meetings. Graduate students have been successful in obtaining university teaching and postdoctoral research positions following completion of their doctoral programs.

Research, Instructional, and Service Projects

Department faculty is involved in numerous service and research projects conducted by its laboratories, centers, and programs. These include the Wynn F. Updyke Center for Physical Activity, the Councilman Center for the Science of Swimming, and the Human Performance Laboratories.

Recreation, Park & Tourism Studies

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- Research, Instructional, and Service Projects

Faculty

Chair B. McCormick

Associate Chairs D. Knapp, Mowatt

Director Graduate Education D. Knapp

Director Undergraduate Education Mowatt

Professors Chen, Jamieson, B. McCormick

Associate Professors Cole, D. Knapp, Mowatt, Young

Assistant Professors Farmer, Piatt, Ramos

Clinical Assistant Professor J. Knapp

Part-time Assistant Professor Voight

Lecturers Allsop, Smiley

Academic Specialists Wolter, York

Research Associates Hacker, Henderson, Hochstetler, C. McCormick, Pelto-Wheeler, Wiltz

Visiting Lecturers Ostermeyer, Sturts, Zhang

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Description of Program

The Department of Recreation, Park, and Tourism Studies is a diverse group of colleagues dedicated to the improvement of the quality of life through leisure. We accomplish this by global academic leadership and excellence in the development and dissemination of a body of knowledge. We offer both undergraduate and graduate curricula. The undergraduate curriculum, leading to the B.S. in Recreation degree, prepares students for positions as recreation activity programmers, planners, and leaders; managers of facilities; supervisors; park and recreation resource managers; and specialists in such areas as tourism management, recreational therapy,

recreational sports, public and nonprofit organizations, and outdoor adventure education. The graduate curriculum is for students preparing for careers in recreation, park, tourism and health service administration and management. In addition the doctoral curriculum prepares students for positions in higher education research and teaching.

Areas of Specialization

The Department of Recreation, Park, and Tourism Studies offers the following undergraduate specializations:

- **Outdoor Recreation, Parks, and Human Ecology** focuses on educating students about outdoor recreation resources and their use. Topics include outdoor recreation, environmental education, interpretive techniques, outdoor adventure education, nature study, recreation resource management, and organized camping.
- **Public, Nonprofit, and Community Recreation** focuses on enhancing the quality of people's lives by helping them participate in challenging and satisfying recreational activities in beautiful settings. Students acquire professional management skills that can be applied in a wide variety of recreation and leisure facilities and programs around the world. Quality courses with small faculty/student ratios and varied fieldwork opportunities guarantee our students an outstanding educational experience.
- **Recreational Sport Management** focuses on the management of people and resources in recreational sports, and provides students with a skill set to assume leadership positions in all types of participatory sports programs.
- **Recreational Therapy** prepares students to assume positions as recreational therapists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions.
- **Tourism, Hospitality, and Event Management** prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and expectations of visitors. Although the tourism industry includes transportation, travel brokers, and food and lodging, students in this program focus on the marketing and management of tourist facilities and destinations. These include government tourism divisions, hotels, resorts, convention centers, theme parks, visitor centers, cruises, and airlines.

Graduate specializations include:

- **Outdoor Recreation** is for students interested in outdoor recreation management, resource management, camping administration, outdoor/environmental education, interpretation, and outdoor leadership.
- **Park and Public Lands Management** is for students interested in stewardship of public lands and management of land-based operations at the national, state, regional, and local levels.

- **Recreation Administration** is for students interested in public agencies, private/commercial agencies, or general administration or management.
- **Recreational Sports Administration** is for students with career objectives in recreational sport administration in colleges/universities, public and private recreation agencies, or the Armed Forces.
- **Recreational Therapy** is for students interested in advanced recreational therapy practice working with person with health conditions.
- **Tourism Management** is for students interested in working in administration or management related to the tourism industry.
- **Leisure Behavior** is a Ph.D. degree program designed for graduate students wishing to pursue careers in higher education research and teaching, as well as professional careers in management and administration.

Academic Programs

Academic programs currently available in the Department of Recreation, Park, and Tourism Studies include:

Undergraduate Academic Programs

Bachelor of Science in Recreation Degree Majors:

Outdoor Recreation, Parks, and Human Ecology
Public, Nonprofit, and Community Recreation
Recreational Sport Management
Recreational Therapy
Tourism, Hospitality, and Event Management

Undergraduate Minors:

Aquatics (Interdepartmental: Recreation, Park, and Tourism Studies and Kinesiology)
Ecotourism
Event Planning
Fundraising and Resource Development
Hospitality Services
Leadership
Outdoor Recreation, Parks, and Human Ecology
Parks and Recreation Administration
Recreational Sport Management
Therapeutic Outdoor Programs
Tourism, Hospitality, and Event Management
Youth Sport Management

Graduate Academic Programs

Graduate Certificate in Therapeutic Outdoor Programs

Master of Science in Recreation Degree Majors:

Outdoor Recreation
Parks and Public Lands Management
Recreation Administration
Recreational Sports Administration
Recreational Therapy
Tourism Management

Doctor of Philosophy (Ph.D.) Degree Major: Leisure Behavior

In addition to the academic programs listed above, the department offers an intensive semester-long **Conservation and Outdoor Recreation Education (C.O.R.E.)** program. This program combines academic and experiential learning opportunities for undergraduate and graduate students committed to developing their

professional training in the fields of outdoor leadership and outdoor recreation. Students will receive 17 undergraduate credits or 12 graduate credits for successful program completion.

Careers

The department prepares students for careers in a variety of park, recreation, tourism, and leisure services settings, such as public parks and recreation; youth agencies; recreational sports facilities; hospitals, extended care facilities, and rehabilitation centers; private and commercial recreation; tourism; camping, adventure, and outdoor education; and military recreation.

Scholarly Inquiry

Scholarship in the Department of Recreation, Park, and Tourism Studies reflects a commitment to increasing the understanding of leisure and recreation at both basic and applied levels. Faculty and students are involved with scholarly research to develop findings that may be applied by practitioners. Illustrative studies on leisure behavior have been those on the leisure behavior of women and physiological indicators of leisure experiences. Examples of applied studies have been investigations to establish national standards for park and recreation systems, to determine travel behavior and decision-making patterns, and to study the effects of outdoor recreation on the behavior of children with disabilities. A second area is the scholarship of teaching, where faculty engage in creative activities such as those funded by recent curriculum development grants from the Administration on Aging and the Department of Education. A third area of applied scholarship is the development of strategic plans for leisure service agencies and the provision of accessibility training for staff members of the National Park Service.

Each graduate faculty member pursues scholarship in a specialty area, in addition to supervising scholarly activities of students. The department has several graduate emphases, including recreation and park administration; outdoor recreation; parks and public lands management; recreational sports administration; recreational therapy; tourism management; and leisure behavior.

Research, Instructional, and Service Projects

Major programs within the department include the following:

- **Aquatic Institute** The institute advances training and education efforts for all areas of aquatics that occur in communities, waterfronts, theme parks and resorts, and other venues. It also houses centers that are geared specifically for the advancement of specific aquatic interests through teaching, research, and service.
- **Bradford Woods** Indiana University's nationally recognized outdoor education and camping center has 2,500 acres and is administered by the Department of Recreation, Park, and Tourism Studies. More than 10,000 people use the facility each year for workshops, conferences, academic programs, continuing education, research, and retreats. It is also the home of Camp Riley (a national camping demonstration area for people with

disabilities) and the national headquarters of the American Camping Association.

- **Center for Sport Policy and Conduct** Founded in 2000, the CSPC provides a platform for researchers in sport management to investigate a variety of issues and concerns while also providing the opportunity for implementing positive changes in the community. Partnerships with community and international organizations have been developed and maintained in an effort to provide strong links that will yield further research and benefits to the community in the areas of youth sport development, violence prevention, and sport policy.
- **Epley Institute for Parks and Public Lands** The institute provides quality recreational and educational experiences for people through support of agencies and organizations that conserve, protect, and manage natural and cultural resources. The Epley Institute staff is uniquely qualified to serve park, recreation, and public land management agencies. The Epley Institute thrives on developing public/private partnerships, customizing training programs, providing applied and fundamental research services, and planning and design for recreation services, parks, public lands, and facilities.
- **Executive Development Program** This midcareer park and recreation program assists executives in keeping abreast of the changing world and in continuing to develop managerial skills.
- **Great Lakes Park Training Institute** Serving park executives and their staffs with up-to-date, hands-on techniques, this institute draws administrators, supervisors, and technicians from municipal, regional, state, and federal agencies in the United States and Canada.
- **Leisure Research Institute** Equipped with the latest in available computer support, this institute provides research support services to students and faculty as well as a focus for departmental research efforts and the expansion of cooperative research projects.
- **The National Center on Accessibility** The center is a national leader in the movement to include people with disabilities in recreation, parks, and tourism. Through its comprehensive services of research, technical assistance, and education, NCA focuses on Universal Design and practical accessibility solutions that create inclusive recreation opportunities for people of all abilities. The NCA is a program of Indiana University's Department of Recreation, Park, and Tourism Studies in cooperation with the National Park Service Accessibility Management Program.
- **Other Research and Service Projects** Graduate and undergraduate students are afforded non-classroom experiences through such programs and park and recreational facilities as:
 - Bloomington Parks and Recreation Department
 - Division of Campus Recreational Sports
 - Indiana Memorial Union
 - Institute for the Study of Developmental Disabilities
 - Museums
 - Outdoor Recreation Consortium
 - State and national forests, parks, and recreational areas

YMCA Fitness Center and youth agencies

Campus Recreational Sports

- Personnel
- Description of the Program

Personnel

Director Assistant Dean Bayless

Associate Director Puterbaugh

Program Directors Arvin, Geary, Heeter, McClary, Pedersen, Tippin, Ward, Whittaker

Assistant Directors Bare, Cox, Edelbrock, Fry, Grannan, Graskewitz, Jamriska, Kido, Knee, Lowry, McGhee, O'Donnell, Polley, Rhodes, Smith

Systems Analyst/Programmers Yoder

Description of Program

Since its start in 1975, IU Campus Recreational Sports has been providing a diverse array of programs and services for students, faculty, and staff of all skill levels and interests, including programs that meet the needs of students with families, people with disabilities, and international students.

The mission of IU Campus Recreational Sports is to connect, inform, and inspire people to lead active, healthy lifestyles. The vision is to be the most comprehensive, inclusive, and progressive recreational sports program in the country, through diverse sport and fitness opportunities, advancing a culture of wellness, offering student development opportunities, distinctive facilities and equipment, an enhanced sense of community, and leadership to the profession.

All students receive recreational sports membership through a portion of their student activity fee, providing access to programs and facilities at two convenient campus locations: The Wildermuth Intramural Center and the Student Recreational Sports Center (SRSC). Opened in 1995, the SRSC is a 204,000-square-foot facility with three multipurpose sport areas, a five-court field house with a 1/8-mile elevated running/ jogging/walking track, nine racquetball/squash courts, six outdoor tennis courts, a cycle-fit studio, a cardio studio, a strength circuit, a free-weights area, an auditorium, locker rooms, and a fitness consultation room.

The Councilman/Billingsley Aquatic Center is also located inside the SRSC and features an Olympic-size pool and a diving well with competition towers. Recreational Sports facilities available in the 60,000-square-foot Wildermuth Intramural Center include 10 basketball/volleyball courts and a three-lane track, a strength and conditioning room, 11 racquetball/ squash courts, three multipurpose gyms, a gym with basketball/ volleyball courts, a martial arts fort, table tennis, and Royer Pool and diving well. Additional outdoor recreational sports facilities include the Recreational Sports Field Complex at North Fee Lane, Woodlawn Field, Woodlawn Tennis Courts, the North Jordan Tennis Courts, and the Evan Williams Club Sports Field.

Campus Recreational Sports makes maximum use of all campus recreational sport facilities for aquatic, informal sports, intramural sports, club sports, fitness/wellness, and special event activities. For students who enjoy recreational activities at their leisure, informal sports hours

are available during prime time at both the Wildermuth Intramural Center and at the SRSC. Opportunities for indoor soccer are also available, with the installation of dashboards in SRSC MS2 and dedicated time for friendly challenge matches. Equipment check-out is also available at no additional charge to students with a valid Indiana University identification card. Locker rentals are available at both the Wildermuth Intramural Center and the SRSC.

The intramural sports program sponsors men's, women's, and co-intramural tournaments in team, dual, individual and special event competitions. Students interested in tournament competition will find leagues that accommodate all skill levels.

The club sports program offers students more than 44 club sports opportunities ranging from aikido to fencing to tennis to water skiing. Clubs help students share a common interest in a particular sport, whether the emphasis within the club is social, instructional, or competitive.

For students who enjoy the water, the aquatics program offers three heated indoor pools and a diving well with competition boards and towers. Noncredit swimming and diving instruction is available. Campus Recreational Sports also offers lifeguard training sessions and Water Safety Instructor (WSI) sessions for students who want to learn the techniques of water rescue or swimming instruction. With the Olympic-size pool and diving well at the SRSC's Councilman/Billingsley Aquatic Center, Campus Recreational Sports is able to host NCAA swimming, diving, and water polo competitions. It also hosts special events such as USA Swimming Speedo Junior Championships, as well as other state and national swimming events, intramural and club events, and family swim times.

The fitness/wellness program offers students the expertise of fitness/wellness consultants in two strength and conditioning rooms, with more than 400 pieces of variable resistance, free weight, and cardiovascular equipment. The fitness/ wellness program also offers over 80 group exercise sessions a week - no fee or registration required - in a variety of formats, such as cardio kickboxing, cardio core, deep water exercise, trekking, step, dance, strength, flexibility & balance, conditioning and sampler sessions for CycleFit, Mind Body and CircuitStrength. For an additional fee, a variety of specialty programs are available, including CycleFit, Mind Body, and CircuitStrength. A staff of highly qualified personal trainers is also available to provide fitness assessments, personal training services, and wellness education.

Special events include the Jill Behrman Run for the End Zone 5K Run/ Walk, the proceeds of which benefit the Jill Behrman Emerging Leader Scholarship Fund and Jill's House-a temporary residence for patients undergoing outpatient cancer treatment at the Midwest Proton Radiotherapy Institute in Bloomington. In addition, free Family Night programs are offered monthly at the Student Recreational Sports Center and open to IU and Bloomington-area community members. Campus Recreational Sports is also an active partner in the IUB new student orientation program, hosting interactive events for all incoming students, including "Sneak Peek" events at the SRSC during the summer orientation period

and RecFest, held outside the Wildermuth Intermural Center during Welcome Week in the fall. Spring Semester Kick Off events are also programmed each January to welcome back students after the winter break and encourage them to experience a variety of Campus Recreational Sports options.

Campus Recreational Sports is committed to providing educational avenues for student development, leadership, and professional preparation for undergraduate and graduate students. As one of the largest employers on campus, with over 800 part-time student hourly positions, Campus Recreational Sports hires students for positions across all program areas, including lifeguards, intramural sports officials, informal sports supervisors, member services associates, and graphic designers. Two-year graduate assistantship appointments are available in the areas of Research, Aquatics, Fitness/Wellness, Informal Sports and Equipment Operations and Intramural Sports. Campus Recreational Sports also offers more than 500 volunteer opportunities through its student advocacy body—the Student Recreational Sports Association (SRSA), special events and outreach programs, including the Jill Behrman Run for the End Zone, the Family Night Program, and through the RS Guide editorial and production team.

For students interested in a career in recreational sports management, IU has one of the country's leading programs, through the Department of Recreation, Park, and Tourism Studies. A health fitness specialist major is also available through the Department of Kinesiology. The health fitness specialist program provides specialized educational and practical experiences to those interested in a career in emerging industries related to fitness, health, and wellness.

Organizations & Services

The School of Public Health - Bloomington exists to meet the needs of a health-conscious society. Our faculty, staff, students, and alumni provide a diverse variety of services to one another and to the public. This academic bulletin describes organizations and services related to the academic mission of the school.

Academic Advising

An academic advisor is assigned to each student upon admission to the School of Public Health - Bloomington. Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, each student in the school is required to meet with his or her assigned School of Public Health - Bloomington academic advisor before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked

up in SPH 123, or the form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. (Additional registration information is available at <http://studentcentral.indiana.edu/register/index.shtml>.)

Students seeking certificates, baccalaureate degrees, and master's degrees may use online academic advisement reports and degree requirement tab sheet summaries as effective tools to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at onestart.iu.edu. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, requirements for each degree program are summarized on a degree requirement tab sheet. These tab sheets are available online at www.publichealth.indiana.edu/degrees/index.shtml, or in printed form in the School of Public Health - Bloomington Records Office in SPH 123. The tab sheet summary for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, suggested electives, and other information. These advising tools are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility.

A doctoral student will have course work individually prescribed by the student's faculty advisory committee. Doctoral students must meet with their academic advisors to determine the sequence in which to enroll in the prescribed courses.

Alumni Board of Directors

The School's alumni board is dedicated to enriching the lives of alumni through tangible services, meaningful relationships, continuing education opportunities, and active involvement with the School and Indiana University. It exists:

- To be an active participant in implementation of School plans.
- To sponsor special events and social activities of interest to alumni and friends.
- To offer lifelong learning opportunities for our alumni and friends.
- To celebrate the lives and accomplishments of our faculty, staff, students, alumni, and friends and to communicate their messages of *Living Well Through Health Lifestyles*.
- To link current students with alumni and friends of the University.

Assessment of Student Learning

In preparing students to face the important individual and societal wellness challenges and demands of tomorrow, the faculty of the School of Public Health - Bloomington strives to provide the highest-quality undergraduate and graduate academic programs available in the nation. Assessment of student success is a formalized, ongoing, dynamic process that demonstrates accountability in the achievement of the school's academic mission. The assessment process helps students and professors judge the mastery of the learning outcomes that are specified in

the school's assessment plan for each academic program. In addition to knowledge of content, other outcomes assessed by faculty involve the student's skills in oral and written communication, analysis, critical thinking, judgment, problem solving, decision making, valuing, interaction, and leadership. The faculty values assessment as a basis for improvement of the curriculum, courses in the majors, and enhancement of the quality of teaching. The central test of teaching is student learning.

Career Services

Each academic department actively provides career resources and services for students in their fields. Services include: career exploration, job search assistance and resources, resume and cover letter development, interview preparation, internship coordination, workshops, employer information sessions, on-campus interview opportunities, networking events, and job fairs. Contact your major department office or your academic advisor for more details.

Dean's Alliance

Under the leadership of Mohammad R. Torabi, Dean, the Alliance is charged with providing assistance to enhance the quality, reputation, and financial strength of the School as well as providing support to students, faculty, and programs.

Specifically, the Dean's Alliance:

- Aids the Dean in defining and realizing the institutional goals of the school;
- Serves as ongoing consultants to the school as strategies are revised and created;
- Undertakes committee assignments where members' individual expertise or influence can be beneficial to the school;
- Utilizes members' experiences and insight to develop and support ways and means of advancing the presence of the school in the State of Indiana, the region, the nation, and around the world; and
- Plays an important conceptual role in enhancing fundraising efforts by assisting the school to make key contacts.

School of Public Health - Bloomington Awards & Scholarships

A variety of awards and scholarships are available for admitted undergraduate and graduate students in the School of Public Health - Bloomington. Eligibility criteria for these awards vary. Some of these considerations include demonstration of academic excellence, leadership in extracurricular activities, and financial need. Students are encouraged to discuss these award and scholarship possibilities with their academic advisors. Award amounts vary, based on funding availability. For more information, contact the School of Public Health - Bloomington's Office of Communication and Development, (812) 855-4712, or visit www.publichealth.indiana.edu/current-students/financial-aid/scholarships.shtml.

School of Public Health - Bloomington Library

The School of Public Health - Bloomington Library is conveniently located on the ground level of the HPER Building and collects resources that support the learning,

instruction, and research of students and faculty in the School of Public Health - Bloomington. As a part of the vast IU Libraries network, the School of Public Health - Bloomington Library holds more than 22,000 titles in its collection, provides access to a multitude of electronic resources, reference books, videos in DVD and VHS, and more than 250 periodical subscriptions. The Library's computer cluster has 17 computers loaded with all standard software supported by the campus and two networked printers. Services include interlibrary loan, reference assistance, reserves, request delivery, and photocopying. For further information on the School of Public Health - Bloomington Library, visit the IUB Libraries Web site at www.libraries.iub.edu/index.php?pagelid=83.

Office of Global and Community Health Partnerships

The School of Public Health-Bloomington has a long tradition of engaging community partners to address critical public health needs. The Office of Global and Community Health Partnerships fosters partnerships that promote student engagement, workforce development, continuing education, community service, and collaborative and community-based research. The Office focuses on two-way partnerships between the School of Public Health-Bloomington and local, state, national, and international collaborators to promote public health:

- student engagement
- workforce development
- continuing education
- community service
- community-based research
- leadership outreach

Identification, tracking, and support of existing partnerships are part of the mission of this office, as well as the development, implementation, and support of new partnerships. In addition, the Office facilitates communication and information-sharing among those involved in the partnerships it fosters.

Student Organizations

Students are encouraged to participate in the student organizations of the School of Public Health - Bloomington. For more information on organizations, membership eligibility, and activities, contact the department or division in which the organization is listed. Some of these organizations are:

School of Public Health - Bloomington Undergraduate Student Advisory Council

The Dean's Undergraduate Student Advisory Council, is represented by a cross-section of undergraduate representatives from all academic departments of the School, and serves to advise and assist the Dean on matters of strategic importance to the School. Specifically, it exists to render advice to the Dean and/or his designates on matters related to planning, and decision-making involving issues of strategic importance to undergraduate students; to assist with recommending, planning, and sponsoring special events and social activities of interest to students; to link current students with alumni and friends of the University.

School of Public Health - Bloomington Graduate Student Advisory Council

This school council is composed of two representatives from each academic department, appointed annually by the departments to discuss issues of interest to their student constituents within the school. This council also serves in an advisory capacity to the dean.

Public Health Student Assembly

The Public Health Student Assembly is the student organization that represents the interests of students enrolled in public health degree programs. The PHSA is open to all students in the School of Public Health - Bloomington and provides students with opportunities to participate in governance and program decision-making. Members are also involved in professional opportunities, leadership activities, and social events that enhance the student experience.

School of Public Health - Bloomington International Club

The School of Public Health - Bloomington International Club fosters academic and social support for international students and facilitates contact among the School's students, faculty, and alumni.

Applied Health Science Student Organizations

American Society of Safety Engineers
Eta Sigma Gamma—Nu Chapter (the national health science honorary)
Indiana University Dietetics Club

Kinesiology Student Organizations

Association of Student Sport Management Professionals
Kinesiology Club
Student Athletic Training Council

Recreation, Park, and Tourism Studies Student Organizations

Graduate Recreation Society
Outdoor Recreation Club
Recreational Sport Management Club
Recreational Therapy Club
Tourism Management Club

SRSA: Student Recreational Sports Association

The Student Recreational Sports Association is a student organization acting as an advisory and programming group to IU Campus Recreational Sports. The association is a communication liaison between students, the recreational sports staff, and IU Bloomington administration. SRSA is dedicated to monitoring, improving, and promoting recreational sport opportunities of students, faculty, and staff at Indiana University Bloomington. To achieve this mission, the association has participant advisory groups for each program area (aquatics/informal sports, intramural sports, club sports, fitness/wellness) and special committees established to work on projects of common interest (facilities, special projects, marketing). Call (812) 855-6432 or visit www.iurecsports.org/srsa for additional information.

Faculty

The School of Public Health-Bloomington has more than 162 full-time faculty members. They are internationally known for their research and leadership contributions in the fields of applied health; environmental health; kinesiology; recreation, parks, and tourism; epidemiology;

and biostatistics. Faculty research explores a broad range of topics from factors that contribute to movement science, to healthy lifestyle choices and personal health, and to environmental issues.

Current Faculty

- Ables, Erin M., M.A. (Indiana University, 2008), *Research Associate and Adjunct Lecturer in Applied Health Science*
- Acikada, Caner, Ph.D. (Marmara University, 1990), *Visiting Professor in Kinesiology*
- Agle, Daniel L., Ed.D. (University of Maryland, 1988), *Research Associate and Adjunct Lecturer in Applied Health Science*
- Agle, Jonathan D., Ph.D. (Indiana University, 2011), *Assistant Research Scientist and Adjunct Lecturer in Applied Health Science*
- Allsop, Jared W., M.S. (University of Utah, 2002), *Lecturer in Recreation, Park, and Tourism Studies*
- Alter, Randi Jean, Ph.D. (Indiana University, 2006), *Research Associate and Adjunct Lecturer in Applied Health Science*
- Anderson, Susan, MPP (University of Missouri, 2013), *Research Associate and Adjunct Lecturer in Applied Health Science*
- Applegate, Trent, H.S.D. (Indiana University, 2002), *Senior Lecturer in Applied Health Science*
- Armbruster, Luke, *Adjunct Lecturer in Kinesiology*
- Arvin, Christopher S., M.S. (Eastern Illinois University, 1993), *Adjunct Lecturer in Kinesiology*
- Bailey, Morgan L., B.S. (Indiana University, 2014), *Adjunct Lecturer in Kinesiology*
- Barbrick, Donna M., B.A. (Indiana University, 1980), *Adjunct Lecturer in Kinesiology*
- Barnes, Priscilla, Ph.D. (Western Michigan University, 2010), *Assistant Professor in Applied Health Science*
- Bayless, Kathryn George, M.S. (Indiana University, 1974), *Assistant Dean for Campus Recreational Sports*
- Beckmeyer, Jonathan J., Ph.D. (University of Missouri, 2012) *Assistant Professor in Applied Health Science*
- Beebe, Kelzie E., B.A. (Harvard University, 2004), *Adjunct Lecturer in Kinesiology*
- Beeker, Charles D., M.A. (Indiana University, 2003), *Clinical Associate Professor in Kinesiology and Director, Underwater Science Program*
- Benedek, Jonathan J., M.S. (Indiana University, 2011), *Adjunct Lecturer in Kinesiology*
- Benson, Barbara B., J.D. (Indiana University, 1978), *Adjunct Lecturer in Kinesiology*
- Bidulescu, Aurelian, Ph.D. (University of North Carolina, 2006), *Associate Professor in Epidemiology and Biostatistics*
- Blair, Robert E., M.S. (Indiana University, 2010), *Adjunct Lecturer in Applied Health Science*
- Block, Hannah J., Ph.D. (The Johns Hopkins University, 2009), *Assistant Professor in Kinesiology*
- BlueEye, LaDonna J., Ph.D. (Indiana University, 2014), *Assistant Professor in Applied Health Science*
- Bomba, Angela K., M.S. (Indiana University, 2003), *Adjunct Lecturer in Applied Health Science*

- Breaux, Kayla M., B.A. (*Southern Illinois University, 2013*), Adjunct Lecturer in Kinesiology
- Bressanini Salzano, Rafael, A.A., Adjunct Lecturer in Kinesiology
- Bruner, John T., B.A. (*Indiana University, 2004*), Adjunct Lecturer in Kinesiology
- Buu, Yuh-Pey Anne, Ph.D. (*University of Florida, 2003*), Associate Professor in Epidemiology and Biostatistics
- Calvin, David M., M.S. (*Indiana University, 1995*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- Camp, L. Jean, Ph.D. (*Carnegie-Mellon University, 1996*), Adjunct Professor in Applied Health Science
- Campbell, Jonathan D., Adjunct Lecturer in Kinesiology
- Campbell, Michael A., M.A. (*Ohio University, 1994*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- Capuano, Alfred A., Ed.D. (*Brigham Young University, 1978*), Adjunct Lecturer in Applied Health Science
- Chamness, Jeffrey J., A.S. (*Vincennes University, 1994*), Adjunct Lecturer in Kinesiology
- Chapin, G. Keith, Ph.D. (*Michigan State University, 1995*), Clinical Associate Professor in Kinesiology
- Chapman, Robert F., Ph.D. (*Indiana University, 1996*), Assistant Professor in Kinesiology
- Cheeseman, Dan L., B.A. (*University of Iowa, 1971*), Adjunct Lecturer in Kinesiology
- Chen, Joseph S., Ph.D. (*The Pennsylvania State University, 1996*), Professor in Recreation, Park, and Tourism Studies
- Chen, Zhongxue, Ph.D. (*Southern Methodist University, 2007*), Assistant Professor in Epidemiology and Biostatistics
- Chomistek, Andrea K., Sc.D. (*Harvard University, 2011*), Assistant Professor in Epidemiology and Biostatistics
- Chow, Y. Angela, Ph.D. (*University of Hong Kong, 2008*), Assistant Professor in Applied Health Science
- Clausing, Stacey M., M.S. (*Indiana University, 2015*), Adjunct Lecturer in Applied Health Science
- Cole, Shu, Ph.D. (*Texas A&M University, 1998*), Associate Professor in Recreation, Park, and Tourism Studies
- Coniaris, Mary Kay, Adjunct Lecturer in Kinesiology
- Connelly, Cassandra, B.S. (*Indiana University, 2007*), Adjunct Lecturer in Kinesiology
- Connelly, Katherine H., Ph.D. (*University of Illinois, 2003*), Adjunct Associate Professor in Applied Health Science
- Cooper, Keema M., Ph.D. (*Indiana University, 2007*), Adjunct Lecturer in Applied Health Science
- Cooper, Samuel A., M.S. (*Chapman College, 1986*), Adjunct Lecturer in Applied Health Science
- Cooperman, Erin, J.D. (*University of Toledo, 2006*), Academic Specialist and Director Office of Global and Community Health Partnerships, School of Public Health-Bloomington, and Adjunct Lecturer in Applied Health Science
- Cothran, Donetta J., Ph.D. (*University of Maryland, 1996*), Professor and Associate Chair in Kinesiology
- Davis, Earon S., J.D. (*University of Washington, 1975*), Adjunct Lecturer in Kinesiology
- Dawson, Shay L., M.A. (*Kent State University, 2003*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- de Leon, Bernadette, M.S. (*Indiana University, 1997*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- de Siqueira, Amaury C. M.D. (2002), Academic Specialist in School of Public Health-Bloomington
- Deal, Mark R., M.S. (*Indiana University, 1986*), Adjunct Lecturer in Kinesiology
- Delong, Janet, D.P.T. (*University of Indianapolis, 2010*), Adjunct Lecturer in Applied Health Science
- DeSalle, Mallori L., M.A. (*Truman State University, 2008*), Research Associate and Adjunct Lecturer in Applied Health Science
- Docherty, Carrie, Ph.D. (*University of Virginia, 2003*), Associate Professor in Kinesiology and Interim Associate Dean for Community and Global Engagement in the School of Public Health-Bloomington
- Dodge, Brian, Ph.D. (*Indiana University, 2002*), Associate Professor in Applied Health Science
- Dowty, Rachel M., M.P.H. (*Indiana University, 2013*), Visiting Research Associate in Applied Health Science
- Duncan, Kate M., B.A. (*Illinois State University, 2014*), Adjunct Lecturer in Kinesiology
- Ellis, Nancy T., H.S.D. (*Indiana University, 1979*), Associate Professor in Applied Health Science
- Emetu, Roberta E., M.A. (*Indiana University, 2014*), Adjunct Lecturer in Applied Health Science
- Engels, Jennifer S., M.S. (*Indiana University, 2007*), Adjunct Lecturer in Applied Health Science
- Erwin, Julia B., M.Sc. (*Indiana University, 2014*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- Evans, Randy J., Adjunct Lecturer in Applied Health Science
- Ewert, Alan W., Ph.D. (*University of Oregon, 1982*), Professor and Chair in Environmental Health; and the Patricia and Joel Meier Endowed Chair in Outdoor Leadership in Recreation, Park, and Tourism Studies
- Fallah, Mosoka P., Visiting Lecturer in Epidemiology and Biostatistics
- Famiglietti, Jamie, M.S. (*Suny College at Buffalo, 2015*), Adjunct Lecturer in Kinesiology
- Farmer, James R., Ph.D. (*Indiana University, 2009*), Assistant Professor in Recreation, Park, and Tourism Studies
- Finley, Kathy L., M.S. (*Indiana University, 2000*), Academic Specialist in Applied Health Science
- Fleming-Moran, Millicent E., Ph.D. (*University of North Carolina, 1988*), Adjunct Associate Professor in Applied Health Science
- Fletcher, Deborah P., B.S. (*IUPUI, 2010*), Adjunct Lecturer in Applied Health Science
- Fly, Alyce D., Ph.D. (*University of Illinois, 1991*), Associate Professor in Applied Health Science
- Forrest, Gina, M.P.H. (*Indiana University, 2006*), Visiting Research Associate in Office of Global and Community Health Partnerships, School of Public

- Health-Bloomington; and Adjunct Lecturer in Applied Health Science*
- Fowler, Kristine R., M.S. (*Barry University, 2012*), *Adjunct Lecturer in Kinesiology*
 - Frame, Stephanie L., *Adjunct Lecturer in Kinesiology*
 - Frazier, Renaye L., M.A. (*University of Indianapolis, 2009*), *Research Associate in SPH Engage, School of Public Health-Bloomington*
 - Freeze, Joshua D., B.S.C. (*Indiana University, 2013*), *Adjunct Lecturer in Kinesiology*
 - Frey, Georgia C., Ph.D. (*Oregon State University, 1993*), *Associate Professor in Kinesiology*
 - Fulton, Timothy A., B.S. (*Indiana University, 2012*), *Adjunct Lecturer in Kinesiology*
 - Fulton, Timothy J., B.A. (*University of Northern Iowa, 2013*), *Adjunct Lecturer in Kinesiology*
 - Furman Jr., Lowell B., B.S., *Adjunct Lecturer in Kinesiology*
 - Garl, Tim C., M.A. (*University of Mississippi, 1979*), *Part-time Instructor in Kinesiology*
 - Gassman, Ruth, Ph.D. (*Rutgers University, 1995*), *Associate Scientist and Director, Indiana Prevention Resource Center in Applied Health Science*
 - Getty, Victoria M., M.Ed. (*The Pennsylvania State University, 1987*), *Senior Lecturer in Applied Health Science*
 - Getz, Deborah, Re.D. (*Indiana University, 2000*), *Clinical Assistant Professor in Applied Health Science; and Director of SPH Engage in the School of Public Health-Bloomington*
 - Gharakhani, Asghar, M.S. (*Indiana University, 1975*), *Academic Specialist in SPH Engage, School of Public Health-Bloomington*
 - Gibbs, Shawn G., M.B.A. (*University of Nebraska, 2012*), Ph.D. (*University of Cincinnati, 2002*), M.S. (*University of Cincinnati, 2000*), *Professor in Environmental Health and Executive Associate Dean, School of Public Health-Bloomington*
 - Gibson, Michael W., B.S. (*Indiana University, 2002*), *Adjunct Lecturer in Applied Health Science*
 - Githiri, Virginia T., Ph.D. (*Indiana University, 2012*), *Visiting Lecturer in Applied Health Science*
 - Glecker, Wendy, *Adjunct Lecturer in Kinesiology*
 - Goldsmith, Evelyn S., Ed.D. (*Indiana University of Pennsylvania, 1987*), *Academic Specialist in the School of Public Health-Bloomington*
 - Gonin, Madeleine, *Adjunct Lecturer in Kinesiology*
 - Gooch, Lisa L., M.S. (*Indiana University, 2007*), *Adjunct Lecturer in Applied Health Science*
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