

Public Health Bloomington Bulletin

Administration

School of Public Health - Bloomington

- MOHAMMAD R. TORABI, Ph.D., M.P.H., M.S.P.H., *Interim Dean*
- KATHLEEN R. GILBERT, Ph.D., *Executive Associate Dean*
- MICHAEL REECE, Ph.D., M.P.H., *Associate Dean for Research and Graduate Studies*
- DAVID M. SKIRVIN, Ed.D., *Assistant Dean for Administration*
- KATHRYN GEORGE BAYLESS, M.S., *Assistant Dean, and Director, Campus Recreational Sports*

Departmental Chairpersons

- DAVID LOHRMANN, Ph.D., *Interim Chairperson, Department of Applied Health Science*
- BRYAN P. MCCORMICK, Ph.D., *Interim Chairperson, Department of Environmental Health*
- HE, KA, M.D., Sc.D., M.P.H., *Chairperson, Department of Epidemiology and Biostatistics*
- DAVID M. KOCEJA, Ph.D., *Chairperson, Department of Kinesiology*
- BRYAN P. MCCORMICK, Ph.D., *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 School of Public Health - Bloomington is to facilitate research and scholarly inquiry, the preparation of professionals, and the provision of services which contribute to public health and well-being. Our departments focus on prevention of disease, achievement of high-level wellness and quality of life, and exploration of the human ecology and the life experience from birth to death. We embrace lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles for *Living Well*.

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 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 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 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 Recreation degree program with its five majors in: Outdoor Recreation, Parks, and Human Ecology; Public, Nonprofit, and Community Recreation; Recreational Sport Management; Recreational Therapy; and Tourism, Hospitality, and Event Management is nationally accredited by the Council on Accreditation for Recreation, Park Resources, and Leisure Studies.
- 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 Outreach Program is accredited by the Association of Experiential Education and the American Camps Association.

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

Associate of Science in Safety Management Degree Bachelor of Science in Public Health Degree (BSPH)

Major:

- Community 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:

- Dance
- 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

Associate of Science in Safety Management

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

Description of Program

The undergraduate degree, Associate of Science in Safety Management, prepares graduates for entry-level employment in the industrial, business, public, and non-profit sectors. Students gain skills to increase their effectiveness as a safety technician or emergency responder.

Admission

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

A newly admitted freshman pursuing the degree, Associate of Science in Safety Management will complete the first 26 credits of the degree while in the University Division. The student enters the School of Public Health - Bloomington when the student meets both the following criteria:

- The student must successfully complete at least 26 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 earn the Associate of Science in Safety Management degree. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 two-year program is designed to prepare entry-level safety technicians or inspectors. The associate degree may serve as a foundation for students seeking a bachelor's degree in safety. A minimum 2.0 cumulative grade point average (GPA) and 26 credit hours are required for admission to this program. Graduation requirements include:

- a minimum of 64 successfully completed credit hours which count toward the degree program. 39 of the 64 credits must be in safety and health courses and 25 credits must be supporting general education courses.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: HPER-H, and HPER-S.
- No Pass/Fail except for free electives.

Associate Degree Requirements (64 cr.)

Safety and Health Courses (24 cr.)

- HPER-S 101 Introduction to Safety (3 cr.)
- HPER-S 151 Legal Aspects of Safety (3 cr.)
- HPER-S 201 Introduction to Industrial Hygiene (3 cr.)
- HPER-S 202 Fundamentals of Fire Protection (3 cr.)
- HPER-S 251 Incident Investigation and Analysis (3 cr.)
- HPER-S 345 Safety Program Management (3 cr.)
- HPER-S 352 System Safety Analysis (3 cr.)
- HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.)

Elective Health and Safety Courses (15 cr.)

Select 15 credit hours from the following:

- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 263 Personal Health (3 cr.)
- HPER-S 231 Safety Engineering and Technology (3 cr.)
- HPER-S 317 Topical Seminar in Safety Education (1-3 cr.)
- HPER-S 345 Safety Program Management (3 cr.)
- HPER-S 415 Safety Education and Training (3 cr.)

- HPER-S 425 Safety Process Administration and Leadership (3 cr.)
- HPER-S 430 Exploring Safety Culture (3 cr.)
- HPER-C 403 Public Health Program Planning (3 cr.)

Communication Courses (9 cr.)

- ENG-W 131 Elementary Composition 1 (C–minimum) (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- CMCL-C 121 Public Speaking (3 cr.)

Science Courses (10 cr.)

Select 10 credit hours from the following:

- ANAT-A 215 Basic Human Anatomy (5 cr.)
- Any chemistry course (3-5 cr.)
- Any physics course (3-5 cr.)
- Any mathematics course (100 level or above) (3-4 cr.)

Psychology and Social & Historical Studies Courses (6 cr.)

- PSY-P 101 Introductory Psychology I (3 cr.)
- Social and historical studies 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.

Careers

According to a recent survey of American Society of Safety Engineers members, the largest employer groups are insurance, service industries, health care, construction, manufacturing, nonprofit organizations such as the Red Cross, consulting firms, and the government (OSHA, NIOSH, CDC, FEMA, DOD). Typical job titles include safety technician, safety inspector, safety educator or emergency responder.

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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or an 80 on the Internet-based test, is required for direct admission to the School of School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (90-94 cr.)

Public Health Course Requirement (21 cr.)

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

Complete each of the following courses:

- HPER-C 366 Community Health (3 cr.)
- HPER-C 403 Public Health Program Planning (3 cr.)
- HPER-H 311 Human Disease and Epidemiology (3 cr.)
- HPER-H 391 Introduction to Health Information and Statistics (3 cr.)

- HPER-T 150 Introduction to Public Health (3 cr.)
- SPEA-H 124 Health Care Management and Policy (3 cr.)
- SPEA-H 316 Environmental Health (3 cr.)

Health Course Requirement (17 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.)
- HPER-C 310 Health Care in Diverse Communities (3 cr.)
- HPER-C 444 Field Experience in Public Health Education (5 cr.)
- HPER-H 263 Personal Health (3 cr.) **+S&H**
- HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

Additional Required Courses (31-35 cr.)

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-L 100 Humans and the Biological World (5 cr.) **+N&M** or L 104 Introductory Biology Lectures (3 cr.) **+N&M** or L 112 Biological Mechanisms (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 (5 cr.) **+N&M**
- CMCL-C 121 Public Speaking (3 cr.) **+A&H**
- 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

- HPER-C 440 Research in Public Health (1-3 cr.)
- HPER-C 441 Readings in Public Health (1-3 cr.)
- HPER-H 317 Topical Seminar in Health Education (1-3 cr.)

Public Health, Gerontology

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

Human Development and Family Studies

- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+N&M**

- HPER-F 317 Topical Seminar in Human Development and Family Studies (3 cr.)
- HPER-F 341 Effects of Divorce on Children (3 cr.)
- HPER-F 345 Parent/Child Relations (3 cr.)
- HPER-F 348 Human Development BI: Early, Middle, and Late Adulthood (3 cr.)
- HPER-F 355 Leading Family Process Discussion Groups (3 cr.)

Topical Health and Health Promotion

- HPER-H 150 Preschool Children's Health (3 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 163 Emerging Health Issues (3 cr.)
- HPER-H 172 International Health and Social Issues (3 cr.) **+S&H**
- HPER-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 205 Introduction to Health Education (S/F) (1 cr.)
- HPER-H 220 Death and Dying (3 cr.) **+S&H**
- HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)
- HPER-H 235 Obesity and Health (3 cr.) **+S&H**
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 306 Men's Health (3 cr.)
- HPER-H 315 Consumer Health (3 cr.)
- HPER-H 318 Drug Use in American Society (3 cr.)
- HPER-H 319 Current Issues in Health Promotion (3 cr.)
- HPER-H 320 The Nature of Cancer (3 cr.)
- HPER-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- HPER-H 327 Practicum in College Death Education (3 cr.)
- HPER-H 340 Practicum in College Sex Education (3 cr.)
- HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.)
- HPER-H 418 The Nature of Addiction (3 cr.)
- HPER-H 460 Practicum in First Aid Instruction (3 cr.)
- HPER-H 464 Coordinated School Health Programs (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-S 217 Safety: A Personal Focus (3 cr.)
- HPER-T 101 Introduction to Resource Development/Fundraising (3 cr.)
- Any one credit HPER 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 is taken as a Life and Physical Sciences requirement.*
- 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

HPER-H 263 Personal Health (3 cr.)

Arts and Humanities /World Languages and Cultures Elective (3 cr.)

Mathematical Modeling Course (3 cr.)

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

Spring Semester

CMCL-C 121 Public Speaking (3 cr.)

Related Content Course (3 cr.)

Arts and Humanities Elective (3 cr.)

World Languages and Cultures Elective (3 cr.)

PSY-P 102 Introduction to Psychology II (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://admit.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 26 credit hours.
2. have a minimum 2.8 cumulative grade point average (GPA) at Indiana University.
3. complete CHEM-C 117 Principles of Chemistry and Biochemistry 1 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. 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.

International transfer applicants to the School of Public Health - Bloomington whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL

score of 550 on the paper-based test, or 213 on the computer-based test, or an 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 the 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 2.8 cumulative grade point average (GPA) and a minimum grade of C in CHEM-C 117 are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of dietetics major requirements.
- a minimum of 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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

[2012-2013 General Education Bulletin](#) to view these requirements.

Major (94cr.)

Professional Core Courses (47 cr.)

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

- HPER-N 120 Introduction to Foods (3 cr.)
- HPER-N 231 Human Nutrition (3 cr.) **+N&M**
- HPER-N 320 Food Chemistry (3 cr.)
- HPER-N 321 Quantity Food Purchasing and Production (4 cr.) (See advisor for scheduling.)
- HPER-N 322 Management Systems in Dietetics (3cr.)
- HPER-N 325 Food Chemistry Laboratory (3 cr.)
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-N 336 Community Nutrition (3 cr.)
- HPER-N 401 Issues in Dietetics (1 cr.)
- HPER-N 416 Nutrition Counseling & Education (3cr.)
- HPER-N 430 Advanced Nutrition I (3 cr.)
- HPER-N 431 Medical Nutrition Therapy (3 cr.)
- HPER-N 432 Advanced Nutrition II (3 cr.)
- HPER-N 433 Medical Nutrition Therapy Application (3 cr.)
- HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.)
- HPER-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, which requires a minimum grade of C for admission to the dietetics program.

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-L 330 Biology of the Cell (3 cr.) **or** HPER-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 (5 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.)
- CMCL-C 121 Public Speaking (3 cr.) **+A&H**
- 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 366 Managing Behavior in Public Organizations (3 cr.)

Science Elective (3 cr.)

(Minimum grade of C- is required)

Select 3 credit hours from the following:

- HPER-N 480 Mechanisms of Nutrient Action in the Body (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.)
- BIOL-L 112 Biological Mechanisms (3 cr.) **+N&M**
- BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-L 311 Genetics (3 cr.)
- BIOL-L 331 Introduction to Human Genetics (3 cr.)
- CHEM-C 342 Organic Chemistry II Lectures (3 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)
- PHSL-P 421 Principles of Human Physiology (3 cr.)
- SPEA-E 272 Introduction to Environmental Sciences (3 cr.) **+N&M**
- SPEA-H 316 Environmental Science and Health (3 cr.)

+ 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.) or equivalent
 CHEM-C 117 or 103 (5 cr.) or MATH-M 118, M 119 or A 118 (3 cr.)
 Arts and Humanities Elective /World Languages and Cultures Elective (3 cr.)
 Social and Historical Sciences Elective (3 cr.)
 Free elective (1-3 cr.) or HPER-N 120 (3 cr.)

Spring Semester

CMCL-C 121 Public Speaking (3 cr.)
 CHEM-C 117 or 103 (5 cr.) or MATH-M 118, M 119 or A 118 (3 cr.)
 HPER-N 231 Human Nutrition (3 cr.) p: CHEM-C 101 or equiv. and biology and/or PSY-P 101 Introductory Psychology I (3 cr.)
 Arts and Humanities/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://admit.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 26 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 scores on the PRAXIS I: Academic Skills Assessment in Reading, Writing, and Mathematics

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 HPER-H 160.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English

as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or an 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (93 cr.)

Professional Health Core Courses (34 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:

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

Select 6 credit hours from the following:

- HPER-C 310 Health Care in Diverse Communities (3 cr.)
- HPER-C 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- HPER-C 366 Community Health (3 cr.)
- HPER-C 403 Public Health Program Planning (3 cr.)
- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- HPER-F 317 Topical Seminar in Human Development and Family Studies (3 cr.)
- HPER-H 163 Emerging Health Issues (3 cr.)
- HPER-H 172 International Health and Social Issues (3 cr.) **+S&H**
- HPER-H 220 Death and Dying (3 cr.) **+S&H**
- HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 306 Men's Health (3 cr.)
- HPER-H 317 Topical Seminar in Health Education (3 cr.)
- HPER-H 320 The Nature of Cancer (3 cr.)
- HPER-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- HPER-H 327 Practicum in College Death Education (3 cr.)
- HPER-H 340 Practicum in College Sex Education (3 cr.)

- HPER-H 418 The Nature of Addiction (3 cr.)
- HPER-H 445 Travel Study (3 cr.)
- HPER-H 460 Practicum in First Aid Instruction (3 cr.)
- HPER-S 217 Safety: A Personal Focus (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.)
- HPER-H 352 Secondary School Health Curriculum and Strategies (3 cr.)
- HPER-H 353 Field Observation (1 cr.)
- HPER-H 452 Secondary School Health Instruction and Assessment (3 cr.)
- HPER-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:

- CMCL-C 121 Public Speaking (no correspondence) (3 cr.) **+A&H**
- ENG-W 231 Professional Writing Skills (3 cr.)
- HPER-H 263 Personal Health (3 cr.) **+S&H**
- HPER-P 205 Structural Kinesiology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- 2 credits selected from HPER-E courses or HPER-R 100 or any HPER-O course (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 to take the physical education PRAXIS exam and 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:

- HPER-P 140 Foundations and Principles of Physical Education (3 cr.)
- HPER-P 141 Foundations of Human Movement (2 cr.)
- HPER-P 203 Teaching Practicum in Physical Education (1 cr.)
- HPER-P 214 Basic Methods of Teaching Physical Education (3 cr.)
- HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)
- HPER-P 224 Teaching of Dance Activities (2 cr.)
- HPER- P 303 Physical Education Laboratory/Field Experience (1 cr.)
- HPER-P 313 Tools of Learning (1 cr.)
- HPER-P 314 Intermediate Methods in Teaching Physical Education (3 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 323 Teaching Individual and Dual Activities (2 cr.)
- HPER-P 325 Teaching of Team Sports (2 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER/EDUC-M 403 Laboratory/Field Experience (0 cr.)
- HPER/EDUC-M 456 Methods of Teaching Physical Education (3 cr.)

Students must also complete:

- First Aid/CPR certification earned in HPER-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.
- PRAXIS Physical Education exam with a passing grade
- 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
 HPER-F 255 Human Sexuality (3 cr.)
 HPER-H 263 Personal Health (3 cr.)
 Social and Historical Elective (3 cr.)

Spring Semester

CMCL-C 121 Public Speaking (3 cr.)
 HPER-H 160 First Aid and Emergency Care (3 cr.)
 HPER-H 174 Prevention of Violence in American Society (3 cr.)
 HPER-H 180 Stress Prevention and Management (3 cr.)
 HPER-H 205 Introduction to Health Education (1 cr.)
 Arts and Humanities 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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (90cr.)

Professional Core Courses (48 cr.)

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

- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- HPER-F 345 Parent Child Relations (3 cr.)
- HPER-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- HPER-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- HPER-F 348 Human Development III—Early, Middle, and Late Adulthood (3 cr.)
- HPER-F 417 African American and Latino Families (3 cr.)
- HPER-F 430 Professional Preparation in Human Development and Family Studies (3 cr.)
- HPER-F 442 Internship in Human Development and Family Studies (6 cr.)
- HPER-F 453 Family Life Education (3 cr.)
- HPER-F 458 Family Law and Policy (3 cr.)
- HPER-F 341 Effects of Divorce on Children (3 cr.) **or** HPER-F 457 Stress and Resilience in the Family (3 cr.) **or** HPER-F 460 Grief in a Family Context (3 cr.)
- HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.) **or** HPER-N 231 Human Nutrition (3 cr.) **+N&M or** HPER-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.)
- 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** HPER-P 200 Microcomputer Applications in Physical Education (3 cr.) **or** HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)
- MATH/PSY-K 300 Statistical Techniques (3 cr.) **or** HPER-H 391 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 (15 cr.) Complete 15 credits from the list of acceptable human development and family studies professional electives. A minimum of 18 of the 24 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 HPER-F150 Intro to Life-Span Development (3 cr.)

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

Arts and Humanities /World Languages and Cultures Elective (3 cr.)

SOC-S100 Introduction to Sociology

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

Semester CMCL-C 122 Interpersonal Communication (3 cr.)

HPER-F258 Marriage and Family Interaction (3 cr.)

Arts and Humanities Elective (3 cr.)

World Languages and Cultures Elective (3 cr.)

PSY-P 102 Introduction to Psychology II (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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (91cr.)

Nutrition Core Courses (50 cr.)

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

Complete each of the following courses:

- HPER-N 120 Introduction to Foods (3 cr.)
- HPER-N 231 Human Nutrition (3 cr.) **+N&M**
- HPER-N 320 Food Chemistry (3 cr.)
- HPER-N 336 Community Nutrition (3 cr.) **or** HPER-N 317 Nutritional Epidemiology(3 cr.)
- HPER-N 430 Advanced Nutrition I (3 cr.)
- HPER-N 431 Medical Nutrition Therapy (3 cr.)
- HPER-N 432 Advanced Nutrition II (3 cr.)

- HPER-N 440 Research in Nutrition/Dietetics (3 cr.) **or** HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry 1 (5 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.)
- HPER-C 366 Community Health (3 cr.)
- HPER-N 325 Food Chemistry Laboratory (3 cr.)
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-N 336 Community Nutrition (3 cr.) (if not taken above)
- HPER-N 317 Nutritional Epidemiology (3 cr.) (if not taken above)
- HPER-N 480 Mechanisms of Nutrient Action (3 cr.) (if not taken below)
- PHYS-P 201 General Physics I (5 cr.) **+N&M**
- PHYS-P 202 General Physics II (5 cr.) **+N&M**

Biological Science Specialization (16 cr.)

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** HPER-N 480 Mechanisms of Nutrient Action in the Body (3 cr.) **or** BIOL-L 312 Cell Biology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**

Complete one of the following courses:

- BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-L 321 Immunology (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.)

Writing and Communication (6 cr.)

Complete each of the following courses:

- CMCL-C 121 Public Speaking (3 cr.) **+A&H or**
CMCL-C 122 Interpersonal Communication (3 cr.)
+S&H
- ENG-W 231 Professional Writing Skills (3 cr.)

+ 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 (HPER-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:

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

Suggested Nutrition Science Courses for the First-Year Student

Fall Semester

ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
CHEM-C 117 or 103 (5 cr.) or MATH-M 119 (3 cr.)
Arts and Humanities /World Languages and Cultures Elective (3 cr.)
Social and Historical Sciences Elective (3 cr.)

Spring Semester

CHEM-C 117 or 103 (5 cr.) or MATH-M 119 (3 cr.)
CMCL-C 121 Public Speaking (3 cr.) or CMCL-C 122 Interpersonal Communication (3 cr.)
HPER-N 231 Human Nutrition (3 cr.) p: CHEM-C101 or equivalent and biology
Arts and Humanities Elective / World Languages and Cultures Elective (3 cr.)

BIOL-L 112 Biology Mechanisms (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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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 [2012-2013 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.

- HPER-H 174 Prevention of Violence in American Society (3 cr.) **+S&H** or HPER-S 255 Threats, Violence, and Workplace Safety (3 cr.)
- HPER-S 101 Introduction to Safety (3 cr.)
- HPER-S 151 Legal Aspects of Safety (3 cr.)
- HPER-S 201 Introduction to Industrial Hygiene (3 cr.)
- HPER-S 202 Fundamentals of Fire Protection (3 cr.)
- HPER-S 210 OSHA General Industry Standards (3 cr.)
- HPER-S 214 OSHA Construction Standards (3 cr.)
- HPER-S 251 Incident Investigation and Analysis (3 cr.)
- HPER-S 332 Ergonomics and Human Factors (3 cr.)
- HPER-S 345 Safety Program Management (3 cr.)
- HPER-S 410 Advanced Industrial Hygiene (3 cr.)
- HPER-S 411 Industrial Hygiene Sampling and Analysis (3 cr.)
- HPER-S 415 Safety Education and Training (3 cr.)
- HPER-S 444 Field Experience in Occupational Safety (6 cr.)
- SPEA-H 316 Environmental Science and Health (3 cr.)

Additional Major Courses (28 cr.)

Complete each of the following 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 (3 cr.)
- CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.) **or** BUS-X 204 Business Communications (3 cr.)
- HPER-H 391 Health Statistics (3 cr.) **or** MATH-K 300 or PSY-K 300 Statistical Techniques (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.) **or** ANAT-A 215 Basic Human Anatomy (5 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.)
- PSY-P 102 Introductory Psychology II (P: P 101 or P 151) (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.) **or** SWK-S 100 Topics in Social Work – Understanding Diversity in a Pluralistic Society (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

HPER-S 101 Introduction to Safety (3 cr.)

Arts and Humanities /World Languages and Cultures Elective (3 cr.)

Mathematical Modeling Course (3 cr.)

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

Spring Semester HPER-S 151 Legal Aspects of Safety (3 cr.)

HPER-H 174 Prevention of Violence in American Society (3 cr.)

Arts and Humanities Elective (3 cr.)

World Languages and Cultures Elective (3 cr.)

PSY-P 102 Introduction to Psychology II (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 for more information on career opportunities in athletic training.

Admission

Admission to Indiana University

Apply online for undergraduate admission to Indiana University at .

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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; or contact Dr. Joanne Klossner by phone at (812) 856-1570, or by email at jklossne@indiana.edu.

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
 - HPER-H 160 with a minimum grade of B
 - HPER-P 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 HPER P-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.

5. 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.
 - 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.
6. 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.
7. Names and email address of three references
8. 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 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.)

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 either Dr.

Katie Grove at (kagrove@indiana.edu) or 812- 855-3640; or Dr. Joanne Klossner at (jklossne@indiana.edu) or 812-856-1570.

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 either Dr. Katie Grove at (kagrove@indiana.edu) or 812- 855-3640; or Dr. Joanne Klossner at (jklossne@indiana.edu) or 812-856-1570.

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 HPER-H 160, and B- in HPER-P 280. Graduation requirements include:

- completion of general education requirements.
- completion of athletic training major requirements.
- a minimum of 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (92 cr.)**Required Skill/Theory Courses (64 cr.)**

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

- EDUC-G 207 Introduction to Student Athlete Counseling Psychology and Mental Health (3 cr.)
- HPER-A 269 Clinical Education I (1 cr.)
- HPER-A 270 Clinical education II (1 cr.)
- HPER-A 279 Recognition and Evaluation of Lower-Extremity Injuries in the Physically Active (3 cr.)
- HPER-A 281 Recognition and Evaluation of Upper-Extremity Injuries in the Physically Active (3 cr.)
- HPER-A 282 Strapping and Bandaging of the Physically Active (3 cr.)
- HPER-A 283 General Medical Issues in Athletic Training (3 cr.)
- HPER-A 381 Clinical Education III (1 cr.)
- HPER-A 382 Clinical Education IV (1 cr.)
- HPER-A 383 Principles and Techniques of Therapeutic Modalities (3 cr.)
- HPER-A 384 Principles and Techniques of Therapeutic Exercise (4 cr.)
- HPER-A 481 Clinical Education V (1 cr.) (Fall)
- HPER-A 482 Clinical Education VI (1 cr.) (Spring)
- HPER-A 490 Organization and Administration of Athletic Training (3 cr.)
- HPER-A 491 Senior Seminar in Athletic Training (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.) (minimum B grade required)
- HPER-H 263 Personal Health (3 cr.) **+(S&H)**
- HPER-H 401 Emergency Medical Technician (3 cr.)
- HPER-H 404 Emergency Medical Technician Lab (1 cr.)
- HPER-N 231 Human Nutrition (3 cr.) **+(N&M)(P):** CHEM-C 101 or equiv and BIOL)
- HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.) (minimum B- grade required)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.) (P: ANAT-A 215 & PHSL- P215)
- HPER-P 445 Topic: Evidence-based Practice (3 cr.) **or**NURS-H 365 Nursing Research (3 cr.)
- HPER-P 452 Motor Learning (3 cr.)
- HPER-P 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.)

Additional Major Courses (28 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)**
- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**

- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.) **or**HPER R237 (or CSCI A110 **+(N&M)**)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PHYS-P 101 Physic in the Modern World (4 cr.)
- PSY-K300 Statistical Techniques **OR** SPEA-K300 (3 cr.)

+ 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 Introduction to Chemical Principles (5 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.)
 CMCL-C 121 Public Speaking (3 cr.) *Spring Semester*
 ANAT-A 215 Basic Human Anatomy (5 cr.)
 HPER-H 160 First Aid and Emergency Care (3 cr.)

HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
 Arts and Humanities (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 Kinesiology (BSK), Dance Major

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

Description of Program

The Department of Kinesiology offers a Bachelor of Science in Kinesiology degree with a major in dance. The major consists of 70 credits, and the curriculum includes

dance technique, repertory, improvisation, composition, pedagogy, history, music, production, movement analysis, injury prevention, and Pilates certification. In addition, students take a strong science core, and complete requirements in arts and humanities. Modern dance and ballet are requirements in the dance major curriculum, and students can also elect to study jazz, musical theatre, tap, dances of the African Diaspora, hip-hop, and social dance. Students have technique classes and repertory rehearsals daily, as well as work in improvisation, composition, and choreography several days a week. The dance major is a program rich in artistic integrity and disciplined dance training, and also provides a strong academic and theoretical core that is essential to producing wholly integrated artists and successful dance professionals. An audition is required for acceptance into this degree program.

Admission

Admission to Indiana University

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

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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.

Admission to the Dance Program

An application and audition are required for admission to the Department of Kinesiology's major in dance at Indiana University. Applicants may visit www.indiana.edu/~condance/recruitment/index.php for information about the program and to complete and submit an online application. A paper application packet may be obtained from the Department of Kinesiology. Please contact:

Mildred Perkins, Undergraduate Secretary
School of Public Health - Bloomington, HPER 112
1025 E. Seventh Street Bloomington, IN 47405
Phone: (812) 855-6172
Fax: (812) 855-3193

mlperkin@indiana.edu

Please submit paper application materials to the above address. All application materials for the dance major must be received at least two weeks prior to the audition date. Applicants who meet this requirement will receive a confirmation letter prior to the audition. This letter must be presented at the time of the audition.

Please report to Room 161 in the HPER Building at 9:00 a.m. on the date of the audition. A campus map will accompany your confirmation letter. Auditionees will have the opportunity to observe a modern dance technique class from 10:00 a.m.-11:30 a.m. The audition will begin promptly at 11:30 a.m. with a two-hour technique class. The class will consist of a ballet barre and several modern dance combinations. Box lunches will be served from 1:30-2:15 p.m. Students should then be prepared to show a 1.5 minute solo in the modern dance genre. Solos may be choreographed by the performer, or by another dance professional. Following the audition the auditionees may elect to view repertory rehearsals from 3:30-6:30, at which time there will be a question and answer session for students and their parents. Letters indicating audition results will be sent approximately two weeks following the audition.

Please note: All students must officially apply and be accepted to Indiana University Bloomington before being admitted to the Department of Kinesiology dance major. Students may audition for the major prior to official admission to IU. Additionally, in adherence to university policy, students who pass the audition process and are admitted to Indiana University Bloomington must successfully complete 26 credit hours and have a minimum cumulative grade point average (GPA) of 2.0 in order to be officially accepted into the dance major.

Questions concerning the dance major and audition dates may be directed to:

Elizabeth Shea
Coordinator, IU Contemporary Dance Program
School of Public Health - Bloomington
Indiana University
HPER 112
1025 E. Seventh Street
Bloomington, IN 47405
Phone: (812) 855-7020
Fax: (812) 855-3193

Email: eshea@indiana.edu

Degree Requirements

The four-year dance curriculum combines a rigorous general-education component with technical training and professional experience. Students admitted to this program are selected from a pool of applicants. Application includes an audition. Graduation requirements include:

- completion of general education requirements.
- completion of dance major requirements.
- a minimum of 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (84-86 cr.)

Kinesiology Core Courses (61 cr.)

Complete the following Courses:

- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 102 Body Conditioning for Dancers (1 cr.)
- HPER-D 111 Core of Dance Technique (3 cr.)
- HPER-D 112 Core of Dance Technique II (3 cr.)
- HPER-D 121 Techniques of Movement Improvisation (1 cr.)
- HPER-D 161 Foundations of Modern Dance (2 cr.) (P: D 121)
- HPER-D 200 Dance in Elementary Education (1 cr.) or HPER-D 351 Teaching of Modern Dance (1 cr.) (P: D 211)
- HPER-D 201 Modern Dance Workshop (1 cr.)
- HPER-D 201 Modern Dance Workshop (1 cr.)
- HPER-D 201 Modern Dance Workshop (1 cr.)
- HPER-D 211 Advanced Modern Dance Technique I (3 cr.) (P: D 112)
- HPER-D 212 Advanced Modern Dance Technique II (3 cr.) (P: D 211)
- HPER-D 221 Dance Composition I (2 cr.) (P: D121)
- HPER-D 222 Dance Composition II (2 cr.) (P: D221)
- HPER-D 261 Indiana University Dance Theatre (1 cr.)

- HPER-D 261 Indiana University Dance Theatre (1 cr.)
- HPER-D 261 Indiana University Dance Theatre (1 cr.)
- HPER-D 311 Theory and Practice of Dance Technique (3 cr.) (P: D 212)
- HPER-D 312 Theory and Practice of Dance Technique II (3 cr.) (P: D 311)
- HPER-D 332 Twentieth Century Concert Dance (3 cr.)
- HPER-D 353 Musical Resources for Dance (2 cr.)
- HPER-D 411 Senior Seminar in Dance I (2 cr.)
- HPER-D 412 Senior Seminar in Dance II (2 cr.)
- HPER-D 421 Choreographic Performance Project (2 cr.) (P: D 222)
- HPER-D 441 Dance Production I (2 cr.)
- HPER-D 461 Methods of Movement Analysis (1 cr.)
- HPER-D 462 Dance Summary (2 cr.) (senior dance majors only)

Additional Required Courses (23-25 cr.)

Complete the following courses:

- HPER-A 387 Management of Dance Injuries (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.) or ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- HPER-P 409 Introduction to Exercise Physiology (3 cr.) (P: P 205 or ANAT-A 215 and PHSL-P 215)
- HPER-P 452 Motor Learning (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**

Select 6 additional credit hours from the following courses:

- AAAD-A 100 African American Dance Company (2 cr.) (repeatable)
- AAAD-A 221 Dance in the African Diaspora (3 cr.)
- dance advisor approved AAAD Topics Course
- HPER-D 100 A Somatic Approach to Ballet Practices (2 cr.)
- HPER-D 200 Dance in Elementary Education (1 cr.) or HPER-D 351 Teaching of Modern Dance (1 cr.) (P: D 211)
- HPER-D 201 Modern Dance Workshop (1 cr.)
- HPER-D 231 Introduction to Dance Studies (3 cr.) **+(A&H)**
- HPER-D 261 Indiana University Dance Theatre (1 cr.)
- HPER-E Elective Dance (1-6 cr.) (Must have a GPA grade; see dance advisor for options)
- HPER-P 224 Teaching of Dance Activities (2 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.) (may be repeated)
- HPER-P 495 Laboratory Teaching in the Physical Education Program (1 cr.) (P: D 200 or D 351)
- THTR-T_ Any dance advisor-approved theatre class(es)

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

Suggested Courses for the First-Year Dance Student

Fall Semester (17 cr.)

HPER-D 102 Body Conditioning for Dancers (1 cr.)
 HPER-D111 Core of Dance Technique (3 cr.)
 HPER-D121 Techniques of Movement Improvisation (1 cr.)
 HPER-D261 Indiana University Dance Theater (1 cr.)
 HPER-D100 A Somatic Approach to Contemporary Ballet Practices (2 cr.)
 ENG-W131 English Composition **or** ENG W170 Argumentative Writing (3 cr.)
 Arts and Humanities (3 cr.)
 Mathematical Modeling (3 cr.)

Spring Semester (17 cr.)

HPER-D112 Core of Dance Technique II (3 cr.)
 HPER-D161 Foundations of Modern Dance (2 cr.)
 HPER-D201 Modern Dance Workshop (1 cr.)
 HPER-D100 A Somatic Approach to Contemporary Ballet Practices (2 cr.)
 CMCL-C121 Public Speaking (3 cr.)
 HPER-P205 Structural Kinesiology **or** ANAT A215 Human Anatomy (N&M) (3-5 cr.)
 Dance Elective(s) (1-3 cr.)

Special Opportunities

All dance majors are performing members of the Indiana University Dance Theatre, and perform in faculty/guest artist concerts as well as in student works. Seniors produce a concert each fall. Students can find other performing opportunities with the opera, musical theatre program, the African American Dance Company and Bloomington's local modern dance company, Windfall Dancers. Dance majors also have opportunities to perform nationally and internationally at various festivals and conferences. Additionally, students are encouraged to pursue special areas of interest, such as dance in technology and dance scholarship and creative activity (through the Hutton Honors College).

Careers

The Department of Kinesiology also offers several minors which nicely compliment the dance major, such as Fitness Instruction and Sports Marketing and Management.

Other areas of professional preparation include pre-dance therapy, pre-physical therapy, and Pilates certification. Minors or certifications in Business and Arts Administration (SPEA), or the Liberal Arts Management program may also be of interest. Graduates of the dance major are working in many diverse venues as performers, teachers, choreographers, company managers, art administrators, artistic directors, university professors, and dance educators within public school systems.

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. For more information, please visit: www.publichealth.indiana.edu/program-areas/exercise-science/index.shtml

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (84-93 cr.)

Exercise Science Course Requirement (41-44 cr.)

Complete each of the following courses:

- HPER-E 119 Personal Fitness (2 cr.)
- HPER-N 231 Human Nutrition (3 cr.) **+(N&M)**
- HPER-P 205 Structural Kinesiology (3 cr.) **or** ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- HPER-P 212 Introduction to Exercise Science (3 cr.)

- HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.) **or** HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.)
- HPER-P 452 Motor Learning (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**
- PHYS-P 201 General Physics I (5 cr.) **+(N&M)**
- PSY-P 101 or PSY-P 155 Introduction to Psychology I (3 cr.) **+(N&M)**
- PSY-K 300 or PSY-K 310 Statistical Techniques (3 cr.)

Exercise Science 8 Credit Requirement (8 cr.)

Select 8 credits of courses from the following lists:

Select any courses from this toward the 8 credit hours:

- HPER-C 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- HPER-F 150 Life Span Development (3 cr.) **+(S&H)** **or** EDUC-P 314 Life Span Development (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 333 Sport in America: Historical Perspective (3 cr.)
- HPER-P 335 Theories of Conditioning for Coaching (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 412 Exercise in Health and Disease (3 cr.)
- HPER-P 435 Philosophical Foundations of Coaching (3 cr.)
- HPER-P 490 Motor Development and Learning (3 cr.)
- HPER-P 491 Research in Kinesiology (3 cr.)

A maximum of 6 of the 8 credits hours in this area may be completed from the following:

- HPER-P 301 Job Search Strategies for Kinesiology Students (1 cr.)
- HPER-P 399 Practicum in Adapted Physical Education (1-2 cr.)
- HPER-P 448 Internship in Exercise Science (1-3 cr.)
- HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)

A maximum of 6 of the 8 credits hours in this area may be completed from the following:

- HPER-P 217 Methods of Group Exercise Instruction (3 cr.) (P: P 216)
- HPER-P 218 Methods of Personal Fitness Instruction (3 cr.) (P: P 216)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design (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 A 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:

- CHEM-C 117 Principles of Chemistry and Biochemistry I (5 cr.) **+(N&M)**

Or take all of the following 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)**
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)

Communication Requirement (3 cr.)

Complete the following communication course:

- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**

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

- BUS-C 204 Business Communications (3 cr.)
- CMCL-C 323 Speech Composition (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.)
- TEL-T 211 Writing for Electronic Media (3 cr.)

Exercise Science Elective Requirement (15 cr.)

Complete a minimum of 15 credits from the following exercise science elective courses:

- ANTH-A 105 Human Origins (3 cr.) **+(S&H)**
- ANAT-A 464 Human Tissue Biology (4 cr.)

- ANTH-A 303 Evolution and Prehistory (3 cr.)
- ANTH-B 200 Bioanthropology (3 cr.) **+(N&M)**
- ANTH-B 301 Bioanthropology Laboratory (3 cr.)
- ANTH-B 480 Human Growth and Development (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 302 Topics in Human 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 344 Organic Chemistry Laboratory II (2 cr.)
- CHEM-C 360 Elementary Physical Chemistry (3 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 485 Biosynthesis and Physiology (3 cr.)
- CHEM-R 340 Survey of Organic Chemistry (3 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
- CSCI-A 111 Survey of Computers and Computing (1.5 cr.)
- CSCI-A 112 Programming Concepts (1.5 cr.)
- CSCI-A 113 Data Analysis Using Spreadsheets (1.5 cr.)
- CSCI-A 114 Introduction to Databases (1.5 cr.)
- CSCI-A 115 Using the Internet (1.5 cr.)
- CSCI-A 116 Multimedia Communication (15 cr.)
- CSCI-A 202 Introduction to Programming II (4 cr.) **+(N&M)**
- CSCI-A 304 Introduction to C++ Programming (2 cr.)
- 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)**
- PHYS-P 302 Elementary Electronics (2 cr.)
- PSY-P ____ Any Psychology course (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 HPER Room 115 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 (16 cr.)* HPER-P 212 Introduction to Exercise Science (3 cr.)
 HPER-E 119 Personal Fitness (2 cr.)
 CHEM-C 117 Principles of Chemistry and Biochemistry I (5 cr.)
 or CHEM-C 101 Elementary Chemistry (3 cr.)
 and CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.)
 or 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.) *Spring Semester (16 cr.)* ANAT-A 215 Basic Human Anatomy (5 cr.)
 or HPER-P 205 Structural Kinesiology (3 cr.)
 Chemistry or Mathematics (3-5 cr.)
 CMCL-C 121 Public Speaking (3 cr.)
 PSY-P 101 (3 cr.) or a social science elective (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, research-based preparation of a fitness and wellness professional who is qualified to seek certification through the American College of Sports Medicine (ACSM) and to work in a variety of fitness, health and physical activity venues. The curriculum is based on guidelines and standards developed by the ACSM. Students learn comprehensive scientific based physiology and kinesiology principles. They are also engaged in numerous practical experiences in fitness and physical activity assessment, exercise prescription and leadership, program delivery, progressive resistance training and movement analysis, nutrition concepts, and behavior change theories. For more information, please visit: www.publichealth.indiana.edu/program-areas/health-fitness-specialist/index.shtml

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 meet both of the following criteria:

- The student must successfully complete at least 26 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 fitness specialist 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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. There is a minimum 2.5 cumulative grade point average (GPA) entrance requirement, and a minimum 2.3 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 Instructor (HFI) 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 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (91-94 cr.)

Health Fitness Specialist Course Requirement (64-67 cr.)

Complete each of the following courses:

- Complete the five-credit combination of CHEM-C 101 Elementary Chemistry I (3 cr.) **+(N&M)** and CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.) **+(N&M)** **-or-** CHEM-C 117 Principles of Chemistry and Biochemistry 1 (5 cr.) **+(N&M)**
- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**
- HPER-C 416 Introduction to Health Counseling (3 cr.)
- HPER-N 231 Human Nutrition (3 cr.) **+(N&M)**
- HPER-P 205 Structural Kinesiology (3 cr.) **-or-** ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)
- HPER-P 217 Methods of Group Exercise Instruction (3 cr.) (P: P 216) **-or-** HPER-P 283 Group Fitness Practicum (2 cr.)
- HPER-P 218 Methods of Personal Fitness Instruction (3 cr.) (P: P 216)
- HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- HPER-P 319 Fitness Specialist Practicum (2 cr.) (P: P216, P218)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.): (P: A215/P 205 & P 215)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design (3 cr.)
- HPER-P 448 Internship in Exercise Science (3 cr.) (2.3 GPA eligibility requirement)
- HPER-P 452 Motor Learning (3 cr.)

- 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)**

Human Development Requirement (6 cr.)

Complete two of the following courses:

- HPER C-315 Health in the Later Years (3 cr.)
- HPER-C 325 Health Informatics and Aging (3 cr.)
- HPER-C 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- HPER-C 366 Community Health (3 cr.)
- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **S&H**
- HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)
- HPER-H-235 Obesity and Health (3 cr.) **+(S&H)**
- HPER-P 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.)
- HPER-H 391 Introduction to Health Information and Statistics (3 cr.)
- HPER-R 390 Statistical Applications in Leisure Studies (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)**
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)

Communications Requirement (3 cr.)

Complete one of the following courses:

- BUS-C 204 Business Communications (3 cr.)
- CMCL-C 122 Interpersonal Communication (3 cr.) **+(S&H)**
- 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.)
- TEL-T 211 Writing for Electronic Media (3 cr.)

Health Fitness Elective Requirement (12 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 12 credits from the following courses:

- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 306 Men's Health (3 cr.)
- HPER-H 315 Consumer Health (3 cr.)
- HPER-H 318 Drug Use in American Society (3 cr.)
- HPER-H 320 The Nature of Cancer (3 cr.)
- HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.)
- HPER-H 401 Emergency Medical Technician (EMT) —Ambulance I (3 cr.)
- HPER-H 404 Emergency Medical Technician Lab (1 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)
- HPER-P 217 Methods of Group Exercise Instruction (3 cr.)
- HPER-P 283 Group Fitness Practicum (2 cr.)
- HPER-P 301 Job Strategies for Kinesiology Students (1 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 412 Exercise in Health and Disease (3 cr.)
- HPER-P 421 Field Assessment of Physical Activity and Health (3 cr.)
- HPER-P 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.)
- HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- HPER-T 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 HPER Room 115 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 (16 cr.)

ENG-W 131 Elementary Composition (3 cr.)

CHEM-C 101 Elementary Chemistry (3 cr.)

CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)

Arts and Humanities Course (3 cr.)
 Health Fitness Specialist Elective (3 cr.)
 CMCL-C 121 Public Speaking (3 cr.)

Second Semester (15 cr.)

HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
 Math Modeling Course (3 cr.)
 HPER-P 205 Structural Kinesiology (3 cr.)
 HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)
 Health Fitness Specialist Elective (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 Telecommunications and the School of Journalism,

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. For more information, please visit: www.publichealth.indiana.edu/program-areas/sport-communication/index.shtml.

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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 Health, Physical

Education, and Recreation. 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.

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.

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 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (78 cr.)

Sport Communication Course Requirement (18 cr.)

Complete each of the following courses:

- HPER-P 213 Introduction to Sport Communication (3 cr.)
- HPER-P 251 Sport and Electronic Media (3 cr.)
- HPER-P 329 Issues in Sport Communication (3 cr.)
- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-P 415 Sport Promotion and Public Relations (3 cr.)
- HPER-P 438 Internship in Sport Communication (3 cr.)

Legal Competency Requirement (3 cr.):

Complete one of the following legal competency courses:

- HPER-P 411 Legal Issues in Sport Settings (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (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)**
- EDUC-W 200 Microcomputers in Education (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)

Specialty Topics Courses Requirement (9 cr.):

Complete 9 credits of the following repeatable topics courses:

- HPER-P 304 Sport Industry Studies (3 cr.) (Repeatable once with different topic)
- HPER-P 404 Colloquium in Sport Management (3 cr.) (Repeatable once with different topic)

Sport Communication Elective Requirement (9 cr.):

Consult the academic advisor for sport communication during selection of these courses.

Complete 9 credits of the following courses:

- HPER-P 206 Recreational Sports Programming (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 301 Job Search Strategies for Kinesiology Students (1 cr.)
- HPER-P 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- HPER-P 318 Management of the Sport Enterprise (3 cr.)
- HPER-P 328 Issues in Intercollegiate Athletics (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 404 Colloquium in Sport Management (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 418 Sport Marketing (3 cr.)
- HPER-P 423 Financial Principles of Sport (3 cr.)
- HPER-P 425 Sport Governance in the Global Community (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (3 cr.)
- HPER-P 439 Practicum in Sport Studies (1-3 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)

- HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- HPER-R 354 Sport and Violence (3 cr.)

Telecommunication Requirements (18 cr.)

Complete the following four required courses:

- TEL-T 101 Media Life (3 cr.) **+(S&H)**
- TEL-T 205 Introduction to Media and Society (3 cr.) **+(S&H)**
- TEL-T 206 Introduction to Design and Production (3 cr.)
- TEL-T 207 Introduction to Telecommunications Industry and Management (3 cr.)

Complete any six credits from the from courses listed in the following three telecommunications areas:

Media and Society

- TEL-T 311 Media History (3 cr.)
- TEL-T 312 Politics and Media (3 cr.)
- TEL-T 313 Comparative Media Systems (3 cr.)
- TEL-T 314 Processes and Effects (3 cr.)
- TEL-T 316 Media Ethics and Professional Responsibility (3 cr.)
- TEL-T 317 Children and Media (3 cr.)
- TEL-T 410 Sex and the Media (3 cr.)
- TEL-T 414 Public Communication Campaigns (3 cr.)
- TEL-T 416 Program Analysis and Criticism (3 cr.)
- TEL-T 424 Telecommunications and the Constitution (3 cr.)
- TEL-T 427 International Telecommunications (3 cr.)
- TEL-T 445 Sports and Television (3 cr.)
- TEL-T 451 Topical Seminar in Media and Society (3 cr.)
- TEL-S 451 Honors Seminar in Media and Society (3 cr.)
- TEL-T 471 Applying Theory to Media Design (3 cr.)

Design and Production

- TEL-T 330 Production Management (3 cr.)
- TEL-T 331 Script Writing (3 cr.)
- TEL-T 351 Video Field Production (1.5 cr.)
- TEL-T 353 Audio Production (3 cr.)
- TEL-T 354 Program Graphics and Animation (3 cr.)
- TEL-T 356 TV Studio Operations/Production (3 cr.)
- TEL-T 361 Interactive Transmedia Design (3 cr.)
- TEL-T 364 Introduction to 3D Digital Modeling and Animation (3 cr.)
- TEL-T 366 Multiplayer Game Design (3 cr.)
- TEL-T 367 Theory /Practice Interactive Entertainment (3 cr.)
- TEL-T 369 Sound Design (3 cr.)
- TEL-T 431 Video Documentary (3 cr.)
- TEL-T 433 Advanced Projects in Web Design (3 cr.)
- TEL-T 435 Documentary Production (3 cr.)
- TEL-T 436 Advanced Production Workshop (3 cr.)
- TEL-T 437 WTIU Production Workshop (3 cr.)
- TEL-T 452 Topical Seminar in Design and Production (3 cr.)
- TEL-S 452 Honors Seminar in Design and Production (3 cr.)
- TEL-T 454 DVD Authoring (3 cr.)

- TEL-T 460 Projects in Game Design (3 cr.)
- TEL-T 461 Advanced Interactive Transmedia Design (3 cr.)
- TEL-T 464 Advanced 3D Digital Modeling and Animation (3 cr.)

Industry and Management

- TEL-T 316 Media Ethics and Professional Responsibility (3 cr.)
- TEL-T 321 Policymaking in Telecommunications (3 cr.)
- TEL-T 322 Telecommunications Networks (3 cr.)
- TEL-T 326 Network Design (3 cr.)
- TEL-T 327 Data Communications (3 cr.)
- TEL-T 329 Cable /Broadband Communications (3 cr.)
- TEL-T 340 Electronic Media Advertising (3 cr.)
- TEL-T 343 Electronic Media Sales (3 cr.)
- TEL-T 344 Programming Strategies (3 cr.)
- TEL-T 347 Promotion and Marketing (3 cr.)
- TEL-T 348 Audience Analysis (3 cr.)
- TEL-T 413 Global Media Issues (3 cr.)
- TEL-T 421 Economics of Communication Industries (3 cr.)
- TEL-T 422 Business Applications of Telecommunications (3 cr.)
- TEL-T 425 Telecommunications Law and Regulation (3 cr.)
- TEL-T 441 Advanced Advertising Strategies (3 cr.)
- TEL-T 446 Telecommunications Management (3 cr.)
- TEL-T 453 Topical Seminar in Telecommunications Industry and Management (3 cr.)
- TEL-S 453 Honors Seminar in Telecommunications Industry and Management (3 cr.)

Oral Communication Requirement (3 cr.)

Complete one of the following courses:

- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**
- CMCL-C 122 Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)

Advanced Writing Requirement (3 cr.)

Complete one of the following courses:

- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)

Communication Requirement (6 cr.)

Complete six credits from the following courses:

- BUS-C 204 Business Communications (3 cr.)
- CMCL-C ____ Any communication and culture course **+(some A&H)**
- ENG-G 205 Introduction to the English Language (3 cr.)
- ENG-G 302 Structure of Modern English (3 cr.)
- ENG-W 103 Introductory Creative Writing (3 cr.) **+(A&H)**
- ENG-W 202 English Grammar Review (1 cr.)
- ENG-W 203 Creative Writing (3 cr.) (P: W 103)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)

- JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) **+(S&H)**
- THTR-T 115 Oral Interpretation I (3 cr.)

Arts and Humanities Elective Requirement (3 cr.)

Complete three credits in Arts and Humanities in addition to those required by the general education requirement.

Social and Historical Studies Elective Requirement (3 cr.)

Complete three credits in Social and Historical Studies in addition to those required by the general education 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 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 Department of Telecommunications and the School of Journalism, 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. For more information, please visit: www.publichealth.indiana.edu/program-areas/sport-communication/index.shtml.

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 School of Journalism.

Whenever possible, sport communication—print majors should complete journalism admission requirements and the School of Journalism application if they wish to complete the Certificate in Journalism. The admission requirements are completion of 26 credits including: JOUR-J 110, JOUR-J 200 or JOUR-J 210 (minimum C); English composition (minimum C); math course (minimum C-); one semester of foreign language (special credit awarded for a first-semester foreign language course fulfills this requirement); 2.2 cumulative GPA.

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 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (85 cr.)

Sport Communication Course Requirement (18 cr.)

Complete each of the following courses:

- HPER-P 213 Introduction to Sport Communication (3 cr.)
- HPER-P 251 Sport and Electronic Media (3 cr.)
- HPER-P 329 Issues in Sport Communication (3 cr.)
- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-P 415 Sport Promotion and Public Relations (3 cr.)
- HPER-P 438 Internship in Sport Communication (3 cr.)

Legal Competency Requirement (3 cr.):

Complete one of the following legal competency courses:

- HPER-P 411 Legal Issues in Sport Settings (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (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)**
- EDUC-W 200 Microcomputers in Education (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)

Specialty Topics Courses Requirement (9 cr.):

Complete 9 credits of the following repeatable topics courses:

- HPER-P 304 Sport Industry Studies (3 cr.) (Repeatable once with different topic)
- HPER-P 404 Colloquium in Sport Management (3 cr.) (Repeatable once with different topic)

Sport Communication Elective Requirement (9 cr.):

Consult the academic advisor for sport communication during selection of these courses.

Complete 9 credits of the following courses:

- HPER-P 206 Recreational Sports Programming (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 301 Job Search Strategies for Kinesiology Students (1 cr.)
- HPER-P 304 Sport Industry Studies (3 cr.) (repeatable with different topic)
- HPER-P 318 Management of the Sport Enterprise (3 cr.)
- HPER-P 328 Issues in Intercollegiate Athletics (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 404 Colloquium in Sport Management (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 418 Sport Marketing (3 cr.)
- HPER-P 423 Financial Principles of Sport (3 cr.)
- HPER-P 425 Sport Governance in the Global Community (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (3 cr.)
- HPER-P 439 Practicum in Sport Studies (1-3 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)
- HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- HPER-R 354 Sport and Violence (3 cr.)

Journalism Requirements (25 cr.)

Complete the following six required courses:

- JOUR-J 110 Foundations of Journalism and Mass Communications (3 cr.) **+(S&H)**
- JOUR-J 155 Research Skills for Journalists (1 cr.)
- JOUR-J 200 Reporting, Writing, and Editing I (3 cr.)
- JOUR-J 210 Visual Communication (3 cr.)
- JOUR-J 300 Communications Law (3 cr.)
- JOUR-J 410 Media as Mass Social Institutions (3 cr.)

Complete any nine credits from the from following journalism elective courses:

- JOUR-J 201 Reporting, Writing, and Editing II (3 cr.)
- JOUR-J 315 Feature Writing (3 cr.)
- JOUR-J 320 Principles of Creative Advertising (3 cr.)
- JOUR-J 321 Principles of Public Relations (3 cr.)
- JOUR-J 337 Media Economics (3 cr.)
- JOUR-J 341 Newspaper Reporting (3 cr.)
- JOUR-J 342 Magazine Reporting (3 cr.)
- JOUR-J 343 Broadcast News (3 cr.)
- JOUR-J 344 Photojournalism Reporting (3 cr.)
- JOUR-J 349 Public Relations Writing (3 cr.)
- JOUR-J 351 Newspaper Editing (3 cr.)
- JOUR-J 352 Magazine Editing (3 cr.)
- JOUR-J 353 Advanced Broadcast News (3 cr.)
- JOUR-J 354 Photojournalism Editing (3 cr.)
- JOUR-J 360 Journalism Specialties (3 cr.)
- JOUR-J 375 Race, Gender, and the Media (3 cr.)
- JOUR-J 385 Television News (3 cr.)
- JOUR-J 401 Depth Reporting and Editing (3 cr.)
- JOUR-J 407 Newsgathering and the Law (3 cr.)
- JOUR-J 409 Media Management (3 cr.)
- JOUR-J 413 Magazine Article Writing (3 cr.)
- JOUR-J 414 International Newsgathering System (3 cr.)
- JOUR-J 415 Literary Journalism (3 cr.)
- JOUR-J 420 Advertising Concepts and Copywriting (3 cr.)
- JOUR-J 423 Public Opinion (3 cr.)
- JOUR-J 428 Public Relations Planning and Research (3 cr.)
- JOUR-J 429 Public Relations Campaigns (3 cr.)
- JOUR-J 438 Advertising Issues and Research (3 cr.)
- JOUR-J 444 Advanced Photojournalism (3 cr.)
- JOUR-J 450 History of Journalism (3 cr.)
- JOUR-J 455 News Analysis and Opinion Writing (3 cr.)
- JOUR-J 460 Topics Colloquium (3 cr.) (Repeatable with different topic)
- JOUR-J 462 History of Twentieth Century Photography (3 cr.)
- JOUR-J 463 Graphic Design I (3 cr.)
- JOUR-J 464 Infographics (3 cr.)
- JOUR-J 465 Graphic Design II (3 cr.)
- JOUR-J 470 Broadcast Media Analysis (3 cr.)

Oral Communication Requirement (3 cr.)

Complete one of the following courses:

- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**
- CMCL-C 122 Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)

Advanced Writing Requirement (3 cr.)

Complete one of the following courses:

- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 270 Argumentative Writing (3 cr.)

Communication Requirement (6 cr.)

Complete six credits from the following courses:

- BUS-C 204 Business Communications (3 cr.)

- CMCL-C ____ Any communication and culture course **+(some A&H)**
- ENG-G 205 Introduction to the English Language (3 cr.)
- ENG-G 302 Structure of Modern English (3 cr.)
- ENG-W 103 Introductory Creative Writing (3 cr.) **+(A&H)**
- ENG-W 202 English Grammar Review (1 cr.)
- ENG-W 203 Creative Writing (3 cr.) (P: W 103)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- THTR-T 115 Oral Interpretation I (3 cr.)

Arts and Humanities Elective Requirement (3 cr.)

Complete three credits in Arts and Humanities in addition to those required by the general education requirement.

Social and Historical Studies Elective Requirement (3 cr.)

Complete three credits in Social and Historical Studies in addition to those required by the general education 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 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. 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, management, psychology, and finance), students complete a minimum of 24 credit hours of course work from the Kelley School of Business, completing the 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. For more information, please visit: <http://www.publichealth.indiana.edu/program-areas/sport-marketing-management-undergrad/index.shtml>.

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 complete an application process. Admission to the Sport Marketing and Management Program is currently limited to between 40 and 60 students per year. A student seeking entrance into the program is eligible for consideration under the following conditions:

- Completion of 40 credit hours of college course work that counts toward graduation. This course work may be completed at Indiana University or at another accredited institution offering comparable course

work. The applicant must be in good academic standing.

- Successful completion of the following five prerequisite courses:
 - BUS-A 201 Financial Accounting (P: A 100) or BUS-A 202 Managerial Accounting (P: A 100)
 - BUS-L 201 Legal Environment of Business (P: Sophomore standing)
 - ECON-E 201 Microeconomics or ECON-E 202 Macroeconomics
 - HPER-P 211 Introduction to Sport Management
 - MATH-D 116 & 117 Finite Math or MATH-M 118 Finite Math or MATH-M 119 Calculus
- Grades for all prerequisite course work must be 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.
- Submission of an application by the required deadline. Undergraduates are admitted to the Sport Marketing and Management Program once each year. The application deadline for admission is December 1. Students will be notified of admission status no later than February 15. The application process is completed online. The application may be found at <https://www.indiana.edu/~hperweb/smmApplication/index.php>.
- Participation in the Sport Marketing and Management Orientation Program. After receiving an offer of admission, students are required to attend an orientation program at a time specified in the offer. Failure to attend this orientation program may cause the offer of admission to be withdrawn.

Applications are reviewed on an individual basis. Admission will be based upon the applicant's GPA (both in prerequisite courses and cumulative GPA), but other factors may be considered, such as trend in grades, experience in sport activities, sport-related work or volunteer experience, and other relevant skills and experiences. Admission is competitive. Generally, students apply mid-sophomore year.

Students in the University Division should declare their intention to major in sport marketing and management to the University Division Records Office.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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. Students admitted to this program are selected from a pool of applicants. Admission to the program is limited. Graduation requirements include:

- completion of general education requirements.
- completion of sport marketing and management major requirements.
- a minimum of 124 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: HPER-A, HPER-D, HPER-K, and HPER-P.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (85-90 cr.)

Sport Marketing and Management Foundation Requirement (15 cr.)

Complete each of the following courses:

- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 333 Sport in America: Historical Perspective (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 418 Sport Marketing (3 cr.)

Sport Marketing and Management Professional Requirement (21 cr.)

Complete each of the following courses:

- HPER-P 318 Management of the Sport Enterprise (3 cr.)
- HPER-P 304 Sport Industry Studies (3 cr.) **or** HPER-P 328 Issues in Intercollegiate Athletics (3 cr.)
- HPER-P 404 Colloquium in Sport Management (3 cr.) **or** HPER-R 425 Sport Governance in the Global Community (3 cr.)
- HPER-P 411 Legal Issues in Sport Settings (3 cr.) **or** HPER-R 411 Legal Issues in Sport Settings (3 cr.)
- HPER-P 423 Financial Principles of Sport (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (3 cr.)

Experience Requirement (1-6 cr.):

Complete one of the following courses:

- HPER-P 439 Practicum in Sport Studies (1-3 cr.) (2.3 cumulative GPA required)
- HPER-P 449 Internship in Sport Management (1-6 cr.) (2.5 cumulative GPA required)

Computer Compency Requirement (3 cr.):

Complete one of the following courses:

- BUS-K 201 The Computer in Business (3 cr.) (C– required for use in business minor)
- HPER-P 200 Microcomputer Applications in Kinesiology(3 cr.)

Business Course Requirement (24 cr.):

Complete each of the following courses:

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.) **+(S&H)**
- BUS-M 300 Introduction to Marketing (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)**

Select one of the following:

- BUS-C 204 Business Communications (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-X 100 Introduction to Business (3 cr.) **+(S&H)**
- ECON-E 370 Statistical Analysis for Business and Economics (3 cr.)

Oral Communication Requirement (3 cr.):

Complete one of the following courses:

- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**
- CMCL-C 122 Interpersonal Communication (3 cr.) **+(S&H)**

Written Communication Courses (6 cr.):

Complete two of the following courses:

- BUS-C 104 Business Presentations (3 cr.)
- BUS-C 204 Business Communications (3 cr.) – *if not selected above*
- ENG-W 103 Introduction to Creative Writing (3 cr.) **+(A&H)**
- ENG-W 202 English Grammar Review (1cr.)
- 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.)
- JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) **+(S&H)**
- JOUR-J 210 Visual Communication (3 cr.)
- TEL-T 211 Writing for Electronic Media (3 cr.)

Sport Marketing and Management Elective Courses (12 cr.):

Complete twelve credits from any of the following courses:

- Students should check for prerequisites.
- To complete one (or more) of three business minors, students should complete course work from the following. This course work is in addition to courses already included in the business core that is a required as a part of the sport marketing and management major.

Business (if completing the standard business minor, two of the following three courses are required):

- BUS-F 300 Introduction to Financial Management (3 cr.)
- BUS-G 300 Introduction to Managerial Economics (3 cr.)
- BUS-P 300 Introduction to Operation Management (3 cr.)

Marketing — students selecting the minor in marketing choose two additional courses. Required:

- BUS-M 311 Introduction to Marketing Communication (3 cr.) **or** BUS-M312 Retail Marketing Management (3 cr.)

Choose one course from:

- BUS-M 311 Introduction to Marketing Communication (3 cr.) **or** BUS-M312 Retail Marketing Management (3 cr.) (which ever course not taken as the required course above)
- BUS-F 300 Introduction to Financial Management (3 cr.)
- BUS-G 300 Introduction to Managerial Economics (3 cr.)
- BUS-P 300 Introduction to Operation Management (3 cr.)

Entrepreneurship — students selecting the business entrepreneurship minor take both of the following courses:

- BUS-W 211 Contemporary Entrepreneurship (3 cr.)
- BUS-W 300 Small Business Management (3 cr.)

Additional Business and Economics Electives:

- BUS-A 100 Basic Accounting Skills (1 cr.)
- BUS-D 301 The International Business Environment (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 315 Business and Law of Entertainment and Sports (3 cr.)
- BUS-R 300 Principles of Real Estate (3 cr.)
- BUS-X 420 Business Career Planning and Placement (2 cr.)
- ECON-E 370 Statistical Analysis for Business and Economics (3 cr.)

School of Public Health - Bloomington Electives:

- HPER-P 213 Introduction to Sport Communication (3 cr.)
- HPER-P 251 Sport and Electronic Media (3 cr.)
- HPER-P 301 Job Search Strategies for Kinesiology Students (3 cr.)
- HPER-P 304 Sport Industry Studies (3 cr.)
- HPER-P 404 Colloquium in Sport Management (3 cr.)
- HPER-P 415 Sport Promotion and Public Relations (3 cr.)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 445 Special Topics in Kinesiology (1-3 cr.)
- HPER-R 354 Sport and Violence (3 cr.)

Courses outside Business and Public Health:

African American and African Diaspora Studies:

- AAAD-A 264 History of Sport and Afro-American Experience (3 cr.) **+(S&H)**
- AAAD-A 265 Modern Sports and Afro-American Experience (3 cr.) **+(S&H)**

English:

- ENG-L 210 Studies in Popular Literature and Mass Media (3 cr.) **+(A&H)**
- ENG-L 240 Literature and Public Life (3 cr.) **+(A&H)**
- ENG-L 295 American Film Culture (3 cr.) **+(A&H)**

Journalism:

- JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) **+(S&H)**
- JOUR-J 210 Visual Communication (3 cr.)

Psychological and Brain Sciences:

- PSY-P 304 Social, Psychological, and Individual Differences (3 cr.)
- PSY-P 323 Industrial /Organizational Psychology (3 cr.)
- PSY-P 327 Psychology of Motivation (3 cr.)

Sociology:

- SOC-S 101 Social Problems and Policies (3 cr.) **+(S&H)**

- SOC-S 315 Work and Occupations (3 cr.)

Telecommunications:

- TEL-T 101 Media Life (3 cr.) **+(S&H)**
- TEL-T 340 Electronic Media Advertising (3 cr.)
- TEL-T 343 Electronic Media Sales (3 cr.)
- TEL-T 347 Promotion and Marketing (3 cr.)
- TEL-T 348 Audience Analysis (3 cr.)
- TEL-T 445 Sports and Television (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.

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.)
or ENG-W 170 Introduction to Argumentative Writing (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)
or MATH-M 119 Brief Survey of Calculus (3 cr.)
- PSY-P 101 Introductory Psychology 1 (3 cr.)
- CMCL-C 121 Public Speaking (3 cr.)

Spring Semester (15 cr.)

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- CMCL-C 122 Interpersonal Communication (3 cr.)
- ECON E201 Introduction to Microeconomics (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)

Special Opportunities

Majors are required to complete a practicum or internship experience and most often complete several varied experiences prior to graduation. The Indiana University Sport Marketing Alliance (IUSMA) plays an active role in locating internships and employment opportunities for its members. The Kinesiology Career Services Office provides expert career advisement and services for students. Indiana provides many local opportunities for majors looking for internship study. Indianapolis is home to the Colts in Lucas Oil Stadium, the Pacers and Fever at Conseco Fieldhouse, motorsports at the Indianapolis Motor Speedway, swimming and diving at the Natatorium, the Indianapolis Indians at Victory Field, the NCAA Headquarters, as well as four 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. Indiana provides many local

opportunities. Many students seek immediate admission to graduate programs in law or sports 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. For more information, please visit:

www.publichealth.indiana.edu/program-areas/physical-education/index.shtml .

Admission

Apply online for undergraduate admission to Indiana University at <http://admit.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 26 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:

- HPER P140 Foundations of Physical Education
- HPER P141 Fundamentals of Human Movement
- Formal application to the program, including:
 - completion and submission of an online application form, available at: <https://www.indiana.edu/~hperweb/pete/> by March 1 for fall admission (*Alternatively, paper application forms are available in HPER 115. The paper forms may be completed and submitted to the Office of the Dean in HPER 115.*)
 - three letters of reference
 - 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 HPER-P 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 scores on the PRAXIS I: Academic Skills Assessment in Reading, Writing, and Mathematics

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 124 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.

Passing scores on the PRAXIS I and PRAXIS II are 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (93 cr.)

Physical Education Core Requirement (52 cr.)

A minimum GPA of 2.5 is required in HPER-P Kinesiology courses.

Complete each of the following courses:

- HPER-P 140 Foundations and Principles of Physical Education (2 cr.) (Minimum grade of C required.)
- HPER-P 141 Fundamentals of Human Movement (3 cr.) (Minimum grade of C required.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.) (Minimum grade of C required.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.) (Minimum grade of C required.)
- HPER-P 219 Performance and Teaching of Stunts and Tumbling and Novice Gymnastics (1 cr.) (Minimum grade of C required.)
- HPER-P 224 Teaching Dance Activities (2 cr.) (Minimum grade of C required.)
- HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.) (Minimum grade of C required.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.)
- HPER-P 490 Motor Development and Learning (3 cr.) (Minimum grade of C required.)
- HPER-__ HPER Electives (5 cr.) *Select 5 credit hours of HPER Electives. These credits must be in one of the following concentration areas: adapted physical education, aquatics, coaching, dance, fitness, and recreation, or 5 credits from the required course work for the health education cognate may satisfy this requirement. Please see an academic advisor for choices.*

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

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

Student must pass the PRAXIS I exam and be admitted to the teacher education program before taking the following five courses:

- 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:*
- CMCL-C 121 Public Speaking (3 cr.) **+(A&H)**
(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 HPER Room 115 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 PRAXIS 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.)

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

Health Education Courses (11 cr.)

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

Students must also complete:

- First Aid/CPR certification earned in HPER-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.
- PRAXIS Health Education exam with a passing grade
- Health 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
HPER-F 255 Human Sexuality (3 cr.)
HPER-H 263 Personal Health (3 cr.)
Social and Historical Studies Elective (3 cr.)

Spring Semester

CMCL-C 121 Public Speaking (3 cr.)
HPER-H 160 First Aid and Emergency Care (3 cr.)
HPER-H 174 Prevention of Violence in American Society (3 cr.)
HPER-H 180 Stress Prevention and Management (3 cr.)
HPER-H 205 Introduction to Health Education (1 cr.)
Arts and Humanities Elective (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 (IAHPERD). 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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test,

is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-R and HPER-L.
- 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

[2012-2013 General Education Bulletin](#) to view these requirements.

Major (74-75 cr.)

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

Complete each of the following courses:

- ENG-W 231 Professional Writing (3 cr.)
- HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- HPER-R 279 Adventure Education (3 cr.) or HPER-R 413 Outdoor Adventure Program (3 cr.)
- HPER-R 280 Natural History and Field Ecology (3 cr.)
- HPER-R 323 Ecosystem Management (3 cr.)
- HPER-R 372 Interpretation and Tour Guiding (3 cr.)
- HPER-R 385 Wilderness and Protected Lands (3 cr.)
- HPER-R 406 Human Health and Natural Environments (3 cr.)
- HPER-R 429 Ecotourism: Administration and Management (3 cr.)
- HPER-R 475 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

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

Professional Electives (11 to 12 cr.)

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

- HPER-O 305 Introduction to Wilderness Leadership (2 cr.)
- HPER-R 283 Recreation-Based GIS (3 cr.)
- HPER-R 322 Scientific Diver Certification (3 cr.)
- HPER-R 345 Therapeutic Outdoor Instructional Techniques (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.)
- HPER-R 355 Outdoor Recreation Consortium (2 cr.)
- HPER-R 356 Field Techniques in Environmental Education (3 cr.)
- HPER-R 357 Applied Ecology: Water Communities (3 cr.)
- HPER-R 370 Wilderness First Responder (3 cr.)
- HPER-R 380 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- HPER-R 398 Practicum in Therapeutic Outdoor Programs (3 cr.)

- HPER-R 412 Principles of Therapeutic Outdoor Programs (3 cr.)
- HPER-R 413 Outdoor Adventure Programs: Foundations and Theories (3 cr.)
- HPER-R 421 Investigation of Underwater Resources (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 424 Shipwreck Parks as Underwater Museums (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (3 cr.)
- HPER-R 451 Fiscal Management of Leisure Service Organizations (3 cr.)
- HPER-R 468 Strategic Planning for Recreation, Park, and Tourism Organizations (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

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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-R and HPER-L.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (77 to 78 cr.)

Public, Nonprofit, and Community Recreation Specialization (33 cr.)

Complete each of the following courses:

- CMCL-C 121 Public Speaking (3 cr.) (minimum grade of C-) **+(A&H)** or CMCL-C 122 Interpersonal Communication (3 cr.) (minimum grade of C-) **+(S&H)**
- ENG-W 231 Professional Writing Skills (3 cr.)
- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+(S&H)**
- HPER-R 205 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- HPER-R 236 Tourism and Commercial Recreation (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (3 cr.)
- HPER-R 451 Fiscal Management for Leisure Service Organizations (3 cr.)
- HPER-R 468 Strategic Planning for Recreation Organizations (3 cr.)
- HPER-T 101 Introduction to Resource Development/Fundraising (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

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

Professional Electives (11 to 12 cr.)

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

- ANTH-A 403 Introduction to Museum Studies (3 cr.)
- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 279 Outdoor Adventure Education (3 cr.)
- HPER-R 283 Recreation Based GIS Systems (3 cr.)
- HPER-R 302 Aquatic Management (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.)
- HPER-R 353 Festival and Event Management (3 cr.)
- HPER-R 354 Sport and Violence (3 cr.)
- HPER-R 365 Leisure and Aging (3 cr.)
- HPER-R 385 Wilderness and Protected Lands (3 cr.)
- HPER-R 413 Outdoor Adventure Programs: Foundation/Theories (3 cr.)
- HPER-R 424 Shipwreck Parks as Underwater Museums (3 cr.)
- HPER-R 471 Human Resources Management in Leisure Services (3 cr.)
- HPER-R 472 Youth Sport Management (3 cr.)
- HPER-T 201 Annual Giving (2 cr.)

- HPER-T 202 Major Gifts (2 cr.)
- HPER-T 301 Capital Campaigns (2 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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-R and HPER-L.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (81 cr.)

Recreational Sport Management Specialization Requirement (33 cr.)

Complete each of the following courses:

- HPER-H 263 Personal Health (3 cr.) **+(S&H)**
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 216 Concepts and Applications in Physical Fitness (3 cr.)
- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 237 Computers in Park, Recreation, Sport, and Tourism Management (3 cr.)
- HPER-R 266 Recreation Facilities Management (3 cr.)
- HPER-R 411 Legal Issues in Sport Settings (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 451 Fiscal Management of Leisure Service Organizations (3 cr.)
- HPER-R 471 Human Resource Management of Leisure Services (3 cr.)
- HPER-R 472 Youth Sport Management (3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- HPER-R 160 Foundations of Recreation and Leisure (3 cr.) **+(S&H)**
- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 330 Management in Recreation, Parks and Tourism (3 cr.)
- HPER-R 392 Career Perspectives and Internship Preparation (4 cr.)
- HPER-R 395 Data-Based Decision-Making Methods (3 cr.)
- HPER-R 430 Event Planning and Program Development (3 cr.)

- HPER-R 463 Professional Internship (12 cr.)
- HPER-T 142 Living Well (3 cr.) **+(S&H)**
- 320 Hours of Field Experience are required.

Professional Elective Requirement (15 cr.)

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

- HPER-P 217 Methods of Group Exercise Instruction (3 cr.)
- HPER-P 218 Methods of Personal Fitness Instruction (3 cr.)
- HPER-P 318 Management of the Sport Enterprise (3 cr.)
- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-P 334 Cultural Diversity in American Sport (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 418 Sport Management (3 cr.)
- HPER-P 425 Sport Governance in the Global Community (3 cr.)
- HPER-P 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (3 cr.)
- HPER-R 279 Outdoor Adventure Education (3 cr.)
- HPER-R 282 Leadership Strategies and Diversity Applications (3 cr.)
- HPER-R 302 Aquatic Management (3 cr.)
- HPER-R 354 Sport and Violence (3 cr.)
- HPER-T 101 Introduction to Resource Development and Fund Raising (3 cr.)
- HPER-T 220 Disability, Function, and Health (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://admit.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 26 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 recreational therapy 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-R and HPER-L.
- 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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (76-78 cr.)

Recreational Therapy Specialization (46-48 cr.)

Complete each of the following courses:

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

Recreation Core (30 cr.)

Complete each of the following courses:

- HPER-R 160 Foundations of Recreation and Leisure (3 cr.) **+(S&H)**
- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 330 Management in Recreation, Parks and Tourism (3 cr.)
- HPER-R 395 Data-Based Decision-Making Methods (3 cr.)
- HPER-R 430 Event Planning and Program Development (3 cr.)
- HPER-R 463 Professional Internship (12 cr.)
- HPER-T 142 Living Well (3 cr.) **+(S&H)**
- 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://admit.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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-R and HPER-L.
- 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 [2012-2013 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)
- HPER-R 236 Tourism and Commercial Recreation (3 cr)
- HPER-R 240 International Tourism (3 cr)
- HPER-R 252 Introduction to Lodging Management (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.) (minimum C- required)

- HPER-R 351 Convention Management and Meeting Planning (3 cr.) (minimum C- required)
- HPER-R 352 Resort Management (3 cr)
- HPER-R 353 Festival and Event Management (3 cr)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (3 cr)
- HPER-R 451 Fiscal Management of Leisure Service Organizations (3 cr.)
- HPER-R 457 Green Operations in Hospitality Management (3 cr.)
- HPER-R 468 Strategic Planning for Recreation Organizations (3 cr.)
- HPER-R 471 Human Resource Management in Leisure Services(3 cr.)

Recreation Core (33 cr.)

Complete each of the following courses:

- HPER-R 160 Foundations of Recreation and Leisure (3 cr.) **+(S&H)**
- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 330 Management in Recreation, Parks and Tourism (3 cr.)
- HPER-R 392 Career Perspectives and Internship Preparation (3 cr.)
- HPER-R 395 Data-Based Decision-Making Methods (3 cr.)
- HPER-R 430 Event Planning and Program Development (3 cr.)
- HPER-R 463 Professional Internship (12 cr.)
- HPER-T 142 Living Well (3 cr.) **+(S&H)**
- 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)
- HPER C310, C315, C335, C354, C366, C403, C416, F317a, F341, F355, F370, F417, F440, F441, F444, F452, F453, F457b, F460, H160, H163, H172 (S&H), H174 (S&H), H180, H220 (S&H), H234, H263 (S&H), H305, H306, H311, H315, H317a, H318, H319, H320, H326, H340, H350, H418, H464, N220, N231 (N&M), N331 (strongly recommended), N336, P290, P398, P405, R160, R340, R365, R366, T101, T142 (S&H), T201, T202, T301, T302, T401
- 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, S422, S444
- SPHS S433
- SPEA V160 (S&H), V161 (S&H), V221, V263, V362, V366, V373, V432, V435, V436, V450, V462, V463, H320, H455
- SWK S100 (S&H), S141, S221 (S&H), S300, S332, S352
- SPEA-E 272 Introduction to Environmental Sciences +S&H
- SPEA-E 311 Introduction to Risk Assessment and Risk Communication
- SPEA-E 400 Topics in Environmental Studies
- SPEA-E 410 Introduction to Environmental Toxicology
- SPEA-E 412 Risk communication
- SPEA-E 452 Solid and Hazardous Waste Mgt
- SPEA-E 475 Techniques of Environmental Science (P: SPEA-E 272 or SPEA-H 316)

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-L 201 Legal Environ of Bus +S&H (P: Soph or honors freshman)
- BUS-F 300 Intro to Financial Mgmt (P: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-M 300 Intro to Marketing (P or C: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-P 300 Intro to Operations Mgt (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://admit.indiana.edu/>.

A newly admitted freshman pursuing a Bachelor of Science in Applied Health Science degree with a major in

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 HPER or LSTU below, or decide if you want to minor in SPEA, Business or Psychology

School of Public Health - Bloomington courses

HPER-H 160 (take HPER-H160 if not certified in first aid), HPER-H 174 +S&H (if not taken as a requirement), HPER-H 180, HPER-H 305, HPER-H 306, HPER-H 311, HPER-H 318, HPER-H 401, HPER-H 404, HPER-H 460, HPER-H 494; HPER-S 217, HPER-S 255 (if not taken as a requirement), HPER-S 317, HPER-S 352, HPER-S 354, HPER-S 370, HPER-S 425, HPER-S 430, HPER-S 440, HPER-S 441; HPER-T 142 +S&H, HPER-T 201, HPER-T 202, HPER-T 301, HPER-T 302, HPER-T 401

SPEA Environmental Management Minor (15 credits required for this minor; in order to receive this minor students must choose SPEA-E 272, SPEA-E 311 plus two other courses in this category. SPEA-H 316 required course counts in minor)

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 26 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. 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.

International transfer applicants to the School of Public Health - Bloomington, whose primary language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is required for direct admission to the School of Public Health - Bloomington. For students from countries where the TOEFL is not available, other evidence of English proficiency may be considered. 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.

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.

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 26 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 124 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: HPER-C, HPER-F, HPER-H, HPER-N, and HPER-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 [2012-2013 General Education Bulletin](#) to view these requirements.

Major (90cr.)

Professional Core Courses (63 cr.)

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

- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 180 Survey of Practice with Youth and Families (3 cr.)
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- HPER-F 345 Parent Child Relations (3 cr.)
- HPER-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- HPER-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- HPER-F 417 African American and Latino Families (3 cr.)
- HPER-F 430 Professional Preparation in Human Development and Family Studies (3 cr.)
- HPER-F 442 Internship in Human Development and Family Studies (6 cr.)
- HPER-F 453 Family Life Education (3 cr.)
- HPER-F 458 Family Law and Policy (3 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- HPER-L 180 Participant Leadership Development (1 cr.)

- HPER-N 220 Nutrition for Health (3 cr.) **or** HPER-N 231 Human Nutrition (3 cr.) **+N&M or** HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-P 206 Recreational Sports Programming (3 cr.)
- HPER-R 270 Inclusive Recreation Services (3 cr.)
- HPER-R 279 Outdoor Adventure Education (2 cr.)
- HPER-R 330 Management in Recreation, Park, and Tourism (3 cr.)
- HPER-T 142 Living Well (3 cr.) **+S&H**

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.)
- 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** HPER-P 200 Microcomputer Applications in Physical Education (3 cr.) **or** HPER-R 237 Computers in Park, Recreation, and Tourism Management (3 cr.)
- CJUS-P 414 Adolescents and the Law (3 cr.)
- EDUC-P 313 Adolescents in a learning Community (3 cr.)
- MATH/PSY-K 300 Statistical Techniques (3 cr.) **or** HPER-H 391 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**
- SOC-S 100 Introduction to Sociology (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 Elementary Composition 1/Mathematical Modeling (3 cr.)

Arts and Humanities/World Languages and Cultures Elective (3 cr.)

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

HPER-L 180 Personal Leadership Development (3 cr.)

HPER-T 142 Living Well (3 cr.)

SOC-S 100 Introduction to Sociology/PSY-P 101

Introduction to Psychology (3 cr.) *Spring Semester*

Elementary Composition 1/Mathematical Modeling (3 cr.)

Arts and Humanities/World Languages and Cultures Elective (3 cr.)

HPER-F 180 Personal Leadership Development (3 cr.)

HPER-F 258 Marriage and Family Interaction (3 cr.)

SOC-S 100 Introduction to Sociology/PSY-P 101

Introduction to Psychology (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
- Dance
- 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. Students considering this minor may visit Bill Ramos for academic advising.

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

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 18 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.
- successful completion of the required 2-5 credit hour professional development area with a minimum 2.5 professional development GPA.

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

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

Complete each of the following courses:

- HPER-P 326 Lifeguard Training and Water Safety Instructor (3 cr.)
- HPER-P 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)
- HPER-P 498 Practicum in Physical Education and Athletics* (3 cr.) **or** HPER-R 398 Practicum in Parks and Recreation* (3 cr.)
- HPER-R 302 Aquatic Management (3 cr.)

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

Professional Development (2 to 5 cr. with a minimum 2.5 professional development GPA):

Complete a minimum of one emphasis area:

Coaching:

- HPER-A 367 Coaching of Swimming and Diving (2 cr.)

Sailing:

- HPER-E 374 Keelboat and Powerboat Safety (2 cr.)
- HPER-P 464 Small Boat Sailing Instructor (3 cr.) (P: Permission of instructor)

Scuba Diving:

- HPER-E 470 Diver Safety and Rescue (2 cr.) (P: Scuba Certification)
- HPER-P 472 Scuba Instructor Development (3 cr.) (P: Permission of instructor)

Electives (1-4 cr.):

Complete 1 to 4 credits from any of following courses:
Management:

- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- HPER-P 206 Recreational Sports Programming (3 cr.) **or** HPER-R 206 Recreational Sports Programming (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (3 cr.) **or** HPER-P 411 Legal Issues in Sport Settings (3 cr.) **or** HPER-R 411 Legal Issues in Sport Settings (3 cr.)
- HPER-S 151 Legal Aspects of Safety (3 cr.)

Instructional Education:

- HPER-P 495 Laboratory Teaching in the

Physical Education Program (1 cr.)

Scuba:

- HPER-E 270 Introduction to Scientific Scuba (2 cr.)
- HPER-E 272 Scuba Knowledge Development (1 cr.)
- HPER-E 370 Scuba Certification (2 cr.)
- HPER-E 371 Advanced Scuba (1 cr.) (P: Scuba certification)
- HPER-E 470 Diver Safety and Rescue (2 cr.) (P: Scuba certification)
- HPER-P 472 Scuba Instructor Development (3 cr.) (P: Permission of instructor)

Watercraft:

- HPER-E 164 Sailing (2 cr.)
- HPER-E 264 Intermediate Sailing (2 cr.)
- HPER-E 277 Introduction to Rowing (1 cr.)
- HPER-E 364 Sailing Practicum (1 cr.)
- HPER-E 374 Keelboat and Powerboat Safety (2 cr.)
- HPER-P 464 Small Boat Sailing Instructor (3 cr.) (P: Permission of Instructor)

Swimming and Diving:

- HPER-E 123 Diving (1 cr.)
- HPER-E 268 Intermediate Swimming (1 cr.)
- HPER-E 275 Aquatic Conditioning (1 cr.)

Coaching:

- HPER-A 367 Coaching of Swimming and Diving (2 cr.)

First Aid/Safety:

- HPER-H 401 Emergency Medical Technician (EMT)-Ambulance (3 cr.) (P: H 160)
- HPER-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. Students considering this minor may visit Dr. Phil Henson for academic advising.

Phil Henson
 Director, Coaching Minor
 Department of Kinesiology

School of Public Health - Bloomington
 HPER 112
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-6926
phenson@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-P 280 Principles of Athletic Training and Emergency Care (2 cr.) **or** HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-P 335 Theories of Conditioning for Coaching (limited to coaching minor students or instructor consent) (3 cr.)
- HPER-P 435 Philosophical Foundations of Coaching (limited to coaching minor students or instructor consent) (3 cr.)
- HPER-P 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:

- HPER-A 361 Coaching of Football (2 cr.) (spring only)
- HPER-A 362 Coaching of Basketball (2 cr.) (fall only)
- HPER-A 363 Coaching of Baseball (2 cr.) (fall only)
- HPER-A 364 Coaching of Track and Field (2 cr.) (fall only)
- HPER-A 367 Coaching of Swimming and Diving (2 cr.)
- HPER-A 368 Coaching of Tennis (2 cr.) (spring only)
- HPER-A 370 Coaching of Soccer (2 cr.) (spring only)
- HPER-A 371 Coaching of Volleyball (2 cr.) (fall only)
- HPER-A 483 Sports Officiating (1 cr.) (usually basketball, track & field, or softball)
- HPER-E 220 Training Theories for Endurance Events (2 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 445 History of Indiana High School Basketball (3 cr.)

Specialized Electives (6 cr.):

Complete 6 credits from the following courses:

- HPER-N 231 Human Nutrition (P: CHEM-C 101 and BIOL or ANAT or PHSL) **+N&M**
- HPER-P 212 Introduction to Exercise Science (3 cr.)

- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (P: PHSL-P 215) (3 cr.)
- HPER-P 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.

Dance

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. Students considering this minor may visit Professor Gwen Hamm for academic advising.

Gwen Hamm
 Director, Dance Minor
 Department of Kinesiology
 School of Public Health - Bloomington
 HPER 112
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-6076
hamm@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

Requirements

This undergraduate minor program is intended for students in degree programs other than dance, who wish to add a dance 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 Sciences students completing this minor must include at least 6 credits of courses at the 300/400 level.

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

Dance Minor Core Courses (6 cr.):

Complete the following course:

- HPER-D 111 Core of Dance Techniques I (3 cr.) (Fall)

Complete one of the following courses:

- HPER-D 231 Introduction to Dance Studies (3 cr.) (Spring) **+A&H**

- HPER-D 332 Core of Dance Techniques I (3 cr.) (College of Arts and Sciences students must choose D 332)

Emphasis Courses (6 cr.)

Complete any 6 credit hours from one of the following emphases:

Teaching/Dance Science

- HPER-A 387 Management of Dance Injuries (3 cr.) (P: P 205)
- HPER-D 200 Dance Elementary Education (1 cr.)
- HPER-D 351 Teaching of Modern Dance (1 cr.) (P: D 211)
- HPER-D 461 Methods of Movement Analysis (1 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.) **or** ANAT A215 Basic Human Anatomy (5 cr.)
- HPER-P 224 Teaching Dance Activities (2 cr.)
- HPER-P 445 Special Topics in Kinesiology: Part I- Prof Study of Pilates Matwork (3 cr.)
- HPER-P 445 Special Topics in Kinesiology: Part II- Tchr Training in Pilates Matwork (3 cr.)
- HPER-P 495 Laboratory Teaching in the Physical Education Program (1 cr.)
- HPER-P 498 Required Practicum for Part II Tchr Training in Pilates Matwork (requires authorization) (1 cr.)

OR

Performance/Choreography

- AAAD-A 100 African American Dance Company (2 cr.) (By audition)
- HPER-D 102 Body Conditioning for the Dancer (1 cr.)
- HPER-D 121 Techniques of Movement Improvisation (1 cr.) (Fall)
- HPER-D 353 Musical Resources for Dance (2 cr.) (Fall)
- HPER-D 441 Dance Production I (2 cr.)
- THTR-T 300 Musical Theatre Workshop (3 cr.) **or** THTR-T 410 Movement for the Theatre (3 cr.) (P: T120) **or** any advisor approved Musical Theater Dance course

OR

Interdisciplinary:

- Select 6 credit hours combined from Teaching/ Dance Science and Performance/Choreography.

Modern Technique (3 cr.)

Complete 3 credit hours of modern dance

- HPER-D 211 Advanced Modern Technique I (P: HPER-E 335, By audition only) (3 cr.)
- HPER-D 212 Advanced Modern Technique II (P: HPER-E 335, By audition only) (2-3 cr.)
- HPER-E 155 Modern Dance (1 cr.)
- HPER-E 255 Intermediate Modern Dance (1 cr.)
- HPER-E 355 Advanced Modern Dance (1 cr.)

Supporting Technique (3 cr.)

Complete 3 credit hours from the following supporting dance form courses (or choose 3 additional credit hours from "Modern Technique" above)

- AAAD-A 221 Dance in the African Diaspora (3 cr.) (Fall) **or** AAAD-A 399 Advanced Topics in Arts and Humanities in African American and African Diaspora Studies (Topic: Black Dance History) (3 cr.)
- HPER-E 100 Hip-Hop (1 cr.)
- HPER-E 132 Irish Dance I Beginning (1 cr.)
- HPER-E 134 Middle Eastern Dance (1 cr.)
- HPER-E 154 Beginning Tap Dance (1 cr.)
- HPER-E 156 Introduction to Jazz Dance Technique (1 cr.)
- HPER-E 232 Irish Dance I Intermediate (1 cr.)
- HPER-E 254 Intermediate Tap Dance (1 cr.)
- HPER-E 256 Intermediate Jazz Dance (1 cr.)
- HPER-E 354 Advanced Tap Dance (1 cr.)
- HPER-E 456 Advanced Jazz Dance (2 cr.)
- HPER-E 457 Jazz Dance Repertory (1 cr.)
- MUS-J 100 Ballet Elective/Secondary (2 cr.)
- MUS-J 210 Jazz Dance (1 cr.)

+ 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.

Ecotourism

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. Students considering this minor may visit Dr. Doug Knapp or Dr. Shu Cole for academic advising.

Doug Knapp
Co-Director, Ecotourism Minor
Department of Recreation, Park, and Tourism Studies
School of Public Health - Bloomington
HPER 133
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3094
dknapp@indiana.edu

Shu Cole
Co-Director, Ecotourism Minor
Department of Recreation, Park, and Tourism Studies
School of Public Health - Bloomington
HPER 133
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-9037
colest@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- HPER-R-350 Sustainable Tourism (3 cr.)
- HPER-R 429 Ecotourism: Administration and Management (3 cr.)

Ecotourism Electives (6 cr.):

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

- HPER-R 236 Tourism and Commercial Recreation (3 cr.)
- HPER-R 279 Outdoor Adventure Education (3 cr.)
- HPER-R 280 Natural History and Field Ecology (3 cr.)
- HPER-R 323 Ecosystem Management (3 cr.)
- HPER-R 357 Applied Ecology: Water Communities (3 cr.)
- HPER-R 372 Interpretation and Tour Guiding (3 cr.)
- HPER-R 380 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- HPER-R 385 Wilderness and Protected Lands (3 cr.)
- HPER-R 413 Outdoor Adventure Programming: Foundations and Theories (3 cr.)
- HPER-R 424 Shipwreck Parks as Underwater Museums (3 cr.)
- HPER-R 441 Legal Aspects of Recreation (3 cr.)
- HPER-R 468 Strategic Planning for Recreation, Park, and Tourism Organizations (3 cr.)

Exercise Science

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
Academic Advisor
Department of Kinesiology
School of Public Health - Bloomington
HPER 112 K
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-5538
cmmoore@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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.

Kinesiology Core Course (3 cr.)

Complete the following course:

- HPER-P 212 Introduction to Exercise Science (3 cr.)

Specialization Courses (15 cr.)

Complete 15 credit hours from the following courses:

- HPER-P 205 Structural Kinesiology (3 cr.) or ANAT-A 215 (5 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.)
- HPER-P 452 Motor Learning (3 cr.)
- HPER-P 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.)
- HPER-P 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. Students considering this minor may visit Professor Carol Kennedy-Armbruster for academic advising.

Carol Kennedy-Armbruster
Director, Fitness Instruction Minor
Department of Kinesiology
School of Public Health - Bloomington
HPER 296 D
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-6083
cakenned@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

Requirements

This undergraduate minor program is intended for students in degree programs other than the fitness specialist major, who wish to add a fitness instruction specialty to their studies. This minor requires:

- successful completion of 18 to 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.

Fitness Instruction Minor (18-21 credits):

Required Core Courses (16-18 credits):

Complete each of the following courses:

- HPER-P 205 Structural Kinesiology (3 cr.) or ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)
- HPER-P 283 Group Exercise Practicum (2 cr.)

- HPER-P 409 Basic Physiology of Exercise (3 cr.) (P: HPER-P 205 or ANAT-A 215 and PHSL-P 215)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**

Specialized Electives (2-3 credits):

Complete one of the following courses:

- HPER-C 416 Introduction to Health Counseling (3 cr.)
- HPER-P 217 Methods of Group Exercise Instruction (3 cr.)
- HPER-P 218 Methods of Personal Fitness Instruction (3 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 416 Fitness Administration (3 cr.)
- HPER-P 492 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 Instructor 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. Students considering this minor may visit Dr. Rasul Mowatt for academic advising.

Rasul Mowatt

Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington

HPER 133

1025 E. 7th St.

Bloomington, IN 47405-7109

(812) 855-3089

ramowatt@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 each of the following courses:

- HPER-T 101 Introduction to Resource Development/Fundraising (3 cr.)
- HPER-T 201 Annual Giving (2 cr.)

Fund Raising and Resource Development Elective Courses (4 cr.):

Complete two courses in fundraising and resource development from the following list:

- HPER-T 202 Major Gifts and Planned Giving (2 cr.)
- HPER-T 203 Development Services (2 cr.)
- HPER-T 301 Capital Campaigns (2 cr.)
- HPER-T 302 Development Marketing and Analytical Services (2 cr.)
- HPER-T 401 Advanced Planning, Giving Techniques, Wills, and Estates (2 cr.)

Ethics Course (3 cr.):

Complete one course in ethics from the following list:

- 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 Course (3 cr.)

Complete one course in writing and public speaking from the following list:

- CMCL-C 121 Public Speaking (3 cr.) **+A&H**
- CMCL-C 122 Interpersonal Communication (3 cr.) **+S&H**
- CMCL-C 228 Argumentation and Advocacy (3 cr.) **+S&H**
- CMCL-C 229 Ways of Speaking (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 350 Advanced Expository Writing (3 cr.)
- THTR-T 120 Acting I (3 cr.) **+A&H**

Social Organization and Behavior Course (3 cr.)

Complete one course in social organization and behavior from the following list:

- 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. Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
Academic Advisor
Department of Applied Health Science
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HPER C103
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sstryjew@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-C 315 Health in the Later Years (3 cr.)
- HPER-C 354 Multidisciplinary Perspectives in Gerontology (3 cr.)
- HPER-F 348 Human Development III: Early, Middle, and Late Adulthood (3 cr.)

Gerontology Course (3 cr.)

Compete one course from the following:

- HPER-C 335 Contemporary Issues in Aging and Health (3 cr.)
- HPER-C 403 Public Health Program Planning (3 cr.)
- HPER-F 453 Family Life Education (3 cr.)

Gerontology Elective Course (3 cr.)

Complete any one course from the following which was not used above:

- HPER-C 335 Aging Health, and Diverse Populations (3 cr.)
- HPER-C 403 Public Health Program Planning2 (3 cr.)
- HPER-F 453 Family Life Education** (3 cr.)
- HPER-R 366 Therapeutic Interventions with the Elderly2 (3 cr.)
- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 460 Grief in the Family Context (3 cr.)
- HPER-H 220 Death and Dying (3 cr.) **+S&H**
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-R 365 Leisure and Aging (3 cr.)
- SPEA-H 320 Health Systems Administration (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, HPER-F 150 and HPER-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. Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
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Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 Course (6 cr.):

Complete each of the following courses:

- HPER-F 150 Introduction to Life Span Development (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**

Human Development and Family Studies Elective Courses (9 cr.)

Complete three of the following courses:

- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 317 Topical Seminar in Human Development and Family Studies (3 cr.)
- HPER-F 341 Effects of Divorce on Children (3 cr.)
- HPER-F 345 Parent-Child Relations (3 cr.)
- HPER-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- HPER-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- HPER-F 348 Human Development III—Early, Middle, and Late Adulthood (3 cr.)
- HPER-F 355 Leading Family Process Discussion Groups (3 cr.)
- HPER-F 370 Family Health and the Media (3 cr.)
- HPER-F 417 African American and Latino Families (3 cr.)
- HPER-F 453 Family Life Education (3 cr.)
- HPER-F 457 Stress and Resilience in the Family (3 cr.)
- HPER-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. Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski
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sstryjew@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-H 340 Practicum in College Sex Education (3 cr.)
- HPER-H 305 Women's Health (3 cr.) **or** HPER-H 306 Men's Health (3 cr.)

Human Sexuality Elective Courses (6 cr.)

Complete two of the following electives:

- HPER-H 305 Women's Health (if not used in required courses) (3 cr.)
- HPER-H 306 Men's Health (if not used in required courses) (3 cr.)
- HPER-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- 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 303 Knowledge and Sex (3 cr.)
- GNDR-G 310 Representation and the Body (3 cr.)
- SOC-S 321 Sexual Diversity (3 cr.)
- SOC-S 422 Constructing Sexuality (3 cr.)
- Other sexuality-related course with approval of applied health science 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. Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
Academic Advisor
Department of Kinesiology
School of Public Health - Bloomington
HPER 112 K
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-5538
cmmoore@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-P 212 Introduction to Exercise Science (3 cr.)

Specialization Courses (15 Cr.)

Complete 15 credits of any of the following courses:

Fitness

- HPER-E 119 Personal Fitness (2 cr.)
- HPER-P 217 Methods of Group Exercise Instruction (3 cr.) (P: P 216)
- HPER-P 218 Methods of Personal Fitness Instruction (3 cr.) (P: P 216)
- HPER-P 280 Principles of Athletic Training and Emergency Care (2 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 326 Lifeguard Training and Water Safety Instructor (2 cr.)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) (P: P 409)
- HPER-P 419 Fitness Testing and Interpretation (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design (3 cr.) (P: P 419)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)
- HPER-P 448 Internship in Exercise Science (1-3 cr.)
- HPER-P 491 Research in Kinesiology (3 cr.)
- HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.)
- HPER-T 142 Living Well (3 cr.)

Management

- HPER-A 483 Principles of Sports Officiating (1 cr.)
- HPER-P 206 Recreational Sports Programming (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P213 Introduction to Sport Communication (3 cr.)
- HPER-P 318 Management of the Sport Enterprise (3 cr.)
- HPER-P 328 Issues in Intercollegiate Athletics (3 cr.)
- HPER-P 329 Issues in Sport Communication (3 cr.)
- HPER-P/R411 Legal Issues in Sport Settings (3 cr.)

- HPER-P 415 Sport Promotions and Public Relations (3 cr.)
- HPER-P 418 Sport Marketing (3 cr.) (P: BUS F260 or BUS A200)
- HPER-P 423 Financial Principles of Sport (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (3 cr.)
- HPER-P 439 Practicum in Sport Studies (1-3 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)

Science

- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 399 Practicum in Adapted Physical Education (1-2 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.) (P: PHSL P215)
- HPER-P 412 Exercise in Health and Disease (3 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)
- HPER-P 448 Internship to Exercise Science (1-3 cr.)
- HPER-P 452 Motor Learning (3 cr.)
- HPER-P 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.)
- HPER-P 490 Motor Development and Learning (3 cr.)
- HPER-P 491 Research in Kinesiology (3 cr.)

Sociology/Psychology

- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 445 Special Topics in Kinesiology (3 cr.)
- HPER-P 491 Research in Kinesiology (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. Students considering this minor may visit Dr. Rasul Mowatt for academic advising.

Rasul Mowatt

Director, Leadership Minor Program

Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington

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Bloomington, IN 47405-7109

(812) 855-3089

ramowatt@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-L 180 Participant Leadership Development (1 cr.) **or** HPER-L 181 Organizational Leadership Development (1 cr.)
- HPER-R 272 Recreation Activities and Leadership Methods (3 cr.)
- HPER-R 310 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)
- HPER-R 270 Inclusive Recreation (3 cr)
- SOC-S 217 Social Inequality (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 (1-6 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.)
- HPER-C 505 Public Health Foundations and Leadership (3 cr.)
- HPER-R 100 Leadership and Life Skills (2 cr.)
- HPER-R 180 Participant Leadership Development (1 cr.) **or** HPER-R 181 Organizational Leadership Development (1 cr.)
- HPER-R 231 Careers in Leisure Services (3 cr.)
- HPER-R 370 Wilderness First Responder (3 cr.)

- HPER-R 380 Outdoor Experiential Education: Instructional Techniques and Methods (3 cr.)
- HPER-R 385 Wilderness in the American Mind (3 cr.)
- HPER-R 413 Outdoor Adventure Programming, Organization and Leadership (3 cr.)
- MIL-G 102 Foundations in Leadership: Basic Leadership (2 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. Students considering this minor may visit Shannan Stryjewski for academic advising.

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sstryjew@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 Course (6 cr.):

Complete each of the following courses:

- HPER-N 120 Introduction to Foods (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.) **or** HPER-N 231 Human Nutrition (3 cr.) **+N&M**

Nutrition Elective Courses (9 cr.)

Complete three of the following courses:

- HPER-N 317 Topical Seminar in Nutrition/Dietetics: Diet, Disease, and Fitness (3 cr.)
- HPER-N 317 Topical Seminar in Nutrition/Dietetics: Nutrition in the Community (3 cr.)
- HPER-N 320 Food Chemistry (3 cr.)
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-N 430 Advanced Nutrition I (3 cr.)
- HPER-N 432 Advanced Nutrition II (3 cr.)
- HPER-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. Students considering this minor may visit Dr. Alan Ewert for academic advising.

Alan Ewert
Coordinator, Outdoor Recreation, Parks, and Human Ecology
Department of Recreation, Park, and Tourism Studies
School of Public Health - Bloomington
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Bloomington, IN 47405-7109
(812) 855-8116
awert@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- HPER-R 279 Outdoor Adventure Education (3 cr.)
or HPER-R 280 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.)

- HPER-R 205 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- HPER-R 279 Outdoor Adventure Education (3 cr.)
- HPER-R 280 Natural History and Field Ecology (3 cr.)
- HPER-R 345 Therapeutic Outdoor Instructional Techniques (3 cr.)
- HPER-R 356 Field Techniques in Environmental Education (3 cr.)

- HPER-R 357 Applied Ecology: Water Communities (3 cr.)
- HPER-R 372 Interpretation and Tour Guiding (3 cr.)
- HPER-R 380 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- HPER-R 385 Wilderness and Protected Lands (3 cr.)
- HPER-R 398 Practicum in Recreation, Park, and Tourism Studies (3 cr.)
- HPER-R 406 Human Health and Natural Environments (3 cr.)
- HPER-R 412 Principles of Therapeutic Outdoor Programs (3 cr.)
- HPER-R 413 Outdoor Adventure Programming: Foundations and Theories (3 cr.)
- HPER-R 424 Shipwreck Parks and Underwater Museums
- HPER-R 429 Ecotourism: Administration and Management (3 cr.)
- HPER-R 475 Applications in Outdoor Recreation, Parks, and Human Ecology (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 may earn this minor in addition to the baccalaureate degree. Students considering this minor may visit Paulene Hardy for academic advising.

Paulene Hardy
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
HPER 116
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Bloomington, IN 47405-7109
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pahardy@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 each of the following courses:

- HPER-C 366 Community Health (3 cr.)
- HPER-C 403 Public Health Program Planning (3 cr.)
- HPER-H 311 Human Disease and Epidemiology (3 cr.)
- HPER-T 150 Introduction to Public Health (3 cr.)

Public Health Elective Courses (3 cr.)

Complete two of the following electives:

- HPER-C 310 Health Care in Diverse Communities (3 cr.)
- HPER-C 354 Multidisciplinary Perspectives on Gerontology (3 cr.)
- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- HPER-F 317 Topical Seminar in Human Development and Family Studies (3 cr.) **or** HPER-F 341 Effects of Divorce on Children (3 cr.) **or** HPER-F 345 Parent/Child Relations (3 cr.) **or** HPER-F 355 Leading Family Process Discussion Groups (3 cr.)
- HPER-H 163 Emerging Health Issues (3 cr.)
- HPER-H 172 International Health and Social Issues (3 cr.) **+S&H**
- HPER-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 220 Death and Dying (3 cr.) **+S&H**
- HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)
- HPER-H 263 Personal Health (3 cr.) **+S&H**
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 306 Men's Health (3 cr.)
- HPER-H 315 Consumer Health (3 cr.)
- HPER-H 317 Topical Seminar in Health Education (3 cr.)
- HPER-H 318 Drug Use in American Society (3 cr.)
- HPER-H 320 The Nature of Cancer (3 cr.)
- HPER-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- HPER-H 327 Practicum in College Death Education (3 cr.)
- HPER-H 340 Practicum in College Sex Education (3 cr.)
- HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.)
- HPER-H 391 Introduction to Health Information and Statistics (3 cr.)
- HPER-H 418 The Nature of Addiction (3 cr.)
- HPER-H 445 Travel Study (3 cr.)
- HPER-H 464 Coordinated School Health Programs (3 cr.)
- HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.) **or** HPER-N 231 Human Nutrition (3 cr.) **+N&M**
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-N 336 Community Nutrition (3 cr.)
- HPER-S 317 Topical Seminar in Safety Education (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.

+ 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.

Parks and Recreation Administration Admission

Undergraduate students in all schools except the College of Arts and Sciences and the School of Journalism may earn this minor in addition to the baccalaureate degree.

Students considering this minor may visit Dr. Rasul Mowatt for academic advising.

Rasul Mowatt

Director, Parks and Recreation Administration Minor Program

Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington

HPER 133 F

1025 E. 7th St.

Bloomington, IN 47405-7109

(812) 855-3089

ramowatt@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 160 Foundations of Recreation and Leisure (3 cr.) **+S&H**
- HPER-R 205 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- HPER-R 468 Strategic Planning for Recreation Organizations (3 cr.)

Parks and Recreation Administration Elective Courses (6 cr.):

Complete two of the following courses:

- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- HPER-R 266 Recreation Facilities Management (3 cr.)
- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 310 Leadership Strategies and Diversity Applications (3 cr.)
- HPER-R 330 Management in Recreation, Parks, and Tourism (3 cr.)

- HPER-R 441 Legal Aspects of Recreation (3 cr.)
- HPER-R 451 Fiscal Management of Leisure Services Organizations (3 cr.)
- HPER-T 101 Introduction to Resource Development and Fundraising (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. Students considering this minor may visit Dr. Craig Ross for academic advising.

Craig Ross

Director, Recreational Sport Management Minor Program
Department of Recreation, Park, and Tourism Studies
School of Public Health - Bloomington
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1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3102
cmross@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 cr.)

Complete each of the following courses:

- HPER-R 160 Foundations of Recreation and Leisure (3 cr.) **+S&H**
- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 472 Youth Sport Management (3 cr.)

Recreational Sport Management Electives (6 credits)

Complete two courses from the following list:

- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-R 266 Recreation Facilities Management (3 cr.)
- HPER-R 302 Aquatics Management (3 cr.)
- HPER-R 354 Sport and Violence: Influences and Issues (3 cr.)
- HPER R 365 Leisure and Aging (3 cr.)
- HPER R 411 Legal Issues in Sport Settings (3 cr.)
- HPER R 430 Event Planning and Program Development (3 cr.)

- HPER-R 471 Human Resource Management in Leisure Services (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.

Safety

Admission

Undergraduate students in all schools except the College of Arts and Sciences may earn this minor in addition to the baccalaureate degree. Students considering this minor may visit Shannan Stryjewski for academic advising.

Shannan Stryjewski

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Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-S 101 Introduction to Safety (3 cr.) **or** HPER-S 217 Safety: A Personal Focus (3 cr.)
- HPER-S 151 Legal Aspects of Safety (3 cr.)
- HPER-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.)

- HPER-C 403 Public Health Program Planning (3 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 460 Practicum in First Aid Instruction (3 cr.)
- HPER-S 231 Safety Engineering and Technology (3 cr.)
- HPER-S 251 Incident Investigation and Analysis (3 cr.)
- HPER-S 352 System Safety Analysis (3 cr.)
- HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.)
- HPER-S 415 Safety Education and Training (3 cr.)

- HPER-S 425 Safety Process: Administration and Leadership (3 cr.)
- HPER-S 430 Exploring Safety Culture (3 cr.)
- 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.)
- 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. Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
Academic Advisor
Department of Kinesiology
School of Public Health - Bloomington
HPER 112 K
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-5538
cmmoore@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 318 Management of the Sport Enterprise (P: P 211) (3 cr.)
- HPER-P 418 Sport Marketing (P: P211; BUS F260 or BUS A200 or BUS A201 or A202) (3 cr.)

Specialized Electives (9 cr.)

Complete three of the following courses:

- HPER-P 328 Issues in Intercollegiate Athletics (3 cr.)
- HPER-P 329 Issues in Sport Communication (3 cr.)
- HPER-P 411 Legal Issues in Sport Settings (3 cr.) **or** HPER-R 411 Legal Issues in Sport Setting (3 cr.)

- HPER-P 415 Sport Promotion and Public Relations (3 cr.)
- HPER-P 423 Financial Principles in Sport (P: P 211) (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- HPER-P 428 Strategic Management in the Sport Industry (P: P 211, P 318) (3 cr.)

Recommended (not required)

- HPER-P 439 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. Students considering this minor may visit Dr. Alan Ewert for academic advising.

Alan Ewert
Director, Therapeutic Outdoor Programs Minor
Department of Recreation, Park, and Tourism Studies
School of Public Health - Bloomington
HPER 133 A
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-8116
awert@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 279 Outdoor Adventure Education (3 cr.)
- HPER-R 345 Therapeutic Outdoor Instructional Techniques (3 cr.)
- HPER-R 398 Practicum in Recreation, Park, and Tourism Studies (3 cr.)
- HPER-R 412 Principles of Therapeutic Outdoor Programs (3 cr.)

Therapeutic Outdoor Programs Elective Courses (3 cr.)

Complete one course from the following list:

- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 277 Foundations of Recreational Therapy Practice (3 cr.)
- HPER-T 220 Disability, Health, and Function (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. Students considering this minor may visit Dr. Shu Cole for academic advising.

Shu Cole
 Director, Tourism, Hospitality, and Event Management
 Minor Program
 Department of Recreation, Park, and Tourism Studies
 School of Public Health - Bloomington
 HPER 133 E
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-9037
colest@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 236 Tourism and Commercial Recreation (3 cr.)
- HPER-R 240 International Tourism (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.)

Tourism, Hospitality, and Event Management Elective Courses (6 cr.)

Complete two courses from the following list:

- HPER-R 352 Resort Management (3 cr.)
- HPER-R 353 Festival and Event Management (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 429 Ecotourism: Administration and Management (3 cr.)
- HPER-R 468 Strategic Planning for Recreation, Park, and Tourism Organizations (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. Students considering this minor may visit Dr. Craig Ross for academic advising.

Craig Ross
 Director, Youth Sport Management Minor
 Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington
 HPER 132
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-3102
cmross@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 354 Sport and Violence: Influences and Issues (3 cr.)
- HPER-R 472 Youth Sport Management (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.)
- HPER-F 150 Introduction to Lifespan Human Development (3 cr.) **+S&H**
- HPER-R 430 Event Planning and Program Development (3 cr.)
- HPER-T 101 Introduction to Resource Development/ Fundraising (3 cr.)
- PSY-P 315 Developmental Psychology (3 cr.)
- SOC-S 344 Sociology of Childhood (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. Students considering this minor may visit Janet Donley for academic advising.

Janet Donley
 Academic Advisor
 Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington
 HPER 133
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-3100
jdonley@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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.)

- HPER-R 236 Tourism and Commercial Recreation (3 cr.)
- HPER-R 351 Convention Management and Meeting Planning (3 cr.)
- HPER-R 353 Festival and Event Management (3 cr.)
- HPER-R 430 Event Planning and Program Development (3 cr.)

Event Planning Elective Courses (3 cr.)

Complete one course from the following list:

- HPER-R 206 Recreational Sport Programming (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 451 Fiscal Management of Leisure Services Organizations (3 cr.)
- HPER-R 455 International Meeting Planning (3 cr.)
- HPER-R 468 Strategic Planning for Recreation, Park, and Tourism Organizations (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. 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
 HPER C103
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-2462
sstryjew@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-C 310 Health Care in Diverse Communities (3 cr.)
- HPER-H 172 International Health and Social Issues (3 cr.) **+S&H**
- HPER-H 311 Human Diseases and Epidemiology (3 cr.)
- HPER-H 319 Global Health Promotion (3 cr.)

Global Health Promotion Elective Course (3 cr.)

Complete one course from the following:

- HPER-C 335 Aging Health, and Diverse Populations (3 cr.)
- HPER-H 445 Travel Study (3 cr.)
- HPER-N 331 Life Cycle Nutrition (3 cr.)
- HPER-R 429 Ecotourism: Administration and Management (3 cr.)
- HPER-R 455 International Meeting Planning (3 cr.)
- HPER-T 150 Introduction to Public Health (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. Students considering this minor may visit Paulene Hardy for academic advising.

Paulene Hardy
 Academic Advisor
 Department of Applied Health Science
 School of Public Health - Bloomington
 HPER 116
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 856-7963
pahardy@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 263 Personal Health (3 cr.) **+S&H**
- HPER-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

- HPER-C 315 Health in the Later Years (3 cr.)
- HPER-F 341 Effects of Divorce on Children (3 cr.)
- HPER-F 345 Parent-Child Relations (3 cr.)
- HPER-H 150 Children's Health Up to Age 5 (3 cr.)
- HPER-H 220 Death and Dying (3 cr.) **+S&H**
- HPER-N 220 Nutrition for Health (3 cr.)

Health Epidemics

- HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)
- HPER-H 235 Obesity and Health (3 cr.) **+S&H**
- HPER-H 318 Drug Use in American Society (3 cr.)
- HPER-H 320 The Nature of Cancer (3 cr.)
- HPER-H 418 The Nature of Addiction (3 cr.)

Intentional and Unintentional Injuries

- HPER-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 401 Emergency Medical Technician (3 cr.)
- HPER-H 460 Practicum in First Aid Instruction (3 cr.)
- HPER-S 217 Safety: A Personal Focus (3 cr.)

Sexual Health

- HPER-C 440 Research in Public Health Education (3 cr.)
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 306 Men's Health (3 cr.)
- HPER-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. Students considering this minor may visit Janet Donley for academic advising.

Janet Donley

Academic Advisor

Department of Recreation, Park, and Tourism Studies

School of Public Health - Bloomington

HPER 133

1025 E. 7th St.

Bloomington, IN 47405-7109

(812) 855-3100

jdonley@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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:

- HPER-R 236 Tourism and Commercial Recreation (3 cr.)
- HPER-R 252 Introduction to Lodging Management (3 cr.)
- HPER-R 352 Resort Management (3 cr.)
- HPER-R 457 Green Operations in Hospitality Services (3 cr.)

Hospitality Services Elective Course (3 cr.)

Complete one course from the following list:

- HPER-R 350 Sustainable Tourism (3 cr.)
- HPER-R 422 Marketing for Leisure Services (3 cr.)
- HPER-R 429 Ecotourism (3 cr.)
- HPER-R 468 Strategic Planning for Recreation, Park, and Tourism Organizations (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. 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
 HPER C103
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-2462
sstryjew@indiana.edu

Students who decide to pursue this minor should visit their school's academic records office to have this minor officially added to their academic objective.

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 each of the following courses:

- HPER-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- HPER-F 180 Survey of Practice in Youth and Family (3 cr.)
- HPER-L 180 Participant Leadership Development (1 cr.)
- HPER-R 330 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.)
- HPER-F 255 Human Sexuality (3 cr.) **+S&H**
- HPER-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- HPER-F 341 Effects of Divorce on Children (3 cr.)
- HPER-F 345 Parent-Child Relations (3 cr.)
- HPER-F 346 Human Development I: Conception through Early Childhood (3 cr.)
- HPER-F 347 Human Development II: Middle Childhood through Adolescence (3 cr.)
- HPER-F 417 African American and Latino Families (3 cr.)
- HPER-F 453 Family Life Education (3 cr.)
- HPER-F 457 Stress and Resilience in the Family (3 cr.)
- HPER-F 458 Family Law and Policy (3 cr.)
- HPER-R 270 Inclusion in Recreation, Parks, and Tourism (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://admit.indiana.edu/>.

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 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
 HPER 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:

- HPER-E 119 Personal Fitness (2 cr.)
- HPER-E 145 Introduction to the Martial Arts (2 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 211 Introduction to Sport Management (3 cr.)
- HPER-P 498 Practicum in Physical Education and Athletics (3 cr.)

Specialization (5 cr.):

Complete one of the 5-credit groups below:

- HPER-E147 Hapkido (1 cr.)
- HPER-E 247 Intermediate Hapkido (1 cr.)
- HPER-E 347 Advanced Hapkido (1 cr.)
- HPER-E 447 Advanced Hapkido II (1 cr.)
- HPER-E 446 or E 100 Independent Study in the Martial Arts (1 cr.)
- HPER-E 150 Tae Kwon Do (1 cr.)
- HPER-E 250 Tae Kwon Do-Intermediate (1 cr.)
- HPER-E 350 Advanced Tae Kwon Do (1 cr.)
- HPER-E 450 Advanced Tae Kwon Do II (1 cr.)
- HPER-E 446 or E 100 Independent Study in the Martial Arts (1 cr.)
- HPER-E 148 T'ai Chi Ch'uan (1 cr.)
- HPER-E 248 Intermediate T'ai Chi Ch'uan (1 cr.)
- HPER-E 348 T'ui Shou (Push Hands) (1 cr.)
- HPER-E 448 T'ai Chi Ch'uan Sword (1 cr.)
- HPER-E 446 or E 100 Independent Study in the Martial Arts (1 cr.)
- HPER-E 140 Beginning Brazilian Ju-jitsu (1 cr.)
- HPER-E 240 Intermediate Brazilian Ju-jitsu (1 cr.)
- HPER-E 340 Advanced Brazilian Ju-jitsu (1 cr.)
- HPER-E 100 Advanced Brazilian Ju-jitsu II (1 cr.)
- HPER-E 446 or E 100 Independent Study in the Martial Arts (1 cr.)

Note: Among the requirements for completion of HPER-E 446 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:

- HPER-E 140 Brazilian Jujitsu (1 cr.)
- HPER-E 143 Modern Arnis (1 cr.)
- HPER-E 146 Jeet Kune Do (1 cr.)
- HPER-E 147 Hapkido (1 cr.)
- HPER-E 148 T'ai Chi Ch'uan (1 cr.)
- HPER-E 149 Judo (1 cr.)
- HPER-E 150 Tae Kwon Do (1 cr.)
- HPER-E 151 Self Defense (1 cr.)
- HPER-E 152 Japanese Jujitsu (1 cr.)
- HPER-E 153 Aikido (1 cr.)

- HPER-E 157 Escrima (1 cr.)
- HPER-E 158 Shotokan Karate (1 cr.)

Additional Area II (1 cr.):

Complete 1 credit hour from the following courses:

- HPER-E 100 Techniques of Stress Reduction (1 cr.)
- HPER-E 144 Chi Gong (1 cr.)
- HPER-E 146 Jeet Kune Do (1 cr.)
- HPER-E 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:

- HPER-P 217 Methods of Group Exercise Instruction (3 cr.) (P: P216)
- HPER-P 218 Methods of Personal Fitness Instruct (3 cr.) (P: P216)
- HPER-P 280 Principles of Athletic Training and Emergency Care (2 cr.)
- HPER-P 316 Theories of Advanced Conditioning (2 cr.)
- HPER-P 317 Theory and Practice of Resistance Training (2 cr.)
- HPER-P 326 Lifeguard Training & Water Safety (2 cr.)
- HPER-P 416 Fitness Management (3 cr.)
- HPER-P 417 Physical Activity and Disease (3 cr.) (P: P409)
- HPER-P 419 Fitness Testing and Interpretation (3 cr.) (3 cr.) (P: P409)
- HPER-P 420 Exercise Leadership for Special Populations (3 cr.) (P: P409, P419)
- HPER-P 445 Special Topics in Kinesiology (1-3 cr.)
- HPER-P 491 Research in Kinesiology (1-3 cr.) #
- HPER-P 492 Lab Assisting or Field Experience in Kinesiology (3 cr.) #

Management:

- HPER-A 483 Principle of Sports Officiating (1 cr.)
- HPER-P 206 Recreational Sports Programming (3 cr.)
- HPER-P 318 Management of the Sport Enterprise (3 cr.) #
- HPER-P 327 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)
- HPER-P 411 Legal Issues in Sport (3 cr.) (P: L201) #
- HPER-P 415 Sport Promotions & Public Relations (3 cr.) #
- HPER-P 418 Sport Marketing (3 cr.) (P: M300) #

Science:

- HPER-P 391 Biomechanics (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 399 Practicum in Adapted Physical Education (1-2 cr.) #
- HPER-P 409 Basic Exercise Physiology (3 cr.) (P: P215)
- HPER-P 445 Special Topics in Kinesiology (1-3 cr.)
- HPER-P 448 Internship to Exercise Science (3 cr.) #
- HPER-P 452 Motor Learning (3 cr.)

- HPER-P 490 Motor Development and Learning (3 cr.)
- HPER-P 491 Research in Kinesiology (1-3 cr.) #

Socio/Psychology:

- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-P 392 Sport in American Society
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 445 Special Topics in Kinesiology (1-3 cr.)
- HPER-P 491 Research in Kinesiology (1-3 cr.) #

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 HPER 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 Sciences.

Student consumer information about this program may be found at: <http://apps.usss.iu.edu/UIRR/studentDisclosures/pdfs/IUBLA-SFMGTCRT.pdf>.

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://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 Safety Management program should contact:

Shannan Stryjewski
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
HPER C103
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:

- HPER-S 101 Introduction to Safety (3 cr.)
- HPER-S 151 Legal Aspects of Safety (3 cr.)
- HPER-S 201 Introduction to Industrial Hygiene (3 cr.)
- HPER-S 202 Fundamentals of Fire Protection (3 cr.)
- HPER-S 210 OSHA General Industry Standards (3 cr.) **or** HPER-S 214 OSHA Construction Standards (3 cr.)

Concentration Courses (9 cr.)

Select and complete one of the following three concentrations:

Healthcare (9 cr.)

- HPER-S 332 Ergonomic and Human Factors (3 cr.) **or** HPER-S 354 Hazardous Material and Waste Control (3 cr.)
- HPER-S 336 Emergency Management (3 cr.)
- HPER-S 410 Advanced Industrial Hygiene (3 cr.)

Homeland Security (9 cr.)

- HPER-S 302 Introduction to Homeland Security (P: 9 cr. 200 Level HPER-S courses) (3 cr.)
- HPER-S 336 Emergency Management (P: HPER-S 302) (3 cr.)
- HPER-S 365 Security Issues for the Safety Professional (P: HPER-S 302) (3 cr.)

Process Safety Education (9 cr.)

- HPER-S 354 Hazardous Material and Waste Control (P: 6 cr. HPER-S courses or instructor approval) (3 cr.)
- HPER-S 410 Advanced Industrial Hygiene (P: HPER-S 201; CHEM-C 102) (3 cr.)
- HPER-S 411 Industrial Hygiene Sampling and Analysis (P: HPER-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, HPER 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 HPER. 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)
- HPER-P 491 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)
- HPER-E 270 Introduction to Scientific Diving (2 Cr)
- HPER-E 370 SCUBA Certification (2 Cr)
- HPER-E 371 Advanced SCUBA (3 Cr)
- HPER-E 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

- HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 Cr)
- HPER-R 280 Natural History and Field Ecology (3 Cr)
- HPER-R 323 Ecosystem Management (3 Cr)
- HPER-R 372 Interpretation and Tour Guiding (3 Cr)

KINESIOLOGY Academic Diving Program

- HPER-E 272 Scuba Knowledge Development (1 Cr)
- HPER-E 370 Scuba Certification (2 Cr)
- HPER-E 371 Advanced Scuba (3 Cr)
- HPER-E 374 Keelboat and Powerboat Safety (2 Cr)
- HPER-E 470 Diver Safety and Rescue (3 Cr)
- HPER-P 472 Scuba Instructor Development (2 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/scholarships.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 either in Onestart on the 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 HPER 115 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in HPER 115, or the form may be downloaded online at <http://www.publichealth.indiana.edu/current-students/forms.shtml> (Additional registration information is available at <http://registrar.indiana.edu/studentreg.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://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, 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
- Public Health Administration

Special Opportunities for MPH Students:

- Joint Graduate Degrees

Master of Science in Applied Health Science Degree (MSAHS)

Majors:

- Health Promotion
- Human Development and Family Studies
- Nutrition Science
- Safety Management

- School and College Health Education

Master of Science in Kinesiology Degree (MSK)

Majors:

- Adapted Physical Education
- 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 Sport 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.):

- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-V 512 Environmental Health Science (3 cr.)

- HPER-Y 611 Epidemiology (3 cr.)

Complete each of the following required public health courses (7 cr.):

- HPER-C 644 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 650 MPH Culminating Experience (2 cr.)

Behavioral, Social, and Community Health Concentration (21 credits)

Complete each of the following courses:

- HPER-C 501 Assessment and Planning in Public Health (3 cr.)
- HPER-C 529 Health and Disease Disparities in Diverse Communities (3 cr.)
- HPER-C 602 Intervention Design in Public Health (3 cr.) (p: C589 and C501)
- 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 Science in Applied Health Science Degree (MSAHS), Health Promotion Major

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

Description of Program

Health promotion enables individuals and communities to increase control over and improve their health.

Graduate level students acquire skills for serving as health education and promotion specialists in educational, clinical, occupational, and community settings and for managing a diverse array of health education and promotion programs.

Degree Requirements

A minimum of 35 graduate credit hours is required for the health promotion 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.

Complete each of the following courses (21 cr.):

- HPER-C 589 Models and Theories of Health Behavior (3 cr.)
- HPER-H 500 Philosophy and Principles of Health Education (3 cr.)
- HPER-H 519 Contemporary Issues in Health Promotion (3 cr.)
- HPER-H 594 Health Program Evaluation (3 cr.)
- HPER-H 635 Health Promotion in the 21st Century (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

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

- HPER-C 501 Assessment and Planning in Public Health (3 cr.)
- HPER-C 602 Intervention Design in Public Health (3 cr.)
- HPER-H 502 Instructional Strategies for School and College Health (3 cr.)

Complete one of the following courses (3 – 6 cr.):

- HPER-H 642 Internships in Health Promotion (3 cr.)
- HPER-H 599 Master's Thesis (3-6 cr.)

Complete 3 graduate level credits of courses with the following department code prefixes:

- HPER- C, HPER-F, HPER-H, HPER-N, HPER-S, HPER-T

Complete remaining graduate level credits with any free electives (2 – 5 cr.)

Special Opportunities

Students develop professional skills through required internships near the end of the program of study that can be completed in a variety of settings afforded by the Bloomington community. Students can also be involved in research with faculty members and fellow students. Opportunities for international study are available intermittently.

Careers

Sources of potential employment for program graduates are numerous and varied and include public and private 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.

Master of Science in Applied Health Science Degree (MSAHS), Human Development and Family Studies Major

- Description of Program
- 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.

Degree Requirements

A minimum of 35 graduate credit hours is required for the human development and family studies 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.

Major (24 cr.)

Complete each of the following courses (9 cr.):

- HPER-C 589 Models and Theories of Health Behavior (3 cr.)
- HPER-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Complete two of the following courses (6 cr.):

- HPER-F 531 Human Development I: Preconception through Age 6 (3 cr.)
- HPER-F 532 Human Development II: Ages 6-19 (3 cr.)
- HPER-F 533 Human Development III: Adulthood (3 cr.)
- HPER-F 541 Effects of Divorce on Children (3 cr.)
- HPER-F 544 Parent and Child Relationships: Theoretical, Research, and Practical Aspects (3 cr.)
- HPER-F 546 Issues in Human Development and Family Studies (3 cr.) (Can be taken for up to 6 cr., if topics differ)

Complete two of the following courses (6 cr.):

- HPER-F 510 African American and Latino Families
- HPER-F 517 Seminar in Human Development and Family Studies (3 cr.) (Can be taken for up to 6 cr., if topics differ)
- HPER-F 557 Stress and Resilience in the Family and Community (3 cr.)
- HPER-F 559 Special Problems: Human Development and Family Studies (1-3 cr.)
- HPER-F 560 Grief in a Family Context (3 cr.) P: 6 credit hours of social science courses.

- HPER-F 656 Families and Health (3 cr.)

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

- HPER-F 542 Internship in Human Development and Family Studies (3 cr.) (Prerequisite: graduate GPA of at least 3.0)
- HPER-F 543 Family Life Education (3 cr.)
- HPER-F 553 Teaching Sex Education (3 cr.)
- HPER-F 555 Leading Family Process Discussion Groups (3 cr.)
- HPER-F 558 Workshop in Human Development and Family Studies (1-3 cr.)
- HPER-F 640 Research in Human Development and Family Studies (cr. arr.) (Prerequisite: GPA of at least 3.0)
- HPER-F 641 Readings in Human Development and Family Studies (cr. arr.) (Prerequisite: GPA of at least 3.0)
- HPER-H 517 Workshop in Health Education (3 cr.)
- HPER-H 540 Practicum in College Sex Education (3 cr.)

Research Requirement (6-8 cr.)

Complete one of the following two-course combinations:

(Thesis Option: 8 credits)

- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-H 599 Master's Thesis (5 cr.)

--or--

(Non-Thesis Option: 6 credits)

- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-F 598 Non-thesis Project in Human Development and Family Studies (3 cr.)

Electives (3-5 cr.)

Complete remaining graduate level credits with any free electives

- 3 graduate level elective credits are required for thesis option
- 5 graduate level credits required for non-thesis option

Special Opportunities

Graduate students in human development and family studies have the opportunity to work on research projects with faculty members and, in selected cases, to take on a more substantial role in designing and conducting research. Limited research funding is available on a competitive basis.

Careers

Graduates with a master's degree can work in community colleges, in research facilities, and in management positions in a variety of human service fields, including community services for children, youth, and women; mental health agencies; and agencies serving people who are aging and those with disabilities. Graduates can be employed in hospitals, schools, group homes, or nonprofit organizations. They can also work in human resources, customer service, and consumer relations for businesses.

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, behavior theory, and research methods, including dietary assessment, statistics, and presentations to prepare students for doctoral programs in nutrition, environmental health, or health behavior. Specialization courses can be selected from food chemistry, medical nutrition therapy, nutrigenomics, phytonutrients, nutrition for sports, to add depth and application to your program of study.

Degree Requirements

A minimum of 36 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. 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 list of requirements to reach a total of 36 graduate credits:

Complete each of the following courses (21 cr.):

- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-C 611 Epidemiology (3 cr.)
- HPER-N 517 Research Presentations Nutrition Science (1 cr.) (S/F grade)
- HPER-N 530 Advanced Nutrition I (3 cr.)
- HPER-N 532 Advanced Nutrition II (3 cr.)
- HPER-N 550 Dietary Assessment Techniques (2 cr.) (S/F grade)
- HPER-T 590 Introduction to Research in Health, Kinesiology & Recreation (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)

Complete one of the following 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 two or three of the following courses for a minimum of six credits (6 cr.):

- CHEM-C 485 Biosynthesis and Physiology (3 cr.)
- HPER-N 520 Food Chemistry (3 cr.)
- HPER-N 525 Food Chemistry Laboratory (3 cr.)
- HPER-N 531 Medical Nutrition Therapy (3 cr.)
- HPER-N 533 Medical Nutrition Therapy Application (2 cr.)
- HPER-N 536 Community Nutrition (3 cr.)
- HPER-N 600 Nutrigenomics (3 cr.)
- HPER-N 601 Phytonutrients (3 cr.)
- HPER-N 620 Nutrition in Sports (3 cr.)
- MCHE-C 583 Physiological Biochemistry (3 cr.)

Complete one of the following six-credit research options (6 cr.):

- Complete a master's thesis.
- HPER-H 599 Masters Thesis (6 cr.)

OR

Complete the following six-credit combination of courses (6 cr.):

- HPER-N 640 Research in Nutrition Science (3 cr.)
- HPER-N 641 Readings in Nutrition Science (3 cr.)
or HPER-N 539 Special Problems: Nutrition & Food 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 do 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 Science and Safety Management Graduate and Undergraduate Programs in HPER 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 36 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.

Safety Core Courses (12 cr.)

Complete each of the following courses:

- HPER-S 502 Safety Education and Training Strategies (3 cr.)

- HPER-S 513 Safety Management in Business and Industry (3 cr.)
- HPER-S 535 Crisis and Emergency Management (3 cr.)
- HPER-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.)

Research and Statistical Competency (6 cr.)

Complete the following two courses:

- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.) **or** HPER-T 592 Intermediate Statistics in Public Health (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 36 credit hours.

Safety Track (6 cr.)

- HPER-S 514 Safety Standards for Industry and Construction (3 cr.)
- HPER-S 515 Safety Performance Measures and Leadership (3 cr.)

Health Track (6 cr.)

- HPER-S 610 Risk Assessment and Compliance (3 cr.)
- HPER-S 632 Safety and Health Program Design (3 cr.)

Emergency Management Track (6 cr.)

- HPER-S 536 Facility Emergency Planning (3 cr.) (p:S535 or permission of instructor)
- HPER-S537 Threat Assessment, Mitigation and Security Planning (3 cr.) (p: S535 or permission of instructor)

Elective Coursework

To complete the 36 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.

- HPER-S 617 Seminar in Safety Education (1-6 cr.)
- HPER-S 640 Research in Safety Education (1-3 cr.)
- HPER-S 641 Readings in Safety Education (1-3 cr.)
- 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 HPER 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 36 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. All electives for completing the degree must be approved by the advisor.

Required Courses (27 cr.)

Complete each of the following courses (27 cr.):

- HPER-C 589 Social and Behavioral Determinants of Health (3 Cr.)
- HPER-H 500 Philosophy and Principles of Health Education (3 Cr.)
- HPER-H 502 Instructional Strategies for Health Education (3 Cr.)
- HPER-H 510 Organization of School Health Programs (3 Cr.)
- HPER-H 594 Health Program Evaluation (3 Cr.)
- HPER-H 623 School Health Program Management (3 cr.)
- HPER-H 653 Practicum in School Health Management (3 cr.) **or** HPER-H 599 Master's Thesis (3 cr.)

- HPER-H 695 Acquiring and Managing External Funds for Health & Human Services (3 cr.)
- HPER-T 590 Introduction to Research in HPER (3 Cr.)

Elective Courses (9 cr.)

Complete nine credits of elective graduate courses. Consult your academic advisor for choices (9cr.):

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 Science in Kinesiology Degree (MSK), Adapted Physical Education Major

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

Description of Program

The degree in adapted physical education prepares individuals to design and adapt movement and activity experiences for people with disabilities. Students enrolled in the program gain knowledge in motor assessment, activity modification, behavior management, curriculum design and adaptations, medical aspects of disabling conditions, fitness programming, and other topics related to enhancing movement and activity in those with disabilities across the life span.

Degree Requirements

A minimum of 35-37 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 (20 cr.):

- HPER-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- HPER-K 550 Motor Assessment of Persons with Disabilities (3 cr.)
- HPER-K 551 Medical Aspects of Disabling Conditions (3 cr.)
- HPER-K 552 Problems in Adapted Physical Education (3 cr.)
- HPER-K 572 The Physical Education Curriculum (3 cr.)

- HPER-K 577 Seminar and Practicum in Adapted Physical Activity (5 cr. over two semesters)

Complete one of the following tracks (15-17 cr.):

Thesis option: (17 cr.)

- HPER-T 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-K 600 Master's Thesis (5 cr.)
- Directed Electives (6 cr.)

OR

Non-thesis option: (15 cr.)

- HPER-T 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.)
- Directed Electives (12 cr.)
- Exit Requirement: Pass National APENS examination

Special Opportunities

Students have opportunities to engage in a wide variety of research experiments in laboratories, and to participate in programs that provide experience and benefit people with disabilities. Students admitted to the program assist with administering the IU Adapted Physical Education Program, which provides activity services to youth with disabilities ages 3 to 21.

Careers

The exit criterion for non-thesis master's degree recipients is successful completion of the Adapted Physical Education National Standards exam. This, combined with a physical education teaching license, will prepare students for adapted physical education specialist positions across the United States. Students receiving a master's degree with a thesis will be prepared for advanced graduate work. The Ph.D. degree prepares individuals to conduct cutting-edge research in the areas of physical activity or motor behavior in regard to people with disabilities. Employment opportunities consist primarily of faculty teaching and research positions at universities.

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 (15 cr.):

- HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.)
- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 533 Advanced Theories of High Level Performance (3 cr.)
- HPER-K 535 Physiological Basis of Human Performance (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

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

- HPER-K 541 Nature and Basis of Motor Skill (3 cr.)
- HPER-K 542 Neuromuscular Control of Movement (3 cr.)

Complete electives (17 cr.)

- Consult your academic advisor to select a minimum of 17 credits of graduate level electives to complete the 35 required credits for the degree.

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.

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.

Complete 3 of the following courses (9 cr.):

Select courses with approval of major advisor.

- HPER-K 500 Special Topics in Kinesiology: Topic: Research and Data Analysis in Sport Management (3 cr.)
- HPER-K 521 History of Sport in the United States (3 cr.)
- HPER-K 522 The Role of Sports in Society (3 cr.)
- HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.)
- HPER-K 585 American Sport through Film (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)
- HPER-T 694 Multivariate Statistical Analysis (3 cr.)

Complete 27 credits from the six sections below with the following stipulations:

- One course must be taken from each of the six sections.
- Students must choose a specialization from among one of the following three sections: Administration, or Marketing, or Communication.
- Students must complete 12 credits in that chosen section.
- No course may be used to fill more than one requirement.
- Not all foundations courses are listed. See advisor for other desirable courses.

Section 1: Administration

- HPER-K 500 Special Topics in Kinesiology: Topic: Administration of Fitness Programs (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Topic: Sport Event Management and Marketing (3 cr.)
- HPER-K 510 Administrative Theory of Competitive Sports Programs (3 cr.)
- HPER-K 512 Issues in Commercial Sport (3 cr.)
- HPER-K 513 Sport and Higher Education (3 cr.)
- HPER-K 518 Governance in Sport Management (3 cr.)
- HPER-K 581 Sales and Service Management in Sport (3 cr.)
- HPER-K 584 Leadership and Sport Communication (3 cr.)
- HPER-K 611 NCAA Compliance (3 cr.)

Section 2: Law

- HPER-K 511 Legal Issues in the Sport Environment (3 cr.)
- HPER-K 517 Contemporary Sports Law Issues (3 cr.)
- HPER-R 544 Legal Aspects of Recreation Administration (3 cr.)
- HPER-K 611 NCAA Compliance (3 cr.)

Section 3: Marketing

- HPER-K 500 Special Topics in Kinesiology: Topic: Issues/Topics in Sport Marketing (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Topic: Sport Brand Management (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Topic: Sport Event Management and Marketing (3 cr.)
- HPER-K 514 Sport Marketing and Sponsorship (3 cr.)
- HPER-K 581 Sales and Service Management in Sport (3 cr.)
- HPER-K 614 Sport Sponsorship and Retention (3 cr.)

Section 4: Strategy

- HPER-K 516 The Sport Industry (3 cr.)
- HPER-K 518 Governance in Sport Management (3 cr.)
- HPER-K 584 Leadership in Sport Communication (3 cr.)

Section 5: Financial Analysis

- HPER-K 615 Financial Analysis in Sport (3 cr.)
- HPER-T 594 Finance and Budgeting (3 cr.)

Section 6: Communication

- HPER-K 500 Special Topics in Kinesiology: Topic: Sport and New Media (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Topic: Content Management in Sport Communication (3 cr.)
- HPER-K 580 Sport Communication (3 cr.)
- HPER-K 582 Creative Sports Writing (3 cr.)
- HPER-K 583 Sport Public Relations (3 cr.)
- HPER-K 584 Leadership in Sport Communication (3 cr.)
- HPER-K 586 Understanding Sport Media (3 cr.)

Competency Requirements:

Students must meet the following competency requirements by showing coursework equivalents either prior to entering the program or during the initial semesters of graduate study. Competency requirements will vary according to specialization. Check with your advisor.

One of the following:

- HPER-K 500 Special Topics in Kinesiology: Topic: Research and Data Analysis in Sport Management (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.) or

One of the following:

- HPER-P 333 Sport in America: Historical Perspectives (3 cr.)
- HPER-K 521 History of Sport in the United States (3 cr.)

One of the following:

- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-K 522 The Role of Sport in Society (3 cr.)

- HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.)

Electives:

Elective courses allow the student to specialize. 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. Many students elect HPER K605: Internships in Sports Management (maximum of 3 credits).

Special Opportunities

Students enrolled in the athletic administration and sport management program have the opportunity to specialize in one of three areas: administration, marketing, or communication. Students—who may select more than one area in which to specialize—gain theoretical perspectives and practical application from diverse faculty trained in sport history, sport management, sport sociology, sport communication, and sport marketing. The seven full-time faculty members share real-world expertise and research opportunities with the students.

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, clinical, and laboratory experiences as part of the two-year, NATA-accredited Post-Professional Education 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. Graduate students work closely with IU's Athletics Department as well as the community school corporations to provide athletic health care for intercollegiate and interscholastic athletes. Primary research interests are lower extremity injury, functional ankle instability, and soft tissue mobilization.

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 courses (25 cr.):

- HPER-A 581 Athletic Training Principles for the Spine (3 cr.)
- HPER-A 587 Athletic Training Principles for Upper Extremities (3 cr.)
- HPER-A 590 Athletic Training Principles for Lower Extremities (3 cr.)
- HPER-A 585 Rehabilitation and Conditioning of Athletes (3 cr.)
- HPER-A 584 Administration of Athletic Training (3 cr.)
- HPER-A 582 Current Topics in Athletic Training (3 cr.)
- HPER-A 588 Anatomical Basis of Athletic Injuries (3 cr.)
- HPER-A 603 Practicum in Athletic Training (4 cr.)

Complete each of the following courses (11 cr.):

- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-A 610 Research Seminar in Athletic Training I (4 cr.)
- HPER-A 611 Research Seminar in Athletic Training II (4 cr.)

Complete one of the following courses (5 cr.):

- HPER-K 602 Independent Study and Research (5 cr.)
- HPER-K600 Master's Thesis (5 cr.)

Complete three graduate elective credits with the prefix HPER-K ____ (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.

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

When a good performance is achieved in a sport, this is due in part to the athlete's physical condition. But in part it is also due to the athlete's technique: to the amount of skill in the athlete's motions. The main goal of sport biomechanics is to understand the cause-effect

mechanisms that make some sport techniques better than others, and ultimately to find the optimum technique.

New graduate Biomechanics students (both M.S. and Ph.D.) are admitted only every other year. They start attending classes in the Fall of even-numbered years; the application process should be started during the Fall Semester of the previous year.

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 courses (12 cr.):

- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 535 Physiological Basis of Human Performance (3 cr.)

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

- HPER-K 541 Nature and Basis of Motor Skill (3 cr.)
- HPER-K 542 Neuromuscular Control of Movement (3 cr.)
- HPER-K 543 Cortical Control of Human Movement (3 cr.)

Complete 9 credits from the following courses:

- HPER-K 531 Measurement and Analysis of Physiological Signals — EMG (3 cr.)
- HPER-K 532 Clinical Biomechanics — Gait (3 cr.)
- HPER-K 630 Biomechanics of Human Performance (3 cr.)
- HPER-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.)
- HPER-K 601 Readings in Physical Education (1 cr.)
- HPER-K 602 Independent Study and Research (2 cr.)

Complete remaining electives to reach the required minimum 35 credits from the following:

- HPER-K 705 Experimental Laboratory Techniques: 3D Filming (3 cr.)
- HPER-K 600 Master's Thesis (credits arranged)
- HPER-K 541 Nature and Basis of Motor Skill (3 cr.)
- HPER-K 542 Neuromuscular Control of Movement (3 cr.)
- HPER-K 543 Cortical Control of Human Movement (3 cr.)
- HPER-K 641 Topics in Motor Integration (3 cr.)
- HPER-K 690 Seminar in Human Performance (3 cr.)
- HPER-K 636 Cardiopulmonary Assessment Lab (3 cr.)
- HPER-K 533 Advanced Theories of High Level Performance (3 cr.)

- HPER-K 650 Rehabilitation of Persons with Disabilities (3 cr.)
- HPER-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- HPER-K 598 Ergonomics (3 cr.)
- HPER-K 599 Cognitive Ergonomics (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)
- HPER-T 693 Experimental Analysis and Design (3 cr.)
- HPER-T 694 Multivariate Statistical Analysis (3 cr.)
- 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.)

Special Opportunities

The main research tool in sport biomechanics is motion analysis, in which the three-dimensional (3D) locations of a number of anatomical points are obtained through film, video, or other optical/electronic methods during a sports activity, and then used as input to computer programs for the calculation of other mechanical information.

At the Biomechanics Laboratory in the HPER Building, we develop new research methodologies for biomechanics, investigate the techniques used in a variety of sports, and apply the information obtained through this research to the improvement of the techniques of elite athletes.

Our work on methodology development has included 3D motion analysis methods, computer graphics, calculation of mechanical parameters of human motion, and computer simulation. We have analyzed the techniques used in running, jumping, and throwing in track and field, pitching and batting in baseball/softball, the tennis serve, and soccer kicking, among other sports activities. Our laboratory has received funding from USA Track and Field, the U.S. Olympic Committee, and the International Olympic Committee to analyze the techniques of elite track and field athletes in various events and to provide advice to their coaches. For further information, see: <http://www.indiana.edu/~sportbm/research.html>.

How to find the Biomechanics Lab (HPER 071): Turn left as you walk out of the School of Public Health - Bloomington Library. At the end of the hallway, turn right, and walk through the green doors. HPER 071 is the next-to-last door on the left.

Careers

- Careers for the M.S. degree—Preparation toward Ph.D. programs; coaching
- Careers for the Ph.D. degree—University researcher/faculty member; gait analysis; sport technique consultation

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 38 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:

- HPER-K 541 Nature and Basis of Motor Skill (3 cr.)
- HPER-K 594 Human Error (3 cr.)
- HPER-K 598 Ergonomics (3 cr.)
- HPER-K 599 Cognitive Ergonomics (3 cr.)
- HPER-K 690 Seminar in Human Performance: Ergonomics (3 cr.)

Cognate Area (6 credits)

Select two courses from one of the sub disciplines listed below, or create an individualized concentration to form a cognate area. Course work in this area must be selected in consultation with the student's major advisor.

Biomechanics

- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 630 Biomechanics of Human Performance (3 cr.)

Exercise Physiology/Wellness

- HPER-K 535 Physiological Basis of Human Performance (3 cr.)
- HPER-K 560 Exercise in Corporate Fitness and Wellness (3 cr.)
- HPER-K 562 Exercise Prescription in Health and Disease I (3 cr.)

Safety Management

- HPER-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.)
- HPER-S 610 Occupational Risk Management (3 cr.)
- HPER-S 617 Seminar in Safety Education (3 cr.)
- HPER-S 632 Managing Occupational Health Programs (3 cr.)

Individualized Concentration

- Select courses from the recommended electives listed after the capstone tracks below, or from the subdisciplines listed above, or from other graduate courses to develop an individualized cognate area of concentration. If the major advisor and student agree to pursue an individualized concentration, the major advisor must report the six credits of prescribed courses to the school recorder.

Capstone Tracks: Internship or Thesis (15 credits)

Complete one of the following capstone tracks

Internship Track: designed for students planning for careers in industry

- HPER-K 588 Interventions, Controls, and Applications in Ergonomics (3 cr.)
- HPER-K 595 Work Design (3 cr.)
- HPER-K 597 Assessment in Ergonomics (3 cr.)
- HPER-K 607 Internship in Ergonomics (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Thesis Track: designed for students planning to enter doctoral programs and careers in research. (3 cr.):

- HPER-K 600 Master's Thesis (3 cr.)
- HPER-K 602 Independent Study and Research (3 cr.)
- HPER-K 701 Readings in Human Performance (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Recommended Electives for the Ergonomics Major

These courses may be selected in consultation with the major advisor to complete an individualized cognate area of concentration, or to reach the minimum 38 graduate credits required for completion of this degree program.

- HPER-K 524 Exercise in Physical Activity for People with Disabilities (3 cr.)
- HPER-K 527 Adherence to Physical Activity (3 cr.)
- HPER-K 537 Advanced physiology of Exercise (3 cr.)
- HPER-K 589 Introduction to CAD in Ergonomics (3 cr.)
- HPER-K 590 Advanced Technology in Ergonomic Analysis (3 cr.)
- HPER-K 591 Participatory Ergonomics (3 cr.)
- HPER-K 592 Macro-Ergonomics: Socio#technological Systems Design (3 cr.)
- HPER-K 593 Physical Ergonomics (3 cr.)
- HPER-K 596 Industrial Design and Ergonomics (3 cr.)
- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-H 617 Seminar in Health Education: Health, Technology and Aging (3 cr.)
- COGS-Q 551 Brain and Cognition (3 cr.)
- EDUC-R 620 Instructional Task Analysis (3 cr.)
- EDUC-Y 604 Multivariate Analysis in Education Research (3 cr.)
- FINA-S 571 Graduate Sculpture [CAD] (3 cr.)
- FINA-S 572 Graduate Sculpture [CAD Applications] (3 cr.)
- FINA-U 604 Special Topics in Studio Art: Computer Modeling (3 cr.)
- INFO-I 543 Usability and Evaluation Methods of Interaction Design (3 cr.)
- PSY-P 503 Complex Cognitive Processes (3 cr.)
- PSY-P 504 Learning and Motivation (3 cr.)

- PSY-P 517 Methods in Direct Observation of Behavior (3 cr.)
- SLIS-L 503 User Needs and Behavior in Theory and Practice (3 cr.)
- SLIS-L 540 Foundations of Information and Architecture (3 cr.)
- SLIS-L 542 Introduction of Human Computer Interaction (3 cr.)
- SLIS-L 578 User Interface Design of Information Systems (3 cr.)
- STAT-S 681 Topics in Applied Statistics: Non Parametric Data (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 (23 cr.):

- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 542 Neuromuscular Control of Movement (3 cr.)
- HPER-K 635 Cardiovascular & Respiratory Physiology of Exercise (3 cr.)
- HPER-K 636 Cardio-Pulmonary Assessment Lab (3 cr.)
- HPER-K 638 Biochemical Adaptations to Exercise (3 cr.)
- HPER-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.)
- HPER-K 690 Seminar in Human Performance (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, & Recreation (3 cr.)

Select one of the following courses (3 cr.):

- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)

Choose electives from the following list of courses to complete the 35 required credits (7 cr.):

Others may be substituted with permission of advisor.

- 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.)
- HPER-K 506 Computer Applications in Kinesiology (3 cr.)
- HPER-K 531 Measurements and Analysis of Physiological Signals – EMG (3 cr.)
- HPER-K 533 Advanced Theories in High-Level Performance (3 cr.)
- HPER-K 562 Exercise prescription in Health and Disease I (3 cr.)
- HPER-K 563 Cardiac Assessment in Exercise Testing (3 cr.)
- HPER-K 564 Exercise Prescription in Health and Disease II (3 cr.)
- HPER-K 600 Masters Thesis (3 cr.)
- HPER-K 602 Independent Study and Research (3 cr.)
- HPER-N 620 Nutrition in Sports (3 cr.)
- PHSL-P 431 Mammalian Physiology (3 cr.)
- PHSL-P 531 Human Physiology 1 (3 cr.)
- PHSL-P 532 Human Physiology 2 (1-5 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 (23 cr.)

Complete each of the following courses:

- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 535 Physiological Basis of Human Performance (3 cr.)
- HPER-K 542 Neuromuscular Control Movement (3 cr.)
- HPER-K 543 Cortical Control Movement (3 cr.)
- HPER-K 600 Master's Thesis (5 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)

Elective Courses (12 cr.)

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.)
- HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.)
- HPER-K 601 Readings in Physical Education (ARR)
- HPER-K 630 Biomechanics of Human Performance (3 cr.)
- HPER-K 641 Topics in Motor Integration (3 cr.)
- HPER-K 690 Seminar Human Performance (3 cr.)
- HPER-K 702 Research in Human Performance (3 cr.)
- MED-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.)

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 fitness and sport administration with special emphasis placed on the administration of fitness programs and resources in a variety of recreational, nonprofit, corporate, and health club settings.

Degree Requirements

This program requires 39 to 42 credits for nonthesis students and 47 to 50 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 (27 cr.):

Complete each of the following courses:

- HPER-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
- HPER-K 536 Obesity and Body Composition (3 cr.) or HPER-K 562 Exercise Prescription in Health and Disease I (3 cr.)
- HPER-K 553 Physical Activity and Health (3 cr.)
- HPER-K 554 Seminar in Physical Activity and Wellness (3 cr.)
- HPER-K 560 Exercise in Corporate Fitness and Wellness (3 cr.)
- HPER-R 544 Legal Aspects of Recreation Administration (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) or HPER-H 594 Health Program Evaluation (3 cr.)
- HPER-T 594 Finance and Budgeting (3 cr.)

- SPEA-V 561 Human Resources Management (3 cr.)

Program Concentrations

Complete one of the following program concentrations. Each student must choose a concentration in consultation with the student's major advisor:

A. Physical Activity, Fitness and Wellness Management Track (12 cr.)

Complete 12 credits from the following courses:

- HPER-K 500 Special Topics in Kinesiology: Administration of Fitness Programs (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Sport and New Media (3 cr.)
- HPER-K 500 Special Topics in Kinesiology: Sport Facility and Event Management (3 cr.)
- HPER-K 514 Sport Marketing and Sponsorship (3 cr.)
- HPER-K 580 Sport Communications (3 cr.)
- HPER-K 581 Sales and Service Management in Sport (3 cr.)
- HPER-K 583 Sport Public Relations (3 cr.)
- HPER-K 584 Leadership and Sport Communication (3 cr.)
- HPER-K 614 Sport Sponsorship and Retention (3 cr.)

B. Physical Activity and Public Health Track (15 cr.)

Complete each of the following courses:

- HPER-C 501 Assessment and Planning in Public Health (3 cr.)
- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-Y 611 Epidemiology (3 cr.)

C. Physical Activity Individualized Program Track (12 cr.)

Students may develop an individualized focus area of study in conjunction with the assigned major advisor and final approval from faculty in the Physical Activity, Fitness and Wellness degree program. If this track is selected, the twelve credit hours of prescribed courses must be reported by the student's advisor to the School of Public Health - Bloomington Records Office.

Thesis and Nonthesis Options (0 - 8 cr.)

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.

Nonthesis Students must obtain faculty approval of completion of a culminating project or certification in addition to completing the requirements listed above.

Thesis Students must complete the following courses in addition to completion of the requirements listed above.

Complete the following courses (8 cr.):

- HPER-K 600 Master's Thesis (5 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Special Opportunities

The graduate program provides fitness specialists an opportunity to receive more management skills after having obtained fitness certifications in their undergraduate programs. A student who comes in with a strong fitness background and ACSM Health Fitness Instructor Certification can finish the program in a year and a summer. Those students who do not have the fitness certification will take two years for the program as they take their certification preparation courses. All graduates leave with management experience and a professional fitness certification. Graduate assistant opportunities to run the Briscoe Fitness/Wellness Center facility, a wellness academic class, and other physical activity, fitness and wellness venues within IU such as Recreational Sports allow the combination of classroom learning and practical 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 management of fitness programs. 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 for the greater community.

Careers

Physical Activity, Fitness and Wellness majors enter the profession in a wide variety of settings: community, corporate, collegiate, and hospital-based wellness programs, to name a few. As fitness managers, they provide fitness expertise along with the programming and administrative skills necessary for the delivery of 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 (12 cr.):

- HPER-R 500 Philosophy of Leisure and Recreation (3 cr.)
- HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Complete one of the following courses (2-5 cr.):

- HPER-R 539 Master's Project in Administration (2-4 cr.)
- HPER-R 599 Master's Thesis (5 cr.)

Complete specialization courses (18 cr.):

Students must complete a minimum of 18 hours of specialization courses. A total of 12 hours must be taken within the Recreation Department. 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 remaining electives, if any are needed, to reach the required minimum 35 credits. (0 – 3 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 courses (18 cr.):

- HPER-R 500 Philosophy of Leisure and Recreation (3 cr.)
- HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 525 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 544 Legal Aspects of Recreation (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Complete one of the following courses (3 – 5 cr.):

- HPER-R 539 Master's Project in Administration (3-4 cr.)
- HPER-R 599 Master's Thesis (5 cr.)

Complete each of the following emphasis courses (9 cr.):

- HPER-R 522 Economics and Marketing for Leisure and Tourism (3 cr.)
- HPER-R 530 Comprehensive Recreation Planning/Park Design (3 cr.)
- HPER-T 594 Finance and Budgeting (3 cr.)

Complete remaining electives to reach the required minimum 35 credits. (3 – 5 cr.)

Select electives with approval of advisor. The following courses are recommended:

- HPER-R 524 Strategic Fundraising and Partnerships for Recreation, Parks, Tourism, and Public Lands (3 cr.)
- HPER-R 580 Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 640 Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 641 Readings in Parks, Recreation, Tourism, and Public Lands (3 cr.)

- HPER-R 642 Internship in Recreation and Parks (2-8 cr.)
- HPER-R 643 Practicum in Recreation and, Parks (cr. arr.)
- Others: see Advisor

Pre-requisites (If required)

- HPER-R 330 Management in Recreation, Parks, and Tourism (3 cr.)
- HPER-R 391 Graduate Prerequisite in Recreation and Park Administration (3 cr.)
- 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 Sport Administration Major

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

Description of Program

The graduate Recreational Sport Administration Program focuses on the provision of a comprehensive study of sport with special emphasis placed on the administration of sport 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 sport 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.):

- HPER-R 500 Philosophy of Leisure and Recreation (3 cr.)
- HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 525 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 544 Legal Aspects of Recreation Administration (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-T 594 Finance and Budgeting (3 cr.)

Complete one of the following courses (3 – 5 cr.):

- HPER-R 539 Master's Project in Administration (3 cr.)
- HPER-R 599 Master's Thesis (5 cr.)
- HPER-R 642 Internships in Recreation and Parks (3 cr.)

Complete each of the following emphasis courses (9 cr.):

- HPER-R 570 Recreational Sports Administration (3 cr.)
- HPER-R 571 Dynamics of Recreational Sport Environment (3 cr.)
- HPER-R 572 Seminar in Recreational Sports (2 cr.)

Complete electives, if any are needed, to reach the required minimum 35 credits. (0 – 2 cr.)

Select electives with approval of advisor. The following courses are recommended:

- HPER-K 514 Sport Marketing and Sponsorship (3 cr.)
- HPER-K 521 History of Sport in the United States (3 cr.)
- HPER-K 522 The Role of Sport in Society (3 cr.)
- HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.)
- HPER-K 560 Exercise in Corporate Fitness and Wellness (3 cr.)

- HPER-K 581 Sales and Service Management in Sport (3 cr.)
- HPER-R 522 Economics and Marketing for Leisure and Tourism (3 cr.)
- HPER-R 524 Strategic Fundraising and Partnerships for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 640 Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 641 Readings in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 643 Practicum in Recreation and Parks (cr. arr.)
- 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 sport 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.

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 (12 cr.):

- HPER-R 500 Philosophy of Leisure and Recreation (3 cr.)
- HPER-R 525 Administration Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)

Complete each of the following emphasis courses (12 cr.):

- HPER-R 560 Professional Development of Therapeutic Recreation (3 cr.)
- HPER-R 561 Advanced Therapeutic Recreation Processes (3 cr.)
- HPER-R 562 Social Psychology of Therapeutic Recreation (3 cr.)
- HPER-R 563 Program Development and Consultation in Therapeutic Recreation (3 cr.)

Complete one of the following courses (2 – 5 cr.):

- HPER-R 642 Internship in Recreation and Parks (2-3 cr.)
- HPER-R 599 Master's Thesis (5 cr.)

Complete remaining electives to reach the required minimum 35 credits. (6 – 9 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, and 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, and students interested in eventually pursuing are encouraged to complete a Master's Thesis (HPER-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 (24 cr.):

- HPER-R 500 Philosophy of Leisure and Recreation (3 cr.)
- HPER-R 515 Special Concerns in Parks and Recreation: Convention and Meeting Planning (3 cr.)
- HPER-R 515 Special Concerns in Parks and Recreation: Event Planning and Programming (3 cr.)
- HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 525 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-T 594 Finance and Budgeting (3 cr.)

Complete one of the following courses (3 – 5 cr.):

- HPER-R 539 Master's Project in Administration (3 cr.)
- HPER-R 599 Master's Thesis (5 cr.)

- HPER-R 642 Internships in Recreation and Parks (3 cr.)

Complete a minimum of two of the following courses (6 cr.):

- HPER-R 522 Economics and Marketing for Leisure and Tourism (3 cr.)
- HPER-R 523 Visitor Behavior (3 cr.)
- HPER-R 529 Ecotourism: Management and Systems
- HPER-R 580 Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (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:

- HPER-R 545 Advanced Ecosystem Management in Outdoor Recreation (3 cr.)
- HPER-R 640 Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 641 Readings in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 643 Practicum in Recreation and Parks (3 cr.)
- HPER-R 645 Research Seminar in Recreation, Park, and Tourism Studies (3 cr.)
- HPER-T 592 Intermediate Statistics in Public Health (3 cr.)
- HPER-T 693 Experimental Analysis and Design (3 cr.)
- HPER-T 694 Multivariate Statistical Analysis (3 cr.)

Prerequisites (If required)

- HPER-R 330 Management in Recreation, Parks and Tourism (3 cr.)
- HPER-R 350 Sustainable Tourism (3 cr.)
- HPER-R 351 Convention Management and Meeting Planning (3 cr.)
- HPER-R 430 Event Planning and Program Development (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.):

- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-V 512 Environmental Health Science (3 cr.)
- HPER-Y 611 Epidemiology (3 cr.)

Complete each of the following required public health courses (7 cr.):

- HPER-C 644 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 650 MPH Culminating Experience (2 cr.)

Biostatistics Concentration (21 credits)

Complete each of the following courses (9 cr.):

- HPER-C 695 Categorical Data Analysis (3 cr.) (p: HPER-T 591) **or** STAT-S 503 Generalized Linear Models and Categorical Data (3 cr.) (p: STAT-S 501)
- HPER-T 693 Experimental Analysis and Design (3 cr.) (p: HPER-T 591) **or** STAT-S 502 Statistical Methods I: Introduction to Statistics (3 cr.) (p: Instructor Permission)
- HPER-T 694 Multivariate Statistical Analysis (3 cr.) (p: HPER-T 591)

Complete six credits from the following list of courses (6 cr.):

- HPER-C 642 Operational Research in Public Health (3 cr.) (p: HPER-T 591)

- 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.):

- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-V 512 Environmental Health Science (3 cr.)
- HPER-Y 611 Epidemiology (3 cr.)

Complete each of the following required public health courses (7 cr.):

- HPER-C 644 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 650 MPH Culminating Experience (2 cr.)

Environmental Health Concentration (21 credits)

Complete each of the following courses (12 cr.):

- HPER-V 513 Principles of Toxicology (3 cr.)
- HPER-V 519 Exposure Assessment and Control (3 cr.)
- HPER-V 520 Risk Assessment, Policy and Toxic Regulations (3 cr.)

- 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 influence health and disease management with a defined focus on rural communities by contributing to the understanding of the etiologies of disease prevention, and wellness, and the improvement of public health through excellence in research and practice. Epidemiology students will develop skills in study design and understanding of the social determinants that affect health with an emphasis on research. The graduate will

leave with extensive training in research methodology and study design.

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.):

- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)
- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-V 512 Environmental Health Science (3 cr.)
- HPER-Y 611 Epidemiology (3 cr.)

Complete each of the following required public health courses (7 cr.):

- HPER-C 644 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 650 MPH Culminating Experience (2 cr.)

Epidemiology Concentration (21 credits)

Complete each of the following courses (15 cr.):

- HPER-Y 614 Chronic Disease Epidemiology (3 cr.) (p: HPER-Y 611)
- HPER-Y 619 Infectious Disease Epidemiology (3 cr.) (p: HPER-Y 611)
- HPER-Y 624 Social Epidemiology (3 cr.) (p: HPER-Y 611)
- HPER-Y 652 Advanced Epidemiology (3 cr.) (p: HPER-Y 611)
- HPER-Y 654 Advanced Epidemiological Methods (3 cr.) (p: HPER-Y 611)

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 avoidance 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.):

- HPER-C 510 Organization and Administration of Public Health Programs (3 cr.)

- HPER-C 589 Social and Behavioral Determinants of Health (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (3 cr.)
- HPER-V 512 Environmental Health Science (3 cr.)
- HPER-Y 611 Epidemiology (3 cr.)

Complete each of the following required public health courses. (7 cr.):

- HPER-C 644 Field Experience in Public Health (5 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 650 MPH Culminating Experience (2 cr.)

Public Health Administration Concentration (21 credits)

Complete each of the following courses. (12 cr.):

- HPER-H 594 Health Program Evaluation (3 cr.)
- HPER-H 625 Legal Issues in Health Promotion (3 cr.) or HPER-R 544 Legal Aspects of Recreation Administration (3 cr.)
- HPER-H 695 Acquiring & Managing External Funds for Health & Human Services (3 cr.)
- 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 both on campus and [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.):

- HPER-R 507 Foundations of Conservation, Parks, and Recreation (3 cr.)
- HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 525 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 580 Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 607 Capstone Studies in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following specialization courses (12 cr.):

- HPER-R 523 Visitor Behavior (3 cr.)
- HPER-R 524 Strategic Fund Raising and Partnerships for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 540 Policy Studies in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 545 Advanced Ecosystem Management in Outdoor Recreation (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.):

- HPER-R 640 Independent Study and Research in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-R 641 Readings in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- HPER-T 591 Introduction to Statistics in Public Health (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.) 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: Adapted Physical Education
- 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 (ranked #1 in the nation among non-schools of public health and #5 including all schools of public health) prepares 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; 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, and related areas.

Degree Requirements

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)
- **Dissertation** – 20 to 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: Adapted Physical Education

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

Description of Program

The degree in adapted physical education prepares individuals to design and adapt movement and activity experiences for people with disabilities. Students enrolled in the program gain knowledge in motor assessment, activity modification, behavior management, curriculum design and adaptations, medical aspects of disabling conditions, fitness programming, and other topics related to enhancing movement and activity in those with disabilities across the life span.

Degree Requirements

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)

- **Dissertation** – 20 to 30 credits

Special Opportunities

Students have opportunities to engage in a wide variety of research experiments in laboratories, and to participate in programs that provide experience and benefit people with disabilities. Students admitted to the program assist with administering the IU Adapted Physical Education Program, which provides activity services to youth with disabilities ages 3 to 21.

Careers

The exit criterion for non-thesis master's degree recipients is successful completion of the Adapted Physical Education National Standards exam. This, combined with a physical education teaching license, will prepare students for adapted physical education specialist positions across the United States. Students receiving a master's degree with a thesis will be prepared for advanced graduate work. The Ph.D. degree prepares individuals to conduct cutting-edge research in the areas of physical activity or motor behavior in regard to people with disabilities. Employment opportunities consist primarily of faculty teaching and research positions at universities.

Human Performance Major, Emphasis: Biomechanics

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

Description of Program

When a good performance is achieved in a sport, this is due in part to the athlete's physical condition. But in part it is also due to the athlete's technique: to the amount of skill in the athlete's motions. The main goal of sport biomechanics is to understand the cause-effect mechanisms that make some sport techniques better than others, and ultimately to find the optimum technique.

New graduate Biomechanics students (both M.S. and Ph.D.) are admitted only every other year. They start attending classes in the Fall of even-numbered years; the application process should be started during the Fall Semester of the previous year.

Degree Requirements

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits to not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)
- **Dissertation** – 20 to 30 credits

Special Opportunities

The main research tool in sport biomechanics is motion analysis, in which the three-dimensional (3D) locations of

a number of anatomical points are obtained through film, video, or other optical/electronic methods during a sports activity, and then used as input to computer programs for the calculation of other mechanical information.

At the Biomechanics Laboratory in the HPER Building, we develop new research methodologies for biomechanics, investigate the techniques used in a variety of sports, and apply the information obtained through this research to the improvement of the techniques of elite athletes.

Our work on methodology development has included 3D motion analysis methods, computer graphics, calculation of mechanical parameters of human motion, and computer simulation. We have analyzed the techniques used in running, jumping, and throwing in track and field, pitching and batting in baseball/softball, the tennis serve, and soccer kicking, among other sports activities. Our laboratory has received funding from USA Track and Field, the U.S. Olympic Committee, and the International Olympic Committee to analyze the techniques of elite track and field athletes in various events and to provide advice to their coaches. For further information, see: <http://www.indiana.edu/~sportbm/research.html>.

How to find the Biomechanics Lab (HPER 071): Turn left as you walk out of the School of Public Health - Bloomington Library. At the end of the hallway, turn right, and walk through the green doors. HPER 071 is the next-to-last door on the left.

Careers

- Careers for the M.S. degree—Preparation toward Ph.D. programs; coaching
- Careers for the Ph.D. degree—University researcher/faculty member; gait analysis; sport technique consultation

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

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits to not count

toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.

- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28credits (may include second major or minor)
- **Dissertation** – 20 to 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

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28credits (may include second major or minor)
- **Dissertation** – 20 to 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 New Zealand. 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. Click on this link to learn more about the [Ph.D. in Sport Management](#) at Indiana University.

Degree Requirements

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28credits (may include second major or minor)
- **Dissertation** – 20 to 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 mentors in the sport management program are Drs. [Fielding](#), [Pedersen](#), [Sailes](#), [Lim](#), [Clavio](#), [Walsh](#), and [Williams](#). (click on the individual professors to read about their backgrounds and interests). 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

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits to not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)
- **Dissertation** – 20 to 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

Applied Health Science Options for Doctoral Minor

The courses required for the applied health science doctoral minor options are as follows:

- *Gerontology* HPER-H 524 /EDUC-P 513, HPER-C 535, HPER-C 615 /HPER-K 500, HPER-R 565, HPER-R 566; EDUC-P 517, EDUC-P 518.
- *Health Promotion* HPER-C 589, HPER-H 500 OR HPER-H 635 ; 9 additional credits in consultation with an advisor.

- *Human Development and Family Studies* HPER-H 654. Select 12 credits from HPER F-510, HPER-F 517, HPER-F 531, HPER-F 532, HPER-F 533, HPER-F 541, HPER-F 543, HPER-F 546, HPER-F 557, HPER-F 558, HPER-F 559, HPER-F 560, HPER-F 640, HPER-F 641, and HPER-F 656 in consultation with an advisor.
- *Human Sexuality Education* HPER-C 589, HPER-H 515, HPER-H 540, HPER-H 555; 3 additional credits in consultation with an advisor.
- *International/Global Health* HPER-H530, HPER-H635, HPER-H643 or HPER-H 645, HPER-C589 or HPER-S552 or HPER-F654, and select one course with a C,H,S,F,N pre-fix or approval of advisor
- *Nutrition Science* HPER-N 530, HPER-N 532, HPER-N 640, CHEM-C 483 or CHEM-C 484 or MCHE-C 580; select one course from HPER-N 520, HPER-N 531, HPER-N 536, HPER-N 600, HPER-N 601, HPER-N 620, and HPER-N 641 in consultation with an advisor.
- *Public Health* HPER-C 510, HPER-C 589, HPER-V 512, HPER-Y 611; complete one course, prescribed by the minor representative, which is at or above the 500 level.
- *Safety Management* HPER-C 589; an additional 12 credits in consultation with an advisor.
- *School and College Health Education* HPER-C 589, HPER-H 500 or HPER-H 502, HPER-H 510, HPER-H 623, HPER-H 635.

Kinesiology Options for Doctoral Minor

Courses required for a doctoral minor in kinesiology are individually determined through consultation with a faculty advisor.

Recreation, Park, and Tourism Studies Options for Doctoral Minor

Courses required for the doctoral minor in experiential education are listed below. Courses required for additional minors in recreation, park, and tourism studies are individually determined through consultation with a faculty advisor.

- *Experiential Education* 15 credits are required for this minor. Specific courses are to be determined in consultation with a faculty advisor. School of Public Health - Bloomington courses eligible for selection are HPER-R 504, HPER-R 511, HPER-R 512, HPER-H 513, HPER-R 543, HPER-R 544, HPER-R 564, and HPER-R515 with the topic Theoretical Foundations of Adventure/Experiential Education. Students may also elect to include one of the following School of Education courses: EDUC-P 540, EDUC-P 545, EDUC-G 532, EDUC-G 573, EDUC-G 575.

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

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)
- **Dissertation** – 20 to 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

Requirements for this degree are prescribed by an advisory committee for each individual student. Common requirement components include:

- **Research Skills** – Typically 9 credits of course work providing required skills to conduct research, such as statistical analysis. These credits do not count toward the 90 credits required in the major, minor, electives, and dissertation portions of the degree.
- **Major** – 30 credits minimum
- **Minor** – 12 to 15 credits
- **Electives** – 0 to 28 credits (may include second major or minor)
- **Dissertation** – 20 to 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>.

Graduate Certificates

- Gerontology and Health Certificate
- Therapeutic Outdoor Programs Certificate

Gerontology and Health Certificate

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

Description of Program

The graduate Certificate in Gerontology and Health will provide graduate students, individual practitioners, and professionals working with the elderly a substantive foundation in gerontology coursework at the graduate level and opportunity to apply knowledge through a practicum experience.

Admission

Students wishing to be admitted to this certificate program should:

- visit this program's Web site at <http://www.indiana.edu/~gero/Graduate.html>.
- download the application form and complete it.
- submit the completed application and required materials to:
 - Dr. Lesa Huber
Department of Applied Health Science
Indiana University
1025 East 7th Street, HPER 116
Bloomington, IN 47405
Phone: (812) 855-1733
E-mail: lehuber@indiana.edu

Students will be notified of the admission decision by Dr Lesa Huber.

Certificate Requirements (24 cr.)

A graduate Certificate in Gerontology and Health is available through the Department of Applied Health Science for both non-major and major. The certificate requires a minimum of 12 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following course (3 cr.):

- HPER- H 524 Multidisciplinary Perspectives in Gerontology (3 cr.)

Complete one of the following courses (3 – 5 credits):

- HPER-F 542 Internship in Human Development and Family Studies (3 cr.)
- HPER-H 642 Internship in Health Promotion (3 cr.) (prerequisite: GPA of at least 3.0)
- HPER-H 643 Practicum in Health Education (3 cr.) (prerequisite: GPA of at least 3.0)
- HPER-C 644 Field Experience in Public Health (5 cr.)* (prerequisite: GPA of at least 3.0)

Complete two of the following courses (6 cr.):

- EDUC-P 518 Social Aspects of Aging and Aging Families (3 cr.) (online)
- EDUC-P 517 Adult Development and Aging (3 cr.) (online)
- HPER-C 615 Health, Longevity, and Integrative Therapies for the Later Years (3 cr.) (online)
- HPER-C 535 Contemporary Issues in Aging and Health (3 cr.) (online)
- HPER-C 625 Technological Designs for Health and Independence (3 cr.)
- HPER-F 560 Grief in the Family Context (3 cr.) (online) (prerequisite: 6 cr. of social and historical studies courses or consent of instructor)
- HPER-F 533 Human Development III: Adulthood (3 cr.) (P: 6 cr. of social and historical studies courses or consent of instructor)
- HPER-R 565 Leisure and Aging (3 cr.)
- HPER-R 566 Therapeutic Interventions with the Elderly (3 cr.) (online)

* Restricted to students admitted to the MPH program. MPH students earning the Certificate should take C644 (5 cr.). The Certificate appended to an MPH will be a 14 credit certificate.

Special Opportunities

The certificate is 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 of the coursework and the practicum can be completed online or on campus. The online courses cover the social, cultural, biological and psychological aspects of gerontology. 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 ageing. There are expanding career opportunities in many fields. From working with well elderly 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.

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. 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 graduate program admission to Indiana University at <http://www.indiana.edu/~grdschl/admissions.php>.

Indiana University graduate students wishing to add this certificate their existing academic objective must have a minimum 3.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Certificate in Therapeutic Outdoor Programs should:

- visit the Therapeutic Outdoor Programs Web site at <http://www.indiana.edu/~top>.
- download the application form and complete it.
- submit the completed application and required materials to:
 - Dr. Alison Voight
Department of Recreation, Park, and Tourism Studies
Indiana University
1025 East 7th Street, HPER 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 (24 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. As student earning a grade lower than a C- in a required must retake the class.

Complete each of the following courses:

- HPER-R 504 Outdoor Experiential Education: Instruction Principles (3 cr.)
- HPER-R 511 Group Processes and Facilitation in Adventure and Experiential Education (3 cr.)
- HPER-R 512 Principles of Therapeutic Outdoor Programs (3 cr.)
- HPER-R 561 Advanced Therapeutic Recreation Processes (3 cr.)
- HPER-R 643 Practicum in Recreation and Parks (4 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 as 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, 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 March 1

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](#).

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 www.indiana.edu/~sfa/types/work_study.html.

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 Onestart on the 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 HPER 115 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in HPER 115, or the form may be downloaded online at <http://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://onestart.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

Apply on the Internet for admission to graduate degree programs by visiting <http://graduate.indiana.edu/admissions.php>. The online application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select either School of Public Health-Bloomington MPH and MS for master's degree program admission, or select School of Public Health-Bloomington PhD for doctoral program admission. Many of the components of the application are received by our office electronically. However, some materials are in paper form. For United States citizens, paper recommendation letters (if recommendations were not submitted online) and official transcripts from all attended institutions are required and should be sent to the following address:

Records Office

School of Public Health-Bloomington
Indiana University HPER 115
1025 E. Seventh Street
Bloomington, IN 47405-7109

For those unable to apply for graduate program admission online, paper applications may be obtained by either writing to the address above, or calling (812) 855-1561. Please be aware that processing of a paper application will take up to four weeks longer than processing of the online application. If possible, apply online.

Visit the School of Public Health-Bloomington Website at www.publichealth.indiana.edu to view more information about the School of Public Health-Bloomington.

Application procedures differ for those who are not citizens of the United States and/or those who have had their previous schooling outside of the United States. International applicants may also apply online by visiting www.gradapp.indiana.edu.

Send paper recommendation forms (if recommendations were not submitted online) to the School of Public Health-Bloomington address above. International applicants must mail all paper academic records and financial documents to the address below.

International Admissions
Indiana University
300 N. Jordan Avenue
Bloomington, IN 47405-7700
U.S.A.

For international applicants who are unable to apply for graduate program admission online, paper applications may be obtained by either writing to the International Admissions address above or calling (812) 855-4306. International applicants should read the information about the Test of English as a Foreign Language (TOEFL) and the Graduate Record Examination (GRE) as described below.

Steps for Admission

Admission to certain graduate degree programs may require additional steps; however, admission procedures for all graduate programs in the School of Public Health-Bloomington include the following:

1. The online application for graduate program admission is submitted electronically. Applicants who are unable to submit the online application must submit the paper-based application to the School of Public Health-Bloomington Records Office, Indiana University, HPER 115, 1025 E. Seventh Street, Bloomington, IN 47405-7109.
2. The applicant must submit official transcripts of all undergraduate and graduate course work taken at institutions other than Indiana University. Although a student may not have completed undergraduate course work at the time of application, admission to a master's degree program may be granted on the strength of the student's work up to the time of application. An official, final transcript from an accredited institution attesting to the award of a bachelor's degree must be submitted before the student can graduate.
3. The applicant should request three people to submit Application Recommendation Forms on his or her behalf. Writers of references should have sufficient knowledge of the applicant's abilities to make informed judgments about the applicant's ability to succeed in a graduate degree program. Online recommendation forms are included in the online application. If you prefer, you may download and print paper copies and distribute them to your recommenders, who should complete them and send them to the School of Public Health—Bloomington Records Office.
4. Graduate Record Examination (GRE) scores (aptitude portion only) must be submitted by all of the following prospective students:
 - All international applicants regardless of degree being sought.
 - All applicants for a doctoral degree.
 - All applicants for the Master of Science degree in the Departments of Kinesiology and Recreation, Park, and Tourism Studies.
 - All applicants for the Master of Science in Applied Health Science degree with an emphasis in nutrition science.
 - All applicants for the following master's degree programs in the Department of Applied Health Science whose undergraduate grade point averages are lower than 2.8 on a 4.0 scale:
 - Master of Public Health degree program
 - MS in Applied Health Science with a major in health promotion
 - MS in Applied Health Science with a major in human development and family studies
 - MS in Applied Health Science with a major in safety management
 - MS in Applied Health Science with a major in school and college health programs.

Therefore, scores from the GRE are not required for applicants with an undergraduate GPA of 2.8 or higher, if they are applying for admission to the Master of Public Health degree program, or any of the four emphases under the Master of Science in Applied Health Science degree listed above.

Applicants who want to be considered for fall admission to a degree program that requires submission of these scores are advised to take the Graduate Record Examination no later than December. Approximately four weeks are required before GRE scores will be known. Admission decisions begin in February, so applicants should take the GRE early. For information concerning the Graduate Record Examination, write to the Educational Testing Service, Box 6000, Princeton, NJ 08541-6000. Applicants may visit the GRE Web site at www.gre.org. For students who are already on the IU Bloomington campus, information can be obtained from the Records Office, School of Public Health-Bloomington, Indiana University, HPER 115, 1025 E. Seventh Street, Bloomington, IN 47405-7109; phone (812) 855-1561.

International Student Application

International applicants whose primary language is not English must submit TOEFL scores. A minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or a 80 on the Internet-based test, is normally required for admission to all graduate degree programs. For students from countries where the TOEFL is not available, other evidence concerning English proficiency may be considered. The International English Language Testing System (IELTS) offers an alternative to the TOEFL. A minimum IELTS score of 7 is required for admission to the School of Public Health—Bloomington.

Another option exists for a limited number of international masters degree program applicants who do not meet minimum English proficiency standards for admission to a masters degree program. The academic department offering the masters degree may admit such students based on their academic qualifications under the condition that they 1) first enroll in a nationally recognized and accredited Intensive English Program (IEP) at their own expense and 2) provide documentation of appropriate English proficiency following Intensive English Program completion. Applicants may contact the department which offers the masters degree to request this option.

As is the case for all entering international students whose native language is not English, those students who have completed an Intensive English Program at an accredited U.S. college or university will be required to take the Indiana University English language examination before registering for course work. Appropriate additional remedial English courses will be prescribed on the basis of test results. Documentation of sufficient English proficiency must be provided to the applicant's academic advisor before registration in any academic degree course(s) is approved.

All entering international students whose primary language is not English will be required to take the Indiana University English examination 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. 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.

Students who will be teaching but who are non-native English speakers must successfully complete the Associate Instructor exam. This exam consists of a 15-minute interview followed by a written exam. Contact Karla Reynolds at the Center for English Language Training (CELT), 313 Memorial Hall, (812)855-7951 for further information on the AI exam.

Application Process Details

Online applicants will pay a nonrefundable application fee by credit card when submitting the electronic application. Those submitting the paper application must pay the same fee by check or money order, using the graduate application fee return envelope provided. Applicants should be aware that applications are not reviewed until all required materials are received. Note: Credentials submitted for admission become the property of the university and will not be returned to the applicant.

Each applicant receives notification of the admission decision. Admitted students are permitted to enroll in courses for the entry term stated in the student's application for admission. An admitted student who wishes to begin course work during an entry term that is different than the entry term stated in the student's application must contact the School of Public Health-Bloomington Records Office in HPER 115, telephone number (812) 855-1256, to request such a change. Some graduate programs may require permission of the program director to change entry semesters. Initial registration for courses must occur within 18 months after the applicant has been accepted for admission.

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 Franklin Hall 006, 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

Master's Degree Programs

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**— Review of applications for fall-term admission begins February 1. (Highly selective; fewer than 20 applicants admitted annually.)
- **Master of Public Health degree program**— Admission for fall term only, with an application deadline of February 1.
- A rolling admission structure is in place for all other School of Public Health—Bloomington master's degree programs. Applications will be accepted year-round, and upon receipt of all required application materials, decisions may be made until approximately one month before the beginning of the desired term.

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 March 1 to be considered for the next academic year. Only the credentials of admitted students will be reviewed for assistantship appointments. This review begins March 1.

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, HPER 115, 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

Master's degree program applicants may apply for admission on the Internet by visiting <http://graduate.indiana.edu/admissions.php>. The online application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select "Public Health-Bloomington MPH and MS" for master's degree program admission.

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. 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

Ph.D. degree program applicants may apply for admission on the Internet by visiting <http://graduate.indiana.edu/admissions.php>. The online application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select "Public Health-Bloomington PhD" for doctoral program admission.

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 550 is required on the paper-based test, or 213 on the computer-based test, or a 80 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 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.

Undergraduate

- Absences
- Academic Dismissal
- Academic Probation
- Academic Standing
- Advising
- Bachelor's Degree – Double Major
- Course Load
- Dean's List Honors
- Degree Requirement Exceptions
- Degree Requirements: Credit Hours
- Degree Requirements: Grade Point Average
- Elective Courses
- Grade of Incomplete
- Grade Replacement Policy: Extended X
- Graduation: Degree Application
- Graduation with Honors
- Graduate Credit for Undergraduates
- Impermissible Major and Minor Combinations
- Pass/Fail Option
- Readmission
- Residence
- Restrictions
- Schedule Adjustment: Addition of Courses
- Schedule Adjustment: Withdrawal from Courses
- Second Bachelor's Degree
- Student Research and Human Subjects
- 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 26 cr.
- Sophomore: 26 to 55 cr.
- Junior: 56 to 85 cr.
- Senior: 86 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 on an Academic Advisor Registration Approval Form and signed by the advisor. The student must submit the signed form to the School of Public Health - Bloomington records office in HPER 115 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in HPER 115, or the form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. (Additional registration information is available at <http://registrar.indiana.edu/studentreg.shtml>.)

Online academic advisement reports and printed 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 printed degree requirement tab sheets, available in HPER 115. 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 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

A student is expected to carry from 12 to 17 credit hours of academic work a semester. Permission to carry fewer than 12 credits may be obtained only in special cases from the dean of the School of Public Health - Bloomington. The maximum number of credit hours to be carried by a student is 19.

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). 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/~intlsevis/>.

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 mailed to a student's permanent 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, HPER 115. 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 124 credit hours for graduation.
- The Associate of Science in Safety Management requires 64 credit hours.
- 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.

In research and reading courses, the work of the course is not necessarily required at the end of the semester. If work is incomplete, an R (deferred) grade may be assigned.

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, HPER Room 115.

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 HPER 115.

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, HPER 115.

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 file a formal application with the school six months before the expected date of graduation. The school will not be responsible for the graduation of seniors who fail to meet this requirement. An online Application for Graduation Form may be found at: www.publichealth.indiana.edu/current-students/forms.shtml.

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 community health and a minor in health studies.
- No student may earn a BS in Athletic Training degree with a minor in kinesiology.
- 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 a dance major may also earn a kinesiology 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 in HPER 115. 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-S 501 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 (HPER 115). 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, HPER 115. 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.

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 of Incomplete
- Graduate-Level Credit
- Graduate Student Research and Human Subjects
- Graduation: Degree Application
- Joint Graduate Degrees
- Pass/Fail Option
- Required Graduate Student Meetings
- Residence Requirement
- Restrictions on Independent Study
- Schedule Adjustment: Withdrawal from Courses
- 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

An academic advisor will be assigned to each student. 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 advisors 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 written on an Academic Advisor Registration Approval Form and signed by the advisor. The student must submit the signed form to the School of Public Health - Bloomington records office in HPER 115 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in HPER 115, 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 HPER 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

Grades below C do not count toward degree requirements for doctoral degrees. 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).

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 www.publichealth.indiana.edu/current-students/forms.shtml.

Ph.D. degree students may download an application to graduate at <http://www.indiana.edu/~grdschl/pdf/PhDGraduationApplication.pdf>. The completed form must be submitted to the graduate recorder in Kirkwood Hall, Room 111.

Master's degrees are conferred in May, June, August, 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 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.

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 HPER 115.

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 HPER 115.

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 HPER 115.

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. The form to request the course prescription meeting or the doctoral dissertation proposal meeting is called the *Application to Schedule a Graduate Student Meeting*. On the same "forms" page, there is a separate *Application for Doctoral Qualifying Examination*. Lastly, there is a *School of Public Health - Bloomington Dissertation Defense Eligibility Verification Form*. Students must carefully follow the directions on these forms. Paper copies of these forms are available in HPER 115.

Note: No meetings may be scheduled during final examination week or when classes are not in session.

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 or for internships and practicums:

- Applied Health Science: HPER-C 640, HPER-C 641, HPER-C 644, HPER-C 717, HPER-C 777, HPER-F 640, HPER-F 641, HPER-H 640, HPER-H 641, HPER-H 642, HPER-H 643, HPER-H 717, HPER-H 740, HPER-H 741, HPER-H 777, HPER-N 640, HPER-N 641, HPER-S 640, HPER-S 641, HPER-S 642, HPER-S 643, HPER-S 717, HPER-S 777
- Kinesiology: HPER-K 601, HPER-K 602, HPER-K 604, HPER-K 605, HPER-K 606, HPER-K 701, HPER-K 702
- Recreation, Park, and Tourism Studies: HPER-R 640, HPER-R 641, HPER-R 642, HPER-R 740, HPER-R 741

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.")
- **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.; a 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 HPER 115. The Application for Graduation Form may be found online at www.indiana.edu/~hperwww/academics/forms/index.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 HPER 115, 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 5 credit hours of graduate work may be transferred from other institutions for application to a master's degree. *Exception: Indiana University graduates may transfer up to 10 credit hours from other accredited graduate schools.*
- 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, HPER 115, before registering for such courses.

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.

Master's Degree Students

- Graduation: Degree Application
- Joint Master's Degree
- Master's Degree – Double Major
- Minimum Master's Degree Requirements
- 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, HPER 115. 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., HPER-T 590 and HPER-T 591), 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

For a Master of Science degree, students are required to successfully complete a minimum of 35 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's degree programs require more than the minimum 35 credit hours. 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 35 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, HPER 115. The Application for Graduation Form may be found online at www.indiana.edu/~hperwww/academics/forms/index.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 HPER 115, 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 5 credit hours of graduate work may be transferred from other institutions for application to a master's degree. *Exception: Indiana University graduates may transfer up to 10 credit hours from other accredited graduate schools.*
- 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, HPER 115, before registering for such courses.

Frequently Asked Questions:

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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.

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 graduate faculty 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 HPER 115. A Nomination of Master's Thesis Committee Form, signed by the members, must be submitted in HPER 115. A paper version of this form may be obtained in HPER 115 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 graduate faculty status. While doctoral committee chairs must have a special endorsement to chair those committee, 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 HPER 115 to find out which faculty have graduate faculty status, or you may visit: <http://graduate.indiana.edu/faculty-resources.php>. 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, HPER 115, 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 HPER Room 115.

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 Graduate Student Meeting Form. The Application To Schedule a

Graduate Student 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 HPER 115. 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.

3. The student and master's thesis committee chair create a one-page proposal meeting announcement, containing the date, time, location, and a description of the proposed research project. The secretary has examples of proposal meeting announcements which students may use when formatting their announcements.
4. At least two weeks in advance of the proposed meeting date, two versions of this announcement must be submitted to the administrative secretary for academic affairs in HPER 115. A printed version with the signature of the committee chair must be submitted. In addition, an electronic version without the chair's signature must be attached to an email message and sent to the administrative secretary for academic affairs. The secretary will post the unsigned announcement on the Web.

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.

Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.

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. Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.
3. At least five weeks in advance of the proposed meeting date, the student must complete and submit an Application to Schedule a Graduate Student 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 HPER 115. 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.
4. The student and the master's thesis committee chair create a one-page final defense meeting announcement, containing the date, time, location, and a description of the research project. The secretary has examples of final defense meeting announcements which students may use when formatting their announcements.
5. At least four weeks in advance of the proposed meeting date, two versions of this announcement must be submitted to the administrative secretary for academic affairs in HPER 115. A printed version with the signature of the committee chair must be submitted. In addition, an electronic version without the chair's signature must be attached to an email message and sent to the administrative secretary for academic affairs. The secretary will post the unsigned announcement on the Web.

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 Graduate Student Meeting Form to the administrative secretary for academic affairs in HPER 115. The secretary will arrange a room and notify you and your committee with all the details. At least four weeks before the meeting date, submit to the secretary, a printed meeting announcement page, signed by your thesis committee chair. Also send the MS Word version of the announcement, without a signature, to the secretary as an attachment to an email message. The secretary will post the unsigned version on the Web.

Examples of defense meeting announcements may be obtained from the secretary.

Question: Am I able to have my final thesis defense meeting anytime during the calendar year?

Answer: Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.

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 HPER-G 599 Thesis Research. This course carries no credit, but satisfies the enrollment requirement for international students to remain in compliance with SEVIS regulations. HPER-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 HPER 115 B. 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 submit the following three items to the director of academic program administration in HPER 115 B:

- Submit the thesis in the form of a Microsoft Word document. 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 and the University Graduate School's thesis/dissertation guidelines at <http://graduate.indiana.edu/preparing-theses-and-dissertations.php>.
- Submit a printed acceptance page with the signatures of the members of the thesis committee. The signatures on the acceptance page confirm that the thesis committee members viewed and accepted the final draft of the thesis. The acceptance page should also include the name of the student.
- Submit a completed and signed permission form which grants the IU Library permission to publish the thesis on the IU ScholarWorks Website. This permission form may be obtained at: www.publichealth.indiana.edu/current-students/forms.shtml.

Upon receipt of the 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.

Doctoral Students

- Doctoral Degrees Offered
- Doctoral Degree Progress Sequence
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- Doctoral Advisory Committee
- Transfer of Credit

- Course Prescription Requirements
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- Major, Minor, and Dissertation Course Requirements
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- Doctoral Qualifying Examination Procedures
- Enrollment after the Qualifying Examination and Off-Campus Enrollment
- Admission to Candidacy
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- Dissertation Research Committee
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- Dissertation Proposal
- Dissertation Completion
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- Final Dissertation Defense
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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 adapted physical education, 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.

Course Prescription Meeting

The courses required for a doctoral degree are individually prescribed for each student following approval of the membership 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 is 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 in HPER 115 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 Graduate Student Meeting Form. The Application To Schedule a Graduate Student 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 HPER 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 meeting should take place no later than the eighth week of classes in the student's second semester of enrollment. The course prescription meeting is an official graduate student meeting. Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.

A doctoral student's course prescription includes research skill courses plus a ninety-credit combination of major, minor, elective, and dissertation credits. The distribution of credits in these areas is normally as follows:

- Research skill courses (9 credits which do not count in the 90 required Ph.D. credits)

Ninety Ph.D. degree credits, including:

- Major courses (minimum 30 credits)
- Minor courses (most commonly 12-15 credits)
- Elective courses (0 - 28)
- Dissertation credits (20 - 30 credits)

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 graduate faculty, with a departmental endorsement to chair graduate student committees, 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 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 HPER 115 with signatures of the advisory committee members. Paper copies of this form may be obtained in HPER 115 or 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, HPER 115.

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 HPER 115, to ask about it, or you may visit: <http://graduate.indiana.edu/faculty-resources.php> 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. 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.

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 HPER 115, for evaluation and final approval of the executive associate dean. This form may be found online at www.publichealth.indiana.edu/current-students/forms.shtm. 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, HPER 115, before registering for such courses.

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 research skills and languages are not counted in the 90 required total credit hours of major, minor and elective courses.
- Courses used to satisfy the 90 required graduate credit hours and the research skills and language requirement 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 15 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 and languages requirement.
- All Ph.D. students must complete HPER-T 590 and HPER-T 591, or their equivalents, as prerequisites to the major work. Credit hours earned in HPER-T 590 do not count toward the major or minor, but may be counted in the elective portion the 90 required credit hours. HPER-T 591 or its equivalent does not count toward the research skill requirement or the 90 total credit hours required for the degree. It should not be listed on the doctoral course prescription.
- 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 three 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 not be counted in the total of 90 credits required in the major, minor, and elective course components of 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 HPER-T 592, HPER-T 691, and HPER-T 693.
 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. Demonstration of reading proficiency is described in Option III. Possibilities under this option include:
 1. Advanced statistics courses (6 credits). Students typically select two courses from HPER-T 592, HPER-T 691, and HPER-T 693.
 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.
- *Option III* Demonstrate reading proficiency in two languages or proficiency in depth (test or two courses) of one foreign language selected from

French, German, or Russian. Permission may be sought to substitute another language for this requirement. 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 a 79 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, HPER 115.

Frequently Asked Questions:

Question: I completed HPER-T 591 Introduction to Statistics in Public Health. May I use this course as three of the nine required research skill course credits?

Answer: No, HPER-T 591 is an entry-level statistics, and as such, it does not qualify as an acceptable research skill course. In fact, HPER-T 591 does not count anywhere on a doctoral student's course prescription.

Question: I completed HPER-T 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, HPER-T 590 is not an acceptable research skill course. However, it may be used in a doctoral students elective credit area if a student's advisory committee determines that it belongs there.

Question: I meet the criteria for the research skill option III. Does this mean I don't have to take any statistics courses?

Answer: No, it simply means that you do not need to have statistics courses in your research skills area. If your advisory committee decides that you need statistics courses in preparation for your dissertation project, they will be prescribed as part of your electives or possibly a minor. In this case, the benefit to you would be that you may count the statistics courses as part of the ninety required credits for the Ph.D. degree.

Major, Minor, and Dissertation Course Requirements

Requirements totaling a minimum of 90 credits beyond the bachelor's degree are to be distributed as follows:

- Major area requires a minimum of 30 credit hours in the major department.
- Minor area requires 12 to 15 credit hours in a cognate field outside the major department.
- Dissertation requires 20 to 30 credit hours.
- Elective credit hours may range between 0 and 28. An optional second minor may be included in the elective credit hours. Courses used for the second minor may be within or outside the major department.
- Total, 90 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. 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 classes are in session.*
- *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, and health 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 HPER 115. 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 Dean's Office, in HPER 115, 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 14 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. The oral portion of the examination may not be scheduled during recess periods.
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 HPER-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 HPER-G 901: HPER-G 901 is not offered during the summer sessions. Registration in HPER-G 901 is restricted to six semesters.

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, HPER 115, 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.

As their last act before disbanding, each member of a student's advisory committee nominates the student for candidacy by signing a Nomination to Candidacy for the Ph.D. Degree Form. The student may obtain a paper copy of this form in HPER 115 or download and print the online version available at www.publichealth.indiana.edu/current-students/forms.shtml. It is the student's responsibility to obtain the signatures of committee members and submit

the completed, signed form to the School of Public Health - Bloomington Records Office in HPER 115.

The School of Public Health - Bloomington recorder submits this form to the executive associate dean for approval, and then sends this form to the associate dean in the University Graduate School for final approval. For students with prescribed courses older than seven years at the time of the qualifying exam, the document requesting revalidation for each such course must accompany the candidacy form when the School of Public Health - Bloomington recorder sends it to the University Graduate School. The University Graduate School recorder will verify completion of all requirements and pass the forms on to the associate dean of the University Graduate School for final approval. Approved forms are returned to the School of Public Health - Bloomington. The School of Public Health - Bloomington executive associate dean shall notify the student of admission to candidacy, after which the student will generally be registered for dissertation research 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, HPER 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 in HPER 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 and at least one other member must be departmentally 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 HPER 115, or online at <http://graduate.indiana.edu/faculty-resources.php>.

The associate dean of the University Graduate School must approve the membership of a student's research committee. The University Graduate School will only approve a completed, signed Nomination of Research Committee for the Ph.D. Degree Form if it is accompanied by a one or two page prospectus of the of research and a copy of a Human Subjects Approval Form with approval signatures. It is the responsibility of the student to ensure that the following items are submitted to the School of Public Health - Bloomington Recorder in HPER 115, for associate dean approval in the School of Public Health - Bloomington and in the University Graduate School.

- Completed, signed Nomination of Research Committee for the Ph.D. Form. (Paper copies of this form are available in HPER 115. The form is also available online at www.publichealth.indiana.edu/current-students/forms.shtml.)
- 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 University Graduate School approval of the items listed above.

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 copy of the Human Subjects Approval Form. The letter must explain this predicament, and must be, signed by all members of the student's research committee. It should be addressed to the associate dean of the University Graduate School, but submitted to the School of HPER recorder with the research prospectus and the Nomination of Research Committee for the Ph.D. Degree 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 and 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 HPER 115, to ask about it, or you may visit: <http://graduate.indiana.edu/faculty-resources.php>.

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 Graduate Student 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 HPER 115. 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.
3. The student and the research committee chair create a one-page proposal meeting announcement, containing the date, time, location, and a description of the proposed research project. The secretary has examples of proposal meeting announcements which students may use when formatting their announcements.
4. At least two weeks in advance of the proposed meeting date, two versions of this announcement must be submitted to the administrative secretary for academic affairs in HPER 115. A printed version with the signature of the committee chair must be submitted. In addition, an electronic version without the chair's signature must be attached to an email message and sent to the administrative secretary for academic affairs. The secretary will post the unsigned announcement on the Web.

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, HPER 115.

Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.

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

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 final approval by the executive associate dean. Progress toward dissertation completion will be a factor in granting permission to continue. Such reinstatement, if granted, will be valid for a period of three years.

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. Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.
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 HPER 115 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 able to have my final thesis defense meeting anytime during the calendar year?

Answer: Graduate student meetings may only be held when classes are in session. No such meetings may be scheduled during final examination week or vacation periods.

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 www.graduate.indiana.edu/preparing-theses-and-dissertations.php.

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 Public Health

HPER-C 310 Health Care in Diverse Communities

(3 cr.) 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.

HPER-C 315 Health in the Later Years (3 cr.) 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.

HPER-C 317 Topical Seminar in Public Health

Education (1-3 cr.) 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 with different topic.

HPER-C 325 Health, Informatics, and Aging (3 cr.)

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 for informatics, nursing, and kinesiology.

HPER-C 335 Aging, Health, and Diverse Populations

(3 cr.) 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.

HPER-C 354 Multidisciplinary Perspectives in

Gerontology (3 cr.) 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.

HPER-C 366 Community Health (3 cr.)

Introduction to community health within the public health context. Students will develop an understanding of historical and theoretical foundations of community health and major societal health concerns, explore community health models and programs used to address these concerns, and examine racial/ethnic, cultural, socioeconomic, and related determinants of community health.

HPER-C 403 Public Health Program Planning (3 cr.)

P: HPER-C 366 and junior/senior status. 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.

HPER-C 416 Introduction to Health Counseling

(3 cr.) Reviews recent developments in mental health; implications for public health and school health programs; and roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues.

HPER-C 440 Research in Public Health Education

(1-3 cr.) P: Instructor permission required. Undergraduate research done in the field of public health education under the direction of a faculty member in the department. Repeatable for credit.

HPER-C 441 Readings in Public Health Education

(1-3 cr.) P: Instructor permission required. 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.

HPER-C 444 Field Experience in Public Health

Education (1-10 cr.) P: Permission of instructor. 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.

HPER-C 501 Assessment and Planning in Public

Health (3 cr.) 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.

HPER-C 505 Public Health Foundations and

Leadership (3 cr.) A survey course to prepare public health practitioners, researchers, and teachers with knowledge and skills to carry out broad public health functions in local, state, national, and international settings. Introduction to principles of leadership,

comprehensive community needs assessment health promotion in diverse communities, and eliminating health disparities initiatives.

HPER-C 510 Organization and Administration of Public Health Programs (3 cr.) Covers the organizational structure and function of public health systems, policies, and programs at the local, state, and federal levels. Official agencies, voluntary agencies, and health-related activities in the private sector are considered.

HPER-C 514 Health Education in Occupational Settings (3 cr.) 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.

HPER-C 515 Health Education in Clinical Settings (3 cr.) 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.

HPER-C 517 Workshop in Public Health (1-3 cr.) 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; course may be repeated for credit.

HPER-C 518 The Nature of Addictive Disorders (3 cr.) 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.

HPER-C 529 Health and Disease Disparities in Diverse Communities (3 cr.) 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.

HPER-C 535 Contemporary Issues in Aging and Health (3 cr.) 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.

HPER-C 589 Social and Behavioral Determinants of Health (3 cr.) 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.

HPER-C 593 Data Mining Applications in Public Health (3 cr.) 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.

HPER-C 602 Intervention Design in Public Health (3 cr.) P: HPER-C 589 and HPER-C 501, or equivalents. 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.

HPER-C 615 Health, Longevity and Integrative Therapies for the Later Years (3 cr.) 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.

HPER-C 617 Seminar in Public Health (1-3 cr.) P: Permission of instructor. 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.

HPER-C 625 Health Information Systems, Technology, and Aging (3 cr.) 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.

HPER-C 640 Research in Public Health (1-5 cr.) P: Permission of Instructor, Graduate GPA of at least 3.0. 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.

HPER-C 641 Readings in Public Health (1-5 cr.) P: Permission of instructor, Graduate GPA of at least 3.0. 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.

HPER-C 642 Operational Research and Management Science in Public Health (3 cr.) 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.

HPER-C 644 Field Experience in Public Health (3 cr.)

P: Permission of instructor, Graduate GPA minimum 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 by S/F only. Repeatable for credit.

HPER-C 650 M.P.H. Culminating Experience (2 cr.)

P: HPER-C 644 and permission of academic advisor. C: HPER-C 644 and permission of academic advisor. Students will demonstrate attainment of MPH Program Core, Concentration, and Interdisciplinary Competencies as defined by the Association of Schools of Public Health (CEPH) through 1) passing a written comprehensive examination (Fall). 2) developing a Competency Portfolio (Spring), and 3) delivering a formal poster presentation (Spring). Graded on S/F basis only.

HPER-C 660 Practicum in Gerontology (3 cr.)

P: Permission of academic advisor. Students pursuing a graduate certificate in gerontology and health development and apply knowledge and skills in appropriate professional settings. Practicum experiences must be approved in advance.

HPER-C 695 Categorical Data Analysis (3 cr.)

P: HPER-T 591 and HPER-T 592. 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.

HPER-C 701 Advanced Health Behavior Theory for Research (3 cr.)

P: HPER-C 589 or other graduate course in health-behavior theory; restricted to doctoral students. 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.

HPER-C 717 Advanced Seminar in Public Health (1-3 cr.)

P: Graduate GPA of at least 3.0 and advanced graduate student status. 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.

HPER-C 777 Doctoral Seminar in Public Health (1-3 cr.)

P: Graduate GPA of at least 3.0 and doctoral student status. 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. Only S/F grades given.

Human Development and Family Studies

HPER-F 150 Introduction to Life Span Human Development (3 cr.)

How individuals interact with family units and society and how family and society influence the development of the individual across the life span.

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

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.

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

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

HPER-F 317 Topical Seminar in Human Development and Family Studies (3 cr.) The topical seminars will relate to current issues in the field of human development and family studies. Repeatable for credit with different topic.

HPER-F 341 Effects of Divorce on Children (3 cr.) 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.

HPER-F 345 Parent-Child Relations (3 cr.) Not recommended for HDFS majors. Explores issues associated with parenting and addresses the reciprocal processes and interdependencies among parents, children, and their multiple environments.

HPER-F 346 Human Development I—Conception through Early Childhood (3 cr.) P: HPER-F 150, HPER-F 258, or equivalent. Examination of prenatal, infant, preschool development; physical, cognitive, and social-emotional characteristics of development.

HPER-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.) P: HPER-F 150, HPER-F 258, or equivalent. 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.

HPER-F 348 Human Development III—Early, Mid, and Late Adulthood (3 cr.) P: HPER-F 150, HPER-F 258, or equivalent. 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.

HPER-F 355 Leading Family Process Discussion Groups (3 cr.) P: HPER-F 258 with B or higher and interview with professor. 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.

HPER-F 370 Family Health and the Media (3 cr.) P: HPER-F 258 or equivalent. 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.

HPER-F 417 African American and Latino Families (3 cr.) P: HPER-F 150, HPER-F 258. This course 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.

HPER-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 HPER-F courses. Exploration of professional roles and career opportunities in HDFS. Addresses necessary skills and information related to the search for employment and/or graduate school.

HPER-F 440 Research in Human Development and Family Studies (1-3 cr.) P: Permission of instructor. Undergraduate research done in the field of human development and family studies under the direction of a faculty member in the department.

HPER-F 441 Readings in Human Development and Family Studies (1-3 cr.) P: Permission of instructor. 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.

HPER-F 442 Internship in Human Development and Family Studies (6 cr.) P: HPER-F 430; 2.5 overall minimum GPA; junior or senior standing; consent of HDFS faculty sponsor; open only to HDFS majors. Application due by tenth week of previous semester. 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.

HPER-F 444 Fieldwork Experience in Human Development and Family Studies (1-10 cr.) P: Permission of instructor. Application due by tenth week of previous semester. Field experience through on-the-job and related opportunities in human development and family studies. Course requirements will be established by field experience supervisor. Only S/F grades given. Repeatable for a total of 10 credits.

HPER-F 450 Current Issues in Human Development and Family Studies (3 cr.) P: HPER-F 150, HPER-F 258. An in-depth investigation of a contemporary topic in the field of human development and family studies. Repeatable for credit.

HPER-F 452 Independent Study in Human Development and Family Studies (3 cr.) P: HPER-F 150, HPER-F 258, or equivalent; Permission of instructor. An in-depth investigation of some area within human development and family studies. Repeatable for credit.

HPER-F 453 Family Life Education (3 cr.) P: HPER-F 150, HPER-F 258, or equivalent; Permission of instructor. 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.

HPER-F 457 Stress and Resilience in the Family (3 cr.) P: HPER-F 150, HPER-F 258, or equivalents; junior or senior standing. 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.

HPER-F 458 Family Law and Policy (3 cr.) 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.

HPER-F 460 Grief in a Family Context (3 cr.) P: HPER-F 150, HPER-F 258 or equivalents. Explores the grief process within the context of family. Grief as it is experienced as a family phenomenon and as an experience of individual family members. Incorporates human development and addresses grief in a variety of loss situations.

HPER-F 510 African American and Latino Families (3 cr.) 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.

HPER-F 517 Seminar in Human Development and Family Studies (1-3 cr.) P: Prerequisites vary depending on topic. 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. .

HPER-F 531 Human Development I: Preconception through Age 6 (3 cr.) P: 6 credits of Social/Behavioral Sciences or equivalent or consent of instructor. 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.

HPER-F 532 Human Development II: Ages 6-19 (3 cr.) P: 6 credits of Social/ Behavioral Sciences or equivalent or consent of instructor. This course incorporates scientific and personal experience in examining middle to adolescence developments. We will discuss theories on 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.

HPER-F 533 Human Development III: Adulthood (3 cr.) P: 6 credits of Social/ Behavioral Sciences or equivalent or consent of instructor. 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.

HPER-F 541 Effects of Divorce on Children (3 cr.)

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.

HPER-F 542 Internship in Human Development and Family Studies (3 cr.)

P: Graduate GPA of at least 3.0; Permission of instructor. 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.

HPER-F 543 Family Life Education (3 cr.) 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.

HPER-F 544 Parent Child Relationships: Theoretical, Research, and Practical Aspects (3 cr.) P: 6 credits of social and behavioral sciences or equivalent. 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.

HPER-F 546 Issues in Human Development and Family Studies (3 cr.) P: Consent of instructor; other prerequisites, depending on topic. 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 once for credit.

HPER-F 553 Teaching Sex Education (3 cr.) P: HPER-F 255 or equivalent and consent of instructor. Philosophy, content, methods, resources, and evaluation that relate specifically to the teaching of sex education.

HPER-F 555 Leading Family Process Discussion Groups (3 cr.) P: 3 credit hours of social science course work and interview with professor. 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.

HPER-F 557 Stress and Resilience in the Family and Community (3 cr.) P: 6 cr. Social/Behavioral Sciences or permission 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.

HPER-F 558 Workshop in Human Development and Family Studies (3 cr.) P: HPER-F 150 or HPER-F 258 or equivalent or consent of instructor. 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 once for credit.

HPER-F 559 Special Problems: Human Development and Family Studies (1-3 cr.) P: Permission of

department. Independent work on problems of special interest to student. Repeatable for credit.

HPER-F 560 Grief in a Family Context (3 cr.) P: 6 credit hours of social science courses. Explores the grief process within a family context. Includes emotional, psychological, somatic, social, and spiritual aspects of grief. Addresses influence of family on individual grief. Incorporates human development as well as family process. Includes implications for practitioners.

HPER-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. Open only to HDFS master's students. Individual application of student's area of study to the solution of a problem, under supervision of an advisor. Not open to students who select a thesis program.

HPER-F 617 Seminar in Human Development and Family Studies (3 cr.) Contemporary topics in the area of Human Development and Family Studies are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Course may be repeated with different focus with the consent of student's advisor.

HPER-F 640 Research in Human Development and Family Studies (1-5 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Project proposals must be approved in advance. 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.

HPER-F 641 Readings in Human Development and Family Studies (1-5 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Reading proposal must be approved in advance. 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.

HPER-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. 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.

HPER-F 656 Families and Health (3 cr.) 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.

School and College Health Education**HPER-H 150 Children's Health up to Age 5 (3 cr.)**

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.

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

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.

HPER-H 161 Cardiopulmonary Resuscitation for P-12 Teachers (1 cr.)

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 H 160. Only S/F grades given.

HPER-H 170 Health and Surviving the College Years (3 cr.)

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.

HPER-H 172 International Health and Social Issues (3 cr.)

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.

HPER-H 174 Prevention of Violence in American Society (3 cr.)

This course covers various contributors to violence in America with an emphasis on community health issues. Personal and environmental factors related to violence are considered within a context of public health. Personal and community violence prevention and reduction approaches are presented.

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

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

HPER-H 205 Introduction to Health Education (3 cr.)

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. Only S/F grades given.

HPER-H 220 Death and Dying (3 cr.)

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.

HPER-H 234 Prevention of Cardiovascular Disease (3 cr.)

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.

HPER-H 235 Obesity and Health (3 cr.)

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.

HPER-H 263 Personal Health (3 cr.)

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

HPER-H 304 Healthy Children: Breastfeeding Promotion in Global Communities (3 cr.)

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.

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

Examines 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.

HPER-H 306 Men's Health (3 cr.)

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.

HPER-H 311 Human Disease and Epidemiology (3 cr.)

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.

HPER-H 315 Consumer Health (3 cr.)

Provides students with (1) a model for making informed consumer health related decisions; (2) current information involving informed decisions; (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

HPER-H 317 Topical Seminar in Health Education (1-3 cr.)

The topical seminars will relate to current issues in the field of health education. Repeatable with different topic.

HPER-H 318 Drug Use in American Society (3 cr.)

An interdisciplinary approach to the study of drug use in American society. Examines the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of the individuals.

HPER-H 319 Global Health Promotion (3 cr.) 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.

HPER-H 320 The Nature of Cancer (3 cr.) Focuses on primary and secondary prevention of cancer. 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.

HPER-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.) 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.

HPER-H 327 Practicum in College Death Education (3 cr.) P: Permission of instructor. Examination of death education strategies and leading group discussions for HPER-H 220 Death and Dying.

HPER-H 340 Practicum in College Sex Education (3 cr.) P: Permission of instructor. Examination of sexuality education strategies and leading group discussions for HPER-F 255 Human Sexuality.

HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.) 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.

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

HPER-H 353 Field Observation (1 cr.) C: Must take concurrently with HPER-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. S/F grade only.

HPER-H 391 Introduction to Health Information and Statistics (3 cr.) 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.

HPER-H 401 Emergency Medical Technician (EMT)

—Ambulance I (3 cr.) P: HPER-H 160. Must take concurrently with HPER-H 404 EMT Lab. 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 HPER-H 404 and be at least 18 years of age.

HPER-H 403 Emergency Medical Technician Teaching Assistant (1-2 cr.)

P: HPER-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 once for credit.

HPER-H 404 Emergency Medical Technician Lab (1 cr.)

C: HPER-H 401. 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.

HPER-H 414 Health Education in Pre-K Grade 6 (3 cr.)

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.

HPER-H 418 The Nature of Addiction (3 cr.)

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.

HPER-H 440 Research in Health and Safety Education (1-3 cr.)

P: Permission of instructor. Undergraduate research done in the field of health and safety under a faculty advisor in the department. Repeatable for credit.

HPER-H 441 Readings in Health and Safety (1-3 cr.)

P: Permission of instructor; Readings proposal must be approved in advance. Planned readings in specialized areas of professional interest 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

HPER-H 445 Travel Study (1-10 cr.)

P: Permission of sponsor. 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. Repeatable for credit.

HPER-H 452 Secondary School Health Instruction and Assessment (3 cr.)

P: HPER H 352 with grade of C or better. 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.

HPER-H 453 Microteaching Lab for Health Education (1 cr.) C: HPER-H 452. 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. S/F grade only.

HPER-H 460 Practicum in First Aid Instruction (3 cr.) P: HPER-H 160 or equivalent. Students will learn instructional techniques for first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED). Students assist with HPER-H 160 labs and other teaching experiences. Completion of the course makes students eligible for American Red Cross Instructor authorization.

HPER-H 464 Coordinated School Health Programs (3 cr.) P: HPER-H 352 or HPER-H 414 with C or higher. 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.

HPER-H 494 Research and Evaluation Methods in Health and Safety (3 cr.) General concepts and foundations of measurement, evaluation, and research; major methods and techniques of research and evaluation. Special emphasis is given to writing small research and grant proposals.

HPER-H 500 Philosophy and Principles of Health Education (3 cr.) 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.

HPER-H 502 Instructional Strategies for School and College Health (3 cr.) 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.

HPER-H 504 Breastfeeding: Practice and Policy (3 cr.) 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.

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

HPER-H 511 Advanced Emergency Care (3 cr.)

P: HPER-H 160 or equivalent. This graduate course includes research in emergency care, teaching techniques for first aid, cardiopulmonary resuscitation (CPR); and automated external defibrillators (AEDs); and assisting with HPER-H 160 labs. Students who complete the course become eligible for American Red Cross Instructor authorization.

HPER-H 512 Understanding the Medicated Student/Client (3 cr.) 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.

HPER-H 514 Health Education Pedagogy in Pre-K and Elementary Years (3 cr.) 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.

HPER-H 515 Human Sexuality Education in Schools (3 cr.) 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.

HPER-H 517 Workshop in Health Education (1-3 cr.) 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 with different topic.

HPER-H 518 Alcohol and Drug Education (3 cr.)

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.

HPER-H 519 Contemporary Issues in Health Promotion (3 cr.) 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.

HPER-H 520 Death Education (3 cr.) 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.

HPER-H 521 Consumer Health (3 cr.) 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.

HPER-H 522 Promoting Women's Health (3 cr.) 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.

HPER-H 524 Gerontology: Multidisciplinary Perspectives (3 cr.) 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. Cross-listed with EDUC-P 513. Cannot be repeated as EDUC-P 513.

HPER-H 526 AIDS and Other Sexually Transmitted Diseases (3 cr.) 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.

HPER-H 527 Practicum in College Death Education (3 cr.) 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 H220 Death and Dying.

HPER-H 528 Issues in Substance Abuse (3 cr.) 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.

HPER-H 530 International Health (3 cr.) 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.

HPER-H 540 Practicum in College Sex Education (3 cr.) Includes the study of sexuality education methodology, preparation of learning activities dealing with human sexuality, evaluation of student papers, and leading discussion sections of HPER-F 255 Human Sexuality.

HPER-H 555 Issues in Human Sexuality and Health (3 cr.) 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.

HPER-H 594 Health Program Evaluation (3 cr.)
P: Previous program planning course/ experience;

Permission of advisor Covers concepts and procedures required to plan and conduct program evaluation in applied health settings. Identifies relevant evaluation concepts, measures, models, and techniques. Presents utilization-focused strategies for communicating program theory, involving relevant stakeholders, analyzing data, and reporting results.

HPER-H 599 Master's Thesis (1-5 cr.) Repeatable for credit.

HPER-H 601 Curriculum Development for School and College Health (3 cr.) P: HPER-H 502 with B- or higher. 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.

HPER-H 617 Seminar in Health Education (1-3 cr.) 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 with different topic.

HPER-H 623 School Health Program Management (3 cr.) P: HPER-H 510 or equivalent with a B- or better. 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.

HPER-H 625 Legal Issues in Health Promotion (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.

HPER-H 635 Health Promotion in the 21st Century (3 cr.) 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.

HPER-H 640 Research in Health Education (1-5 cr.)
P: Graduate GPA of at least 3.0; Permission of instructor; Project proposals must be approved in advance. 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.

HPER-H 641 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. 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.

HPER-H 642 Internships in Health Promotion (3 cr.)

P: Graduate GPA of at least 3.0; Permission of instructor; Internship experiences must be approved in advance. 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. Evaluation is on an S/F basis only. Repeatable for credit.

HPER-H 643 Practicum in Health (1-10 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Practicum experiences must be approved in advance. 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 up to 10 credits.

HPER-H 645 Travel Study (3 cr.) P: Permission of sponsor. 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.

HPER-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. 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.

HPER-H 695 Acquiring & Managing External Funds for Health and Human Services (3 cr.) 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.

HPER-H 717 Advanced Seminar in Health Behavior (1-3 cr.) P: Graduate GPA of at least 3.0 and advanced graduate student status; Permission of instructor. 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 with different topic.

HPER-H 740 Research in Health Behavior (1-10 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Project proposals must be approved in advance. 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 up to 10 credits.

HPER-H 741 Readings in Health Behavior (1-10 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Reading proposals must be approved in advance. 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.

HPER-H 777 Doctoral Seminar in Health Education (1-3 cr.) P: Graduate GPA of at least 3.0 and doctoral student status. 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.

HPER-H 799 Ph.D. Dissertation (1-30 cr.) Repeatable for credit.

Nutrition Science / Dietetics

HPER-N 120 Introduction to Foods (3 cr.) Chemical and physical properties of food that influence food selection, handling, preservation, and preparation; menu planning, meal management. Laboratory weekly.

HPER-N 220 Nutrition for Health (3 cr.) Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition. Not for students in dietetics or nutrition science.

HPER-N 231 Human Nutrition (3 cr.) P: CHEM-C 101 or equivalent; a course in biology Basic principles of nutrition with emphasis on identification, functions, and food sources of nutrients required for optimal health.

HPER-N 317 Topical Seminar in Nutrition/ Dietetics (1-3 cr.) 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 with different topic.

HPER-N 320 Food Chemistry (3 cr.) P: P: HPER-N120; CHEM-C117 or C118 or S118 or N330 equivalents. Recommended: A course in organic chemistry. Advanced study of the chemical and physical properties of food as related to use, quality, and preparation. New food products, composition, and food technologies.

HPER-N 321 Quantity Food Purchasing and Production (4 cr.) P: HPER-N 120; dietetics seniors only, or permission of instructor. 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. (Fall)

HPER-N 322 Management Systems in Dietetics (3 cr.) P: HPER-N 321; dietetics majors only, or permission of instructor. Examines organizational design, human resource management, financial management, and basic marketing strategies as applied to the profession of dietetics. (Spring)

HPER-N 325 Food Chemistry Laboratory (3 cr.) C: HPER-N 320. Application of principles and experimental procedures in food chemistry. Four hours laboratory weekly.

HPER-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.

HPER-N 336 Community Nutrition (3 cr.) P: HPER-N 231 or equivalent. 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. (Fall)

HPER-N 401 Issues in Dietetics (1 cr.) P: Dietetics majors only; senior standing; or permission of instructor. 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.

HPER-N 416 Nutrition Counseling and Education (3 cr.) P: HPER-N 431. 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.

HPER-N 430 Advanced Nutrition I (3 cr.) P: HPER-N 231; CHEM-C 341/R 340. Functions of nutrients in human metabolism; evaluation and fulfillment of nutritional needs; current literature. Emphasis on the energy nutrients: protein, carbohydrates, and fats.

HPER-N 431 Medical Nutrition Therapy (3 cr.) P: HPER-N 231; ANAT-A 215; PHSL-P 215; junior class standing. Prerequisite or concurrent: CLAS-C 209. Dietary modifications for therapy in metabolic and pathological disorders with allowance for cultural patterns. (Spring)

HPER-N 432 Advanced Nutrition II (3 cr.) P: HPER-N 430 or consent of department. A continuation of HPER-N 430. Nonenergy nutrients: water, vitamins, minerals, and as a summative focus, nutritional status.

HPER-N 433 Medical Nutrition Therapy Application (3 cr.) P: Prerequisite or concurrent: HPER-N 431. Application of principles of diet therapy through case study management and through designing and preparing modified diets. Cumulative experience of designing, following, and reporting on a modified diet.

HPER-N 440 Research in Nutrition/Dietetics (1-3 cr.) P: Permission of instructor. Undergraduate research in the field of nutrition/dietetics under the direction of a faculty member in the department. Repeatable for credit.

HPER-N 441 Readings in Nutrition/Dietetics (1-3 cr.) P: Permission of instructor; Readings proposal must be approved in advance. 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.

HPER-N 444 Field Experience in Nutrition/ Dietetics (1-3 cr.) P: Permission of Instructor. 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.

HPER-N 480 Mechanisms of Nutrient Action (3 cr.)

P: Prerequisite or concurrent; HPER-N 430 or consent of instructor. 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.

HPER-N 517 Research Presentations in Nutrition Science (1 cr.)

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 a maximum of 3 credits

HPER-N 520 Food Chemistry (3 cr.)

P: CHEM C 118 or equivalent. Prerequisite or concurrent: A course in organic chemistry. 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.

HPER-N 525 Food Chemistry Laboratory (2 cr.)

P: Prerequisite or concurrent: HPER-T 592. C: HPER-N 520. 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.

HPER-N 530 Advanced Human Nutrition I (3 cr.)

P: HPER-N 231 and CHEM-C 341/R 340 or equivalents, or consent of instructor. Function of carbohydrates, protein and fat in human metabolism, energy balance, and review of current literature.

HPER-N 531 Medical Nutrition Therapy (3 cr.)

P: HPER-N 231 and PHSL-P 215, or equivalents. 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.

HPER-N 532 Advanced Human Nutrition II (3 cr.)

P: HPER-N 530. Emphasis is placed on vitamins, minerals, water, and phytochemicals.

HPER-N 533 Medical Nutrition Therapy Application (3 cr.)

P: Prerequisite or concurrent with HPER-N 531. Application of diet therapy principles. Includes food preparation, designing special diets, and evaluating case studies. Effect of lifestyle and socioeconomic variables.

HPER-N 536 Community Nutrition (3 cr.)

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. (Fall)

HPER-N 539 Special Problems: Nutrition and Food Science (3 cr.)

P: Permission of instructor. Independent work on problems of special interest. Topic may vary.

HPER-N 550 Dietary Assessment Techniques (2 cr.)

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.

HPER-N 600 Nutrigenomics (3 cr.) P: CHEM-C 483 or HPER-N 530. 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.

HPER-N 601 Phytonutrients (3 cr.) P: Prerequisite or corequisite: HPER-N 532 or permission of instructor. A study of phytonutrients, molecules produced by edible plants, in addition to the traditional vitamins, that influence human health, growth, metabolism, and disease risk.

HPER-N 617 Seminar in Nutrition Science (1-3 cr.) 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 instructor permission.

HPER-N 620 Nutrition in Sports (3 cr.) P: HPER-N 231 and PHSL-P 215, or equivalents. The role of nutrition in athletic performance, especially the effects of various nutrition practices during training, competition, and recovery. Current concepts and controversies.

HPER-N 640 Research in Nutrition Science (1-5 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Project proposals must be approved in advance. Research projects are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Repeatable for credit.

HPER-N 641 Readings in Nutrition Science (1-5 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Reading proposals must be approved in advance. 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.

Safety

HPER-S 101 Introduction to Safety (3 cr.) 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.

HPER-S 151 Legal Aspects of Safety (3 cr.) 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.

HPER-S 201 Introduction to Industrial Hygiene (3 cr.) 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.

HPER-S 202 Fundamentals of Fire Protection (3 cr.) 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.

HPER-S 210 General Industry Standards (3 cr.) 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.

HPER-S 214 OSHA Construction Standards (3 cr.) An introduction to and application of the Occupational Safety and Health Administration (OSHA) and Indiana OSHA (IOSHA) construction standards as they apply to both the private and public sectors. Course includes an inspection practicum.

HPER-S 217 Safety: A Personal Focus (3 cr.) 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.

HPER-S 231 Safety Engineering and Technology (3 cr.) Introduces safety engineering principles applied to the control of hazards associated with industrial processes, facilities, chemical processes, materials handling, machine operation, and electricity.

HPER-S 251 Incident Investigation and Analysis (3 cr.) 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.

HPER-S 255 Threats, Violence, and Workplace Safety (3 cr.) 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.

HPER-S 302 Introduction to Homeland Security (3 cr.) P: 9 credits of 200 level HPER-S courses. 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.

HPER-S 317 Topical Seminar in Safety Education (1-3 cr.) P: Consent of instructor. 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.

HPER-S 332 Ergonomics and Human Factors (3 cr.) P: Prerequisite or concurrent: ANAT-A 215 or HPER-P 205. The application of ergonomic principles and

human factors techniques to the design and evaluation of workplaces and equipment.

HPER-S 336 Emergency Management (3 cr.) P: HPER-S 302. 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.

HPER-S 345 Safety Program Management (3 cr.)

P: 6 credits of HPER-S courses, or instructor consent. 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.

HPER-S 352 System Safety Analysis (3 cr.) P: 6 credits HPER-S courses or instructor consent. Examines common tools and techniques for evaluation and injury prevention. Analysis of factors leading to unintended catastrophes in the nuclear, marine, airline, mining, chemical, and petroleum industries. System analysis tools covered include risk management, PHA, FTA, FMEA, MORT, PSM, and JSA.

HPER-S 354 Hazardous Materials and Waste Control (3 cr.) P: 6 cr. of HPER-S courses or instructor consent. 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.

HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.) 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.

HPER-S 402 Emergency Planning and Preparation (3 cr.) P: HPER-S 336. 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.

HPER-S 410 Advanced Industrial Hygiene (3 cr.) P: HPER-S 201 and CHEM-C 102. 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.

HPER-S 411 Industrial Hygiene Sampling and Analysis (3 cr.) P: HPER-S 410 and CHEM-C 106. 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.

HPER-S 415 Safety Education and Training (3 cr.)

P: 6 credits HPER-S courses or consent of instructor. 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.

HPER-S 425 Safety Process Administration and Leadership (3 cr.)

P: 6 credits of HPER-S courses or instructor's consent. Concepts, principles, and techniques of effective administration and leadership. Topics include safety professional's role in administration. Focus on methods of adding value through leadership to continuously improve safety performance.

HPER-S 430 Exploring Safety Culture (3 cr.) 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.

HPER-S 436 Emergency Response and Recovery (3 cr.)

P: HPER-S 336. 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.

HPER-S 440 Research in Safety Education (1-3 cr.)

P: Permission of instructor; Research proposal must be approved in advance. Undergraduate research done in the field of safety education under the direction of a faculty member in the department. Repeatable for credit.

HPER-S 441 Readings in Safety Education (1-3 cr.)

P: Permission of instructor; Reading proposal must be approved in advance. 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.

HPER-S 444 Field Experience in Occupational Safety (1-10 cr.)

P: Instructor permission; Junior/senior standing; Safety majors only. 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.

HPER-S 501 Program Development in Safety Management (3 cr.)

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, Keppner, Tregoe, MORT, Epidemiological, Systems) are analyzed. Adoption of management techniques consistent with current trends in safety risk decision making.

HPER-S 502 Instructional Strategies for Safety Education (3 cr.)

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.

HPER-S 510 Organization and Administration of Safety Management Programs (3 cr.) Guidelines for the organization and administration of comprehensive safety management programs; topics include theories of management and supervision, program planning, staffing, reporting, record keeping, and budgeting procedures. Analyzes management models and administrative functions for programs in schools, colleges, business, industry, and government.

HPER-S 513 Safety Management in Business and Industry (3 cr.) 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.

HPER-S 514 Safety Standards for Industry & Construction (3 cr.) 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.

HPER-S 515 Safety Performance Measurement & Leadership (3 cr.) 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.

HPER-S 517 Workshop in Safety Education (1-3 cr.) 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.

HPER-S 535 Crisis and Emergency Management (3 cr.) 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.

HPER-S 536 Facility Emergency Planning (3 cr.) P: HPER-S 535 or instructor consent. 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.

HPER-S 537 Threat Assessment, Mitigation and Security Planning (3 cr.) P: HPER-S 535 or instructor consent. Threat assessment, mitigation and security planning for private and public sector organizations. Safety and 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.

HPER-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.) 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.

HPER-S 610 Occupational Risk Management (3 cr.) P: Graduate GPA of at least 3.0. 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.

HPER-S 617 Seminar in Safety Education (1-3 cr.) 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.

HPER-S 632 Managing Occupational Health Programs (3 cr.) P: Graduate GPA of at least 3.0. 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.

HPER-S 640 Research in Safety Education (1-5 cr.) P: Graduate GPA of 3.0; Permission of instructor; Research proposal must be approved in advance. 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.

HPER-S 641 Readings in Safety Education (1-5 cr.) P: Graduate GPA of at least 3.0; Permission of Instructor; Reading proposal must be approved in advance. 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.

HPER-S 642 Internships in Safety Education (1-10 cr.) P: Graduate GPA of at least 3.0; Permission of instructor; Internship must be approved in advance. 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. Grading is on an S/F basis only. Repeatable for credit.

HPER-S 643 Practicum in Safety Education (1-10 cr.)

P: Graduate GPA of at least 3.0; Instructor permission; Practicum must be approved in advance. 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. Grading is on an S/F basis only. Repeatable for credit.

HPER-S 717 Advanced Seminar in Safety Management (1-3 cr.)

P: Graduate GPA of at least 3.0 and advanced graduate student status. 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.

HPER-S 777 Doctoral Seminar in Safety Education (1-3 cr.)

P: Graduate GPA of at least 3.0 and doctoral student status. 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.

Kinesiology

Athletics

HPER-A 269 Clinical Education in Athletic Training I (1 cr.)

P: Acceptance into the Athletic Training Program. 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 experiences each semester under the direct supervision of certified athletic trainers or other health care providers.

HPER-A 270 Clinical Education in Athletic Training II (1 cr.)

P: Acceptance into the Athletic Training Program. 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.

HPER-A 279 Recognition and Evaluation of Lower Extremity Injuries in the Physically Active (3 cr.)

P: Acceptance into the Athletic Training Program. 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.

HPER-A 281 Recognition and Evaluation of Upper Extremity Injuries in the Physically Active (3 cr.)

P: Acceptance into the Athletic Training Program. 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.

HPER-A 282 Strapping and Bandaging of the Physically Active (3 cr.)

P: Acceptance into the Athletic

Training Program. 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.

HPER-A 283 General Medical Issues in Athletic Training (3 cr.)

P: Acceptance into the Athletic Training Program. Development of knowledge related to general 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.

HPER-A 361 Coaching of Football (2 cr.)

Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses.

HPER-A 363 Coaching of Baseball (2 cr.)

Fundamentals of pitching, catching, batting, base running, infield and outfield play; offensive and defensive strategy; organization and management.

HPER-A 364 Coaching of Track and Field (2 cr.)

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.

HPER-A 366 Coaching of Gymnastics (2 cr.)

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.

HPER-A 367 Coaching of Swimming and Diving (2 cr.)

P: WSI certificate or instructor consent. Theory and methods of coaching swimming and diving, covering technical, administrative, and organizational aspects of the process. Emphasis on fundamentals, conditioning, and coaching psychology.

HPER-A 368 Coaching of Tennis (2 cr.)

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.

HPER-A 369 Coaching of Golf (2 cr.)

Theory and methods of coaching golf, covering technical, administrative, and organizational aspects of the process. Emphasis on skill analysis, error identification and correction, special golf shots, and strategies for playing the course.

HPER-A 370 Coaching of Soccer (2 cr.)

Theory and methods of coaching soccer, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

HPER-A 371 Coaching of Volleyball (2 cr.)

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.

HPER-A 381 Clinical Education in Athletic Training III (1 cr.) P: Acceptance into the Athletic Training Program. 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.

HPER-A 382 Clinical Education in Athletic Training IV (1 cr.) P: Acceptance into the Athletic Training Program. 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.

HPER-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.

HPER-A 384 Principles and Techniques of Therapeutic Exercise (4 cr.) P: Acceptance into the Athletic Training Program. 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 experience in the principles of therapeutic exercise.

HPER-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

HPER-A 481 Clinical Education in Athletic Training V (1 cr.) P: Acceptance into the Athletic Training Program. 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.

HPER-A 482 Clinical Education in Athletic Training VI (1 cr.) P: Acceptance into the Athletic Training Program. 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)

HPER-A 483 Principles of Sports Officiating (1 cr.) P: Acceptance into the Athletic Training Program. 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. (spring semester) Repeatable for credit with different topic

HPER-A 490 Organization and Administration of Athletic Training (3 cr.) P: Acceptance into the Athletic Training Program. 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.

HPER-A 491 Senior Seminar in Athletic Training (1 cr.) P: Acceptance into the Athletic Training Program. Designed to assimilate all previous experience of the student athletic trainers as well as prepare them for the Board of Certification examination. Practical job-related skills with which the athletic trainer will be confronted will be addressed in this class.

HPER-A 581 Athletic Training Principles for the Spine (3 cr.) 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.

HPER-A 582 Current Topics in Athletic Training (3 cr.) 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.

HPER-A 584 Administration of Athletic Training (3 cr.) 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.

HPER-A 585 Rehabilitation and Conditioning of Athletes (3 cr.) 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.

HPER-A 586 Athletic Training Principles for Therapeutic Modalities (3 cr.) Physical and chemical properties of hydro- and electrotherapy with an emphasis on the physiological and anatomical principles, techniques, and legal aspects of application.

HPER-A 587 Athletic Training Principles for Upper Extremities (3 cr.) 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.

HPER-A 588 Anatomical Basis of Athletic Injuries (3 cr.) 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.

HPER-A 590 Athletic Training Principles for Lower Extremities (3 cr.) 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.

HPER-A 603 Practicum in Athletic Training (2 cr.) P: Graduate GPA of at least 3.0. Only open to Athletic Training majors. Practical field experience under supervision; seminar sessions. Only S/F grades given.

HPER-A 610 Introduction to Athletic Training Research (2 cr.) 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. S/F grading. (fall semester) Repeatable once for credit with a different topic

HPER-A 611 Advanced Topics in Athletic Training Research (2 cr.) 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

Dance

HPER-D 100 A Somatic Approach to Contemporary Ballet Practices (2 cr.) This course focuses on anatomically based ballet technique, with respect for individual physical differences. Knowledge of the classical ballet vocabulary is emphasized, along with sound alignment, deep muscular core support, and efficient movement mechanics. Contemporary trends in ballet performance and choreography will also be explored. May be repeated six times for credit.

HPER-D 102 Body Conditioning for the Dancer (1 cr.) This course is designed to introduce supplemental training programs for enhancement of dance performance. Areas covered include: *Basic and advanced dance conditioning *Injury prevention *Healthy weight management *Assessment procedure *Basic wellness.

HPER-D 111 Core of Dance Techniques I (3 cr.) An introduction to concert dance techniques, as well as stretching and strengthening skills to prepare for those techniques. Practice through the use of dance vocabulary and theory will be emphasized.

HPER-D 112 Core of Dance Techniques II (3 cr.) This is a second semester introduction to concert dance techniques, as well as strengthening skills to prepare for those techniques. Continued practice through dance vocabulary and theory will be emphasized.

HPER-D 121 Techniques of Movement Improvisation (1 cr.) Experiences in creative movement expression through participation in structured dance activities.

HPER-D 161 Foundations of Modern Dance (2 cr.) A survey of modern dance in contemporary society; theories, philosophies, trends, and schools of thought will

be explored through lecture, discussion, and movement. Improvisational approaches will be emphasized.

HPER-D 200 Dance in Elementary Education (1 cr.) Helps prospective teachers present a well-rounded program of rhythmic activities on the elementary level, including the use of dance movement as an expressive medium for children.

HPER-D 201 Modern Dance Workshop I (1 cr.) P: Permission of instructor. A wide variety of movement experiences in technique, movement analysis, movement correctives, and social dance forms. This course may be repeated. Repeatable for credit.

HPER-D 211 Advanced Modern Dance Technique I (3 cr.) P: Permission of instructor; HPER-E 355. Designed to allow the student to develop a higher level of technical proficiency, with an emphasis on the application and analysis of various movement principles as they relate to dance and performance.

HPER-D 212 Advanced Modern Dance Technique II (2-3 cr.) P: Permission of instructor; HPER-E 355. An extension of principles examined in D211 with an emphasis on style and performance, through the use of longer and more complex movement sequences.

HPER-D 221 Dance Composition I (2 cr.) Tools for discovering movement will be developed through problem-solving assignments appropriate for dance composition.

HPER-D 222 Dance Composition II (2 cr.) Elements for forming and structuring movement into complete dances.

HPER-D 231 Introduction to Dance Studies (3 cr.) Introduction to Dance Studies establishes literacy in dance as an art-form. Using a global perspective, students will explore the elements of dance and how they manifest in culture from social settings to the concert stage. The roles of dancer, choreographer and spectator will be studied in multiple contexts of the discipline of theatrical, social and cultural dancing.

HPER-D 261 Indiana University Dance Theatre (1-4 cr.) A modern dance repertory company. Repeatable for credit.

HPER-D 311 Theory and Practice of Dance Technique (3 cr.) Designed as an intensive immersion in both theory and practice of dance technique. Through readings, discussions, writings, and experiential learning, students will gain an intimate understanding of both the artistic and physiological principles that guide performance in modern dance.

HPER-D 312 Theory and Practice of Dance Techniques II (3 cr.) This is a second semester course and is designed as a continuing intensive immersion in both the theory and practice of dance techniques. Through readings, discussion, writings, and experiential learning, students will gain an intimate understanding of both the artistic and physiological principles that guide performance in modern dance.

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

HPER-D 351 Teaching of Modern Dance (1 cr.) Study of various approaches, methods, and materials for

teaching concert dance on the secondary level, including procedures for evaluation. (odd year Spring)

HPER-D 353 Musical Resources for Dance (2 cr.)

Presentation of criteria for selection of music for dance accompaniment. Aural evaluation of various musical styles, with emphasis on their adaptability as dance accompaniment. Visual-aural analysis of musically accompanied choreography. (even year Fall)

HPER-D 411 Senior Seminar in Dance I (2 cr.)

Instructor guided practicum in current issues regarding contemporary dance technique and trends in performance. This course will provide a practical culminating experience for senior dance majors as they prepare to enter the professional world.

HPER-D 412 Senior Seminar in Dance II (2 cr.)

Instructor guided practicum in current issues regarding contemporary dance technique and trends in dance performance. The course will provide a culminating experience for senior dance majors as they enter the professional world.

HPER-D 421 Choreographic Performance Project (2 cr.)

P: HPER-D 221. Under faculty guidance, each student is responsible for initiating and developing a completed work for concert performance. (Spring)

HPER-D 441 Dance Production I (2 cr.) Basic orientation to technical theatre, specifically for dance.

HPER-D 461 Methods of Movement Analysis (1 cr.)

Methods of analyzing movement. Permission of instructor.

HPER-D 462 Dance Summary (2 cr.) Students will explore current issues and trends in dance performance and education through discussion and practicum. (Fall)

Physical Activity Instruction Program (PAIP)

HPER-E 100 Experiences in Physical Activity (1-3 cr.)

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 topic

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once for credit

HPER-E 103 Archery (1 cr.) 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.

HPER-E 106 Basic Fishing Techniques (1 cr.) 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.

HPER-E 109 Ballroom and Social Dance (1 cr.)

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.

HPER-E 111 Basketball (1 cr.)

Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

HPER-E 112 Bicycling (1 cr.)

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.

HPER-E 113 Billiards (1 cr.)

Instruction in basic skills, including bridge forming, stroke techniques, bank shots, and cue ball spin. Fee charged.

HPER-E 117 Bowling (1 cr.)

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. Fee charged.

HPER-E 119 Personal Fitness (2 cr.)

Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods. Fee charged.

HPER-E 121 Conditioning and Weight Training (1 cr.)

Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Only S/F grades given. For IU Police Cadets only.

HPER-E 127 Fencing (1 cr.)

Instruction in guard position, footwork, and basic defensive and offensive skills. Emphasis on fencing with "foil" and an overview of the sabre and epee. Fee charged.

HPER-E 130 Army Physical Fitness (2 cr.)

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.

HPER-E 132 Beginning Irish Dance (1 cr.)

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.

HPER-E 133 Fitness and Jogging I (1 cr.)

Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. Only S/F grades given.

HPER-E 134 Middle Eastern Dance (1 cr.)

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. Basic technique, parts of a dance, traditional rhythms, and finger cymbal accompaniment will be covered. Additional topics include history and cultural context and basic costuming.

HPER-E 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses. Fee charged.

HPER-E 140 Beginning Brazilian Ju-Jitsu (1 cr.) Instruction in 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.

HPER-E 143 Modern Arnis (1 cr.) 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.

HPER-E 144 Chi Gong (1 cr.) 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.

HPER-E 145 Introduction to the Martial Arts (2 cr.) Introduction to the martial arts, including karate, hapkido, jujitsu, judo, aikido, kung-fu, boxing, and wrestling. Learn the core concepts of each art and gain a working understanding of what the martial arts are all about, and the differences between them.

HPER-E 146 Jeet Kune Do Concepts (1 cr.) 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.

HPER-E 147 Hapkido (1 cr.) 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.

HPER-E 148 T'ai Chi Ch'uan (1 cr.) 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.

HPER-E 149 Judo (1 cr.) Basic instruction in the fundamental skills of judo to provide students with an understanding and appreciation for the physical and mental fundamentals to participate in the sport of Judo. Includes throwing, grappling, and self-defense. Student should achieve the technical skill level of Go-kyu or yellow belt.

HPER-E 150 Tae Kwon Do (1 cr.) 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.

HPER-E 151 Self-Defense (1 cr.) Instruction on practical, reality-based self-defense techniques and concepts for a variety of situations. Striking, kicking, ground fighting and standing grappling are covered. Sexual assault awareness, avoidance and conflict de-escalation are covered. Uniform required.

HPER-E 152 Japanese Ju-Jitsu (1 cr.) 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.

HPER-E 153 Aikido (1 cr.) 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.

HPER-E 154 Beginning Tap Dance (1 cr.) An introduction to the technique and styles of tap dancing, emphasizing rhythmic accuracy and efficiency of movement. Course will include history and appreciation of tap dance.

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

HPER-E 156 Introduction to Jazz Dance Technique (1 cr.) An introduction to the modern jazz style of movement as it integrates with sound biomechanical principles. Phrasing, dynamics, and other qualities will be discussed.

HPER-E 157 Escrima (1 cr.) 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.

HPER-E 158 Shotokan Karate (1 cr.) Beginning Shotokan provides instruction in the basics of Karate, offensive and defensive techniques, as well as the philosophical underpinnings of the Japanese martial arts.

HPER-E 159 Racquetball (1 cr.) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

HPER-E 164 Sailing (2 cr.) Beginning instruction in the principles of sailing. Rigging, proper sailing technique, and other features of small craft sailing.

HPER-E 165 Soccer (1 cr.) Instruction in fundamental techniques, rules, basic team tactics, and strategies. Emphasis on competitive game scrimmages and fundamental drills.

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

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

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

HPER-E 187 Weight Training (1 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

HPER-E 190 Yoga I (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

HPER-E 197 Ice Skating Instruction (1 cr.) 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 test abilities in learned skills of various strides, stopping, edge control, speed, and stamina. Fee charged. Only S/F grades given.

HPER-E 203 Intermediate Archery (1 cr.) 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.

HPER-E 209 Ballroom and Social Dance II (1 cr.) This course will expand the six dances covered in E109. We will add new steps to each dance and improve the student's technique in each dance. We will also introduce two new dances: the quick step and samba. Every class period students learn steps in three of the dances and alternate dances every week.

HPER-E 211 Advanced Basketball (1 cr.) 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.

HPER-E 220 Training Theories for Endurance Events (2 cr.) 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.

HPER-E 227 Intermediate Fencing (1 cr.) P: HPER-E 127 or instructor consent. 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.

HPER-E 230 Advanced Army Physical Fitness (2 cr.) P: HPER-E 130 or instructor consent. Continuing along the path to total fitness begun in E130, this course emphasizes the leadership aspect of Army Physical Fitness. Students will lead PT sessions, participate in and lead formation runs, and continue the disciplines regimen begun in E130.

HPER-E 232 Intermediate Irish Dance (1 cr.) P: HPER-E 132 or instructor consent. Intermediate level that will focus on both hard and soft shoe dancing. Class will work on dance phrases by repeating exercises for correct foot placement and body carriage. This course will possibly introduce hornpipes, treble reels, and hop reels. Control, strength, flexibility, proper posture, body alignment, body carriage, and a sense of timing are all benefits that the student should experience, in addition to an appreciation for traditional Irish step dance and its music.

HPER-E 235 Intermediate Golf (1 cr.) The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced with more in-depth swing analysis. Students play on a championship course. Fee charged.

HPER-E 240 Intermediate Brazilian Ju-Jitsu (1 cr.) 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.

HPER-E 244 Intermediate Chi Gong (1 cr.) 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, visualizations and related methods such as standing meditation. Students will achieve basic proficiency in the second level of this practice.

HPER-E 245 Cultures and Traditions of the Martial Arts (2 cr.) 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.

HPER-E 246 Intermediate Jeet Kune Do Concepts

(1 cr.) 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 for Jeet Kune Do. Focus is placed on individual development and the application of basic techniques towards more advanced, dynamic training.

HPER-E 247 Intermediate Hapkido (1 cr.) 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.

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

P: HPER-E 148 or instructor consent. 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.

HPER-E 249 Intermediate Judo (1 cr.) P: HPER-E 149. Instruction in the fundamental skills of intermediate judo. Includes directional throwing, grappling, and self-defense. Student should achieve the technical skill level of Yon-kyu or green belt.

HPER-E 250 Tae Kwon Do—Intermediate (1 cr.)

P: Yellow belt technical level or consent of instructor. Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

HPER-E 254 Intermediate Tap Dance (1 cr.) P: HPER-E 154 or instructor consent. Second-level course in the technique and styles of tap dance and the use of tap dance steps to create original choreography. Development of tap dance as a musical and visual art form.

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

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

HPER-E 256 Intermediate Jazz Dance (1 cr.) P: HPER-E 156, previous instruction, or consent of instructor. A continuation of instruction in the modern jazz style of movement introduced in E156. Special emphasis on movement efficiency, precision, and clarity.

HPER-E 257 Intermediate Escrima (1 cr.) P: HPER-E 157, previous instruction, or consent of instructor. Instruction in weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students should achieve intermediate technical skill and learn the philosophy and concepts used in stick fighting as well as applying these concepts to empty-hand fighting.

HPER-E 264 Intermediate Sailing (2 cr.) Instruction in rigging and sailing a variety of boats. Students sail and control a boat in simulated emergencies and obtain ability in jury rigging. Students learn trapeezing skills and spinnaker trimming and reach an intermediate level of racing knowledge and skills. Fee charged.

HPER-E 268 Intermediate Swimming (1 cr.) Utilize, improve upon, review, and learn the strokes taught in class, including but not limited to diving, treading water, establishing a level of endurance, and other aquatic skills relevant to this course. Grading is based upon attendance, stroke technique mechanics, skills/ endurance, and coordination.

HPER-E 270 Introduction to Scientific Scuba (2 cr.)

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.

HPER-E 272 Scuba Knowledge Development (1 cr.)

Learn about scuba diving knowledge through interactive Professional Association of Diving Instructors (PADI) Openwater CD-ROM, and IU Web-delivered quizzes and exams. Course content includes all knowledge necessary for safe diving practices and provides PADI Knowledge Development Referral, as partial requirement for Scuba certification. Course can be taken alone, or combined with PADI Confined Water skills for Openwater Certification Referral.

HPER-E 275 Aquatic Conditioning (1 cr.) 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.

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

HPER-E 285 Advanced Volleyball (1 cr.) This course focuses on advanced offensive and defensive techniques and strategies including numerous attack approaches and playset combinations, read and commit blocking, and multiple team defenses. The course is designed for competitive volleyball players and includes some sprinting and jump training.

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

HPER-E 335 Advanced Golf (1 cr.) P: Handicap of 15 or less, or instructor consent. Course emphasizes stroke refinement, course management and strategy, and self-analysis and correction. Fee charged.

HPER-E 340 Advanced Brazilian Ju-Jitsu (1 cr.)

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 techniques. Competition is stressed. Students should achieve Advanced Yellow Belt proficiency.

HPER-E 346 Advanced Jeet Kune Do Concepts (1 cr.)

P: Completion of E246 or Instructor approval. Continued instruction in core concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan Kickboxing and Wing-chun. Students should achieve advanced technical skill in the arts of Jun-fan Kickboxing and Wing-chun and continue to grow in their comprehension of the philosophy and concepts of Jeet Kune Do.

HPER-E 347 Advanced Hapkido (1 cr.) 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.

HPER-E 348 T'ui Shou (Push-Hands) (1 cr.) P: HPER-E 248 or instructor consent. 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.

HPER-E 349 Advanced Judo (1 cr.) 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.

HPER-E 350 Advanced Tae Kwon Do (1 cr.) 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.

HPER-E 354 Advanced Tap Dance (1 cr.) This course is for students who have taken E254 and want to continue learning the art of rhythm tap. Others with a solid foundation in tap are also welcome. We will explore more complex rhythmic patterns and skills through routines, challenges, and improvisation. Students will be required to present routines of their own at the end of the semester. Letter grading, based on attendance and effort.

HPER-E 355 Modern Dance I (1 cr.) P: HPER-E 255 or instructor consent. Advanced techniques in modern dance with emphasis on performance of movement patterns and individual creative work.

HPER-E 357 Advanced Escrima (1 cr.) P: Instructor Consent. Continued instruction in weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students

should achieve an advanced technical skill and learn the philosophy and concepts used in the Philipino stick arts as well as applying these concepts to empty-hand fighting.

HPER-E 364 Sailboat Racing (1 cr.) P: HPER-E 164 or instructor consent. 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. Fee charged.

HPER-E 370 Scuba Certification (2 cr.) P: Prerequisite or concurrent: HPER-E 270 and good health. 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.

HPER-E 371 Advanced Scuba (3 cr.) P: HPER-E 370 or National SCUBA certification. 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.

HPER-E 374 Keelboat and Powerboat Safety (2 cr.)

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.

HPER-E 445 Independent Study in the Martial Arts (1 cr.)

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 regimen to ensure a prepared and well-rounded student. Completion of this course should coincide with the student's achievement of instructor certification.

HPER-E 447 Advanced Hapkido II (1 cr.) P: Brown belt (third kup) or higher technical level or instructor consent. 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.

HPER-E 448 T'ai Chi Chu'an Sword (1 cr.) P: HPER-E 148 and HPER-E 248, or instructor permission. 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.

HPER-E 450 Advanced Tae Kwon Do II (1 cr.) P: Brown belt (third kup) or higher technical level or instructor consent. 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.

HPER-E 456 Advanced Jazz Dance (2 cr.) P: HPER-E 156, HPER-E 255, HPER-E 256 or instructor consent. A continuation of instruction in the modern jazz style of movement studied in HPER-E 256 with special emphasis on movement precision, clarity, and performance style. Students should be able to demonstrate an understanding of alignment and a mastery of advanced jazz-level combinations, demonstrate advanced and improved movement memory, demonstrate advanced and improved clarity, precision, and musicality, and show stylistic differences through the performance of aforementioned movement combinations.

HPER-E 457 Jazz Dance Repertory (1 cr.) This course provides students an opportunity to learn original choreography from dance faculty members, as well as collaborate in the creation of original choreography in a classroom environment. Students will experience firsthand the choreographic process, as well as, build on technical, performance, and learning skills.

HPER-E 470 Diver Safety and Rescue (2-3 cr.) P: Scuba certification. 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.

HPER-E 471 Underwater Archaeology Techniques (2 cr.) P: HPER-E 370 or national scuba certification. Investigation, documentation, and interpretation of submerged cultural resources (SCRs), with emphases on development of basic knowledge and techniques utilized in the field of underwater archaeology.

HPER-E 475 Lifeguard Certification (1 cr.) P: Must be able to swim 500 yards continuously. Instruction will prepare individuals to assume more effectively the duties and responsibilities of life guarding at pools and protected open water beaches. Letter grading.

HPER-E 477 Water Safety Instructor (1 cr.) P: Must be able to swim 500 yards continuously. 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, water safety aide. Students will participate in two practice teaching and accompanying lesson plans. Letter grading.

Kinesiology - Graduate

HPER-K 500 Special Topics in Kinesiology (1-3 cr.) Selected topics in physical education. Repeatable with different topic.

HPER-K 503 Workshops in Kinesiology (1-3 cr.) Designed to cover a variety of topics in the area of kinesiology. Repeatable for credit with different topic.

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

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

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

HPER-K 512 Issues in Commercial Sport (3 cr.) 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.

HPER-K 513 Sport and Higher Education (3 cr.) 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.

HPER-K 514 Sport Marketing and Sponsorship (3 cr.) Examination of strategic market planning and its impact on sport marketing. Covers elements of the marketing mix, licensing and merchandising, event marketing, and sponsorship.

HPER-K 516 The Sport Industry (3 cr.) A study of the sport industry with an emphasis on developing an understanding of how firms within the sport industry create a competitive advantage.

HPER-K 517 Contemporary Sports Law Issues (3 cr.) Comprehensive analysis of timely legal issues impacting participation, administration, or consumption of amateur and/or professional sports.

HPER-K 518 Governance in Sport Management (3 cr.) 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.

HPER-K 521 History of Sport in the United States (3 cr.) 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.

HPER-K 522 The Role of Sports in Society (3 cr.) 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.

HPER-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.) 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.

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

HPER-K 527 Adherence to Physical Activity (3 cr.) An overview of empirical research and theoretical perspectives on adherence to various forms of physical activity. Research on special populations will be emphasized.

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

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

HPER-K 535 Physiological Basis of Human Performance (3 cr.) P: PHSL-P 215 or equivalent. 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.

HPER-K 536 Obesity/Body Composition (3 cr.) P: PHSL-P 215 or equivalent. 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.

HPER-K 537 Advanced Physiology of Exercise (3 cr.) P: PHSL-P 575. Advanced lecture/laboratory course on the regulation and integration of metabolic, cardiovascular, respiratory, endocrinological, and biochemical functions of the human body in response to exercise of all types, and the influences of the functions of the various organ systems of the body.

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

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

HPER-K 543 Cortical Control of Human Movement (3 cr.) 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.

HPER-K 545 Childhood Motor Development (3 cr.) Study of the developmental aspects of human performance, including the processes of growth and motor development from conception to adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of children.

HPER-K 546 Adolescent Motor Development (3 cr.) 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.

HPER-K 547 Developmental Movement for Children (3 cr.) 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.

HPER-K 550 Motor Assessment of Persons with Disabilities (3 cr.) 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.

HPER-K 551 Medical Aspects of Disabling Conditions (3 cr.) 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.

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

HPER-K 553 Physical Activity and Health (3 cr.) Provides an overview of the role of physical activity in the prevention of disease and disability. Explores the health related consequences of inactivity and discusses interventions designed to increase physical activity within

populations. The course will focus on obesity and its health related consequences.

HPER-K 554 Seminar in Physical Activity and Wellness (3 cr.) Provides an environment in which students can explore and critically analyze areas of research relevant to physical activity, fitness, and wellness.

HPER-K 562 Exercise Prescription in Health and Disease I (3 cr.) 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.

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

HPER-K 569 Basic Pharmacologic Implication for Exercise and Advanced Cardiac Life Support (ACLS) (3 cr.) 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).

HPER-K 573 Supervision in Physical Education (3 cr.) Principles of, problems in, and procedures for administering a city physical education program from the viewpoint of a city director or school administrator.

HPER-K 577 Seminar and Practicum in Adapted Physical Education (3 cr.) 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.

HPER-K 580 Sport Communications (3 cr.) 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.

HPER-K 581 Sales and Service Management in Sport (3 cr.) The application of sales and service management strategies to the sport industry. Examination of customer relationship management methods and sales techniques in sport.

HPER-K 582 Creative Sports Writing (3 cr.) 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.

HPER-K 583 Sport Public Relations (3 cr.) The application of public relations practices to the sport industry. Examination of public relations strategies and techniques in sport organizations.

HPER-K 584 Leadership and Sport Communication (3 cr.) 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.

HPER-K 585 American Sport through Film (3 cr.) 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.

HPER-K 586 Understanding Sport Media (3 cr.) Examination of sports societal influence focusing on media issues from a socio-cultural-historical perspective as well as contemporary perspectives. Focus on covering worlds of print journalism, electronic media, public relations, advertising, documentary, and emerging techniques as expressed in the new commercial reality of sport.

HPER-K 589 Introduction to CAD in Ergonomics (3 cr.) This course introduces 3D CAD software and Rapid Prototyping production for research and professional ergonomic applications.

HPER-K 590 Advanced Technology in Ergonomic Analysis (3 cr.) This course extends competencies in 3D CAD software for virtual world measurement and testing application. Motion capture EMG, Force plates and Jack Human Simulation software are used to design and evaluate tools using CAD processes.

HPER-K 591 Participatory Ergonomics (3 cr.) 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.

HPER-K 592 Macro-Ergonomics: Socio-technical Systems Design (3 cr.) 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.

HPER-K 593 Physical Ergonomics (3 cr.) 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.

HPER-K 594 Human Error (3 cr.) 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.

HPER-K 595 Work Design (3 cr.) 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.

HPER-K 596 Industrial Design and Ergonomics (3 cr.) This course surveys the traditional relationships of industrial design and ergonomics. Course examines how aesthetic and functional needs direct the interaction of people with their environment.

HPER-K 597 Assessment in Ergonomics (3 cr.) 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.

HPER-K 598 Ergonomics (3 cr.) 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.

HPER-K 599 Cognitive Ergonomics (3 cr.) 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.

HPER-K 600 Master's Thesis (1-5 cr.) P: Submission and approval of master's thesis committee form.

HPER-K 601 Readings in Physical Education (3 cr.) P: Permission of instructor; Graduate GPA of at least 3.0; Reading proposal must be approved in advance. Guided readings for broadening information about and understanding of the profession. Repeatable for credit.

HPER-K 602 Independent Study and Research (3 cr.) P: Permission of instructor; Graduate GPA of at least 3.0; Research proposal must be approved in advance. Independent research conducted under the guidance of a graduate faculty member. Repeatable for credit.

HPER-K 603 Practicum in Physical Education (1-3 cr.) P: Instructor permission; Graduate GPA of at least 3.0; Practicum must be approved in advance. Practical field experience under supervision; seminar discussions. Repeatable for credit.

HPER-K 604 Internship in Kinesiology (3 cr.) P: Permission of instructor; Graduate GPA of at least 3.0; Internship must be approved in advance. 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.

HPER-K 605 Internship in Sport Management (2-5 cr.) P: Permission of Instructor; Graduate GPA of at least 3.0;

Internship must be approved in advance. 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

HPER-K 606 Internship in Athletics (3 cr.) P: Permission of instructor; Graduate GPA of at least 3.0; Internship must be approved in advance. 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. Only S/F grades given. Repeatable for credit

HPER-K 607 Internship in Ergonomics (8 cr.) P: Permission of instructor; Internship must be approved in advance. 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. Only S/F grades given.

HPER-K 611 NCAA Compliance (3 cr.) 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.

HPER-K 612 Research Method and Data Analysis in Sport Management (3 cr.) Research method and data analysis in sport management course contains both quantitative and qualitative research methods as well as basic data analysis for sport management research.

HPER-K 614 Sport Sponsorship and Retention (3 cr.) The application of sponsorship acquisition methods to the sport industry. Examination of sport sponsorship retention strategies and sponsorship evaluation methods in sport.

HPER-K 615 Financial Analysis in Sport (3 cr.) P: HPER-T 594 or equivalent. 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.

HPER-K 625 Physical Activity and Mental Health (3 cr.) A general survey of the literature. Information on both clinical and healthy populations will be presented, as will detrimental psychological outcomes.

HPER-K 630 Biomechanics of Human Performance (3 cr.) P: HPER-K 530 and PHYS-P201 or equivalent. 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.

HPER-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.) 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.

HPER-K 633 Factors Affecting Human Performance (3 cr.) Study of human movement based on scientific foundations of human performance, including advanced kinesiological theories and neuromuscular integration.

HPER-K 634 Respiratory Physiology of Exercise (3 cr.)

A systems 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.

HPER-K 635 Cardiovascular Physiology of Exercise (3 cr.)

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.

HPER-K 636 Cardiopulmonary Assessment Lab (3 cr.)

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.

HPER-K 637 Intermediary Metabolism (3 cr.) 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.

HPER-K 638 Biochemical Adaptations to Exercise (3 cr.)

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.

HPER-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.)

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.

HPER-K 641 Topics in Motor Integration (3 cr.)

P: HPER-K 541. A discussion of current research concerns in motor integration.

HPER-K 650 Rehabilitation of Persons with Physical Disabilities (3 cr.)

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.

HPER-K 662 Clinical Exercise Physiology (3 cr.)

Advanced study of disease etiology and mechanisms of exercise intervention for cardiovascular, pulmonary, immune, and metabolic disease.

HPER-K 690 Seminar in Human Performance (1-3 cr.)

Topics vary. Repeatable with different topic.

HPER-K 691 Seminar in Physical Education (1-3 cr.)

Problems in physical education. Repeatable with different topic

HPER-K 701 Readings in Human Performance (2-5 cr.)

P: Permission of instructor; Graduate GPA of at least

3.0; Reading proposal must be approved in advance. 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

HPER-K 702 Research in Human Performance (2-5 cr.)

P: Permission of instructor; Graduate GPA of at least 3.0; Research proposal must be approved in advance. Repeatable for credit.

HPER-K 705 Experimental Laboratory Techniques (2-5 cr.)

Experimental investigation of problems in the area of human performance, including laboratory design and advanced research techniques.

HPER-K 799 Ph.D. Dissertation (1-30 cr.) P: Permission of instructor. Repeatable for credit.

Kinesiology - Undergraduate**HPER-P 140 Foundations and Principles of Physical Education (2 cr.)**

C: HPER-P 141. 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.

HPER-P 141 Fundamentals of Human Movement (3 cr.)

C: HPER-P 140. 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.

HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)

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.

HPER-P 203 Teaching Practicum in Physical Education (1 cr.)

P: Admission to PETE. C: HPER-P 214. Supervised early experience in teaching physical education skills. Includes assisting in activity classes. Only S/F grades given. Repeatable for credit.

HPER-P 205 Structural Kinesiology (3 cr.)

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.

HPER-P 206 Recreational Sports Programming (3 cr.)

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.

HPER-P 211 Introduction to Sport Management (3 cr.)

An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport

management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

HPER-P 212 Introduction to Exercise Science (3 cr.)

An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.

HPER-P 213 Introduction to Sport Communication (3 cr.)

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. (Fall)

HPER-P 214 Basic Methods of Teaching Physical Education (3 cr.)

P: HPER-P 140; HPER-P 141; Admission to PETE. C: HPER-P 203. 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.

HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)

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.

HPER-P 217 Methods of Group Exercise Instruction (3 cr.)

P: Non-HPER majors only. Participation in group exercise for two years and consent of instructor. Teaching and evaluating of a variety of group exercise sessions, including water exercise, slide, bench exercise, circuit training, and use of resistant equipment. Participation and practical application of knowledge.

HPER-P 218 Methods of Personal Fitness Instruction (3 cr.)

P: HPER-P 216. A hands-on course providing knowledge and practical experience for instructing safe and effective exercise programming for apparently healthy individuals. In addition, the culmination of this course prepares and provides the student the opportunity to sit for the American Council on Exercise (ACE) Personal Training National Certification exam.

HPER-P 219 Performance and Teaching of Stunts, Tumbling, and Novice Gymnastics (1 cr.)

Instruction and practice teaching of fundamental stunts, tumbling activities, and novice gymnastic movements.

HPER-P 224 Teaching of Dance Activities (2 cr.)

Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and nonlocomotor skills as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

HPER-P 251 Sport and the Electronic Media (3 cr.)

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.

HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.)

Required of freshmen intending to major in Athletic Training. Course will focus on basic principles of prevention, recognition, and management of sport-related injuries. This course is a required prerequisite for admittance into the Athletic Training Education Program (ATEP).

HPER-P 283 Group Fitness Practicum (2 cr.)

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.

HPER-P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.)

Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children.

HPER-P 301 Job Search Strategies for Kinesiology Students (1 cr.)

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.

HPER-P 303 Physical Education Laboratory/ Field Experience (0-3 cr.)

Laboratory or field experience in physical education.

HPER-P 304 Sport Industry Studies (1-4 cr.)

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 with different topic for a total of four enrollments.

HPER-P 313 Tools of Learning (1 cr.)

P: HPER-P 214. 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.

HPER-P 314 Intermediate Methods in Teaching Physical Education (3 cr.)

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.

HPER-P 316 Theories of Advanced Conditioning (2 cr.)

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.

HPER-P 317 Theory and Practice of Resistance Training (2 cr.) 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.

HPER-P 318 Management of the Sport Enterprise (3 cr.) P: Admission to Sport Marketing and Management program. 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.

HPER-P 319 Fitness Specialist Practicum (2 cr.) Provides practical experiences involving program design, exercise analysis, and exercise prescription in applied settings: Briscoe, YMCA, and various supervised fitness and workshop settings. Students will document experiences to meet the requirement of 100 hours in an applied work setting. Internship eligibility requires successful completion.

HPER-P 323 Teaching Individual and Dual Activities (2 cr.) P: HPER-P 214. 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.

HPER-P 325 Teaching of Team Sports (2 cr.) P: HPER-P 214. 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.

HPER-P 326 Lifeguard Training and Water Safety Instructor (3 cr.) P: Advanced swimming proficiency and 17 years of age. Instruction and analysis of swimming and life-saving skills. Teaching methods and organizational techniques for all levels of swimming. Qualifying students receive the A.R.C. WSI Certification.

HPER-P 328 Issues in Intercollegiate Athletics (3 cr.) 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.

HPER-P 329 Issues in Sport Communication (3 cr.) 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.

HPER-P 333 Sport in America: Historical Perspectives (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection

of American culture from the founding of the colonies to the present.

HPER-P 334 Cultural Diversity in American Sport (3 cr.) 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.

HPER-P 335 Theories of Conditioning for Coaching (3 cr.) P: Limited to coaching minor students or permission of instructor. 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.

HPER-P 391 Biomechanics (3 cr.) 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.

HPER-P 392 Sport in American Society (3 cr.) 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.

HPER-P 395 Practicum in Preschool and Elementary School Physical Education (3 cr.) Supervised teaching experiences in physical education with preschool and elementary school children. Course may be repeated for credit.

HPER-P 398 Adapted Physical Education (3 cr.) 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.

HPER-P 399 Practicum in Adapted Physical (1-3 cr.) P: HPER-P 398; Permission of Instructor. A practical learning experience in adapted physical education with disabled children. Repeatable for credit.

HPER-P 404 Colloquium in Sport Management (1-3 cr.) 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 a maximum of three enrollments.

HPER-P 405 Exercise and Sport Psychology (3 cr.) This three credit course will involve a broad survey of the field of exercise and sport psychology. Although a major thrust of American sport psychology involves the application of techniques intended to enhance athletic performance, this course will also cover subjects in the area of exercise behavior, the influence of exercise on various aspects of mental health and public health policy as it relates to physical activity. Traditional topics in sport psychology will be discussed, such as the relationship

between anxiety and athletic performance and the purported benefits of anxiety reduction techniques. Negative outcomes associated with physical activity will be discussed including exercise addiction, overtraining, burnout and eating disorders. But because there is a widespread lack of experimental evidence to support their use, there will be a strong emphasis on important issues in sport psychology research so students may become more informed and discriminating in judging the value and usefulness of information and applications in sport.

HPER-P 409 Basic Physiology of Exercise (3 cr.)

P: ANAT-A 215 or HPER-P 205 and PHSL-P 215 or equivalent. 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.

HPER-P 411 Legal Issues in Sport Settings (3 cr.)

P: BUS-L 201; Admission to Sport Marketing and Management program. 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.

HPER-P 412 Exercise in Health and Disease (3 cr.)

P: Prerequisite or corequisite: HPER-P 409, PHSL-P 431 or instructor consent. 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.

HPER-P 414 Professional Seminar in Physical Education (1 cr.)

P: EDUC-M 456 and concurrent EDUC-M 482. Seminar for senior students in PETE. Course focus on problem solving, reflection, and professional development during student teaching semester. Portfolio completion and exit interview.

HPER-P 415 Sport Promotions and Public Relations (3 cr.)

P: Admission to Sport Marketing and Management program. An introduction to the theories and techniques of sport promotions, public relations, and fundraising.

HPER-P 416 Fitness Administration (3 cr.) 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.

HPER-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.)

P: ANAT-A 215 or HPER-P 205 and PHSL-P 215; (HPER-P 409 recommended). 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.

HPER-P 418 Sport Marketing (3 cr.) P: HPER-P 211 and BUS-M 300 or BUS-M 301; Admission to Sport Marketing and Management program. 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.

HPER-P 419 Fitness Testing and Interpretation (3 cr.)

P: HPER-P 409. Provides practical experience with various fitness testing protocols, basic exercise prescription, and interpretation of fitness data.

HPER-P 420 Exercise Leadership and Program Design (3 cr.)

P: HPER-P 319, P 417, and P 419. The course is designed to be a culminating experience for the fitness specialist student to demonstrate practical application of the theory, techniques and skills of safe, effective, efficient exercise leadership and program design in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the AGSM Health, Fitness Instructor national certification.

HPER-P 421 Special Topics in Physical Education (1-3 cr.)

An in-depth investigation of a contemporary topic in the field of physical education. Topics vary.

HPER-P 423 Financial Principles in Sport (3 cr.)

P: Admission to Sport Marketing and Management program. 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.

HPER-P 425 Sport Governance in the Global Community (3 cr.)

P: Admission to Sport Marketing and Management program. 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.

HPER-P 426 Sales Management in Sport (3 cr.)

The application of sales strategies to the sport industry.

HPER-P 427 Administration, Maintenance, and Construction of Aquatic Facilities (3 cr.)

Information in pool management, maintenance, and construction, with emphasis on the newest design information and construction techniques.

HPER-P 428 Strategic Management in the Sport Industry (3 cr.)

P: Admission to Sport Marketing and Management program. Study of the sport industry with an emphasis on developing an understanding of how firms within the sport industry develop and apply competitive strategies.

HPER-P 435 Philosophical Foundations of Coaching (3 cr.)

P: Limited to Coaching minor students or instructor consent. 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.

HPER-P 438 Internship in Sport Communication (3 cr.) P: Permission of instructor; Internship must be approved in advance. A field learning experience for sport communication majors. Only S/F grades given. Repeatable for credit.

HPER-P 439 Practicum in Sport Studies (1-3 cr.) P: Permission of instructor; Practicum must be approved in advance; Admission to Sport Marketing and Management program. Practical job-related learning experience in sport management or marketing under supervision of professional in area. Prior approval required. Only S/F grades given. Repeatable for credit.

HPER-P 444 Issues in Physical Education and Sport (3 cr.) A senior seminar. Major arguments, pro and con, on a number of controversial ideas in physical education and sport. Repeatable for credit.

HPER-P 445 Special Topics in Kinesiology (1-3 cr.) Workshops, institutes, clinics, or seminars in kinesiology. Credit will depend on the nature of the project undertaken and the length of time involved. Repeatable with different topic.

HPER-P 448 Internship in Exercise Science (1-3 cr.) P: Permission of instructor; Internship must be approved in advance. A field learning experience for exercise science majors. Only S/F grades given. Repeatable for credit.

HPER-P 449 Internship in Sport Management (1-6 cr.) P: Permission of instructor; Internship must be approved in advance; Admission to Sport Marketing and Management program. A field learning experience for sport management majors. Only S/F grades given. Repeatable for credit.

HPER-P 452 Motor Learning (3 cr.) P: HPER P 205 or ANAT-A 215, PHSL-P 215, or consent of instructor. Open to juniors and seniors only. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HPER-P 455 Practicum in Coaching (2 cr.) P: Junior/senior standing. 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.

HPER-P 464 Small Boat Sailing Instructor (3 cr.) P: Permission of instructor. U.S. Sailing Small Boat Sailor Level 1 Instructor course. Course topics include sports psychology, sports physiology, lesson planning, risk management, and teaching techniques. Fee charged.

HPER-P 472 Scuba Instructor Development (3 cr.) P: HPER-E 470 or divemaster certification. Instructor development course for recreational scuba diving. Participants will complete all basic requirements before standard national evaluation exams.

HPER-P 480 Current Trends in Physical Education (1-3 cr.) 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.

HPER-P 488 Athletic Training Assessment of and Adaptation for Individuals with Physical Disabilities (3 cr.) Identification, analysis, and evaluation of physically disabling conditions; rehabilitation procedures, including muscle testing, therapeutic exercise, and exercise prescription.

HPER-P 490 Motor Development and Learning (3 cr.) 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.

HPER-P 491 Research in Kinesiology (1-3 cr.) P: Permission of instructor; Research proposal must be approved in advance. Open to junior or senior majors or minors in kinesiology. Permission of department chair is required. Repeatable for credit.

HPER-P 492 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.) P: Permission of instructor. 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. Only S/F grades given. Repeatable for up to 3 credits.

HPER-P 494 Tools of Learning for Elementary School Children (3 cr.) Creative and playground equipment appropriate for teaching elementary school children. Techniques for integrating cognitive, affective, and psychomotor behavior through the use of this equipment.

HPER-P 495 Laboratory Teaching in the Physical Education Program (1 cr.) 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.

HPER-P 498 Practicum in Physical Education and Athletics (1-3 cr.) P: Permission of instructor. 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.

Recreation, Park, and Tourism Studies Outdoor Activity Instruction

HPER-O 110 Outdoor Adventure Leadership Skills (1 cr.) 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. Repeatable with different topic

HPER-O 111 Wilderness Survival (1 cr.) 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.

HPER-O 112 Wilderness Survival-Advanced (1 cr.) P: HPER-O 111 or instructor consent. 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 ethics.

HPER-O 113 Backpacking (1 cr.) 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 experienced based course where students will engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

HPER-O 115 Leave No Trace (3 cr.) 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 settings and maintenance, genuine reflection, and new skill demonstration.

HPER-O 116 Wilderness First Aid (1 cr.) Helps 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.

HPER-O 117 Swiftwater Rescue (1 cr.) 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, and swift water safety.

HPER-O 120 Fundamentals of Search and Rescue (2 cr.) 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.

HPER-O 121 Wildland Firefighting (2 cr.) 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.

HPER-O 122 Wilderness Living Skills (1 cr.) Designed to introduce students to the essential techniques for earth living (i.e. fire by friction, shelter building etc.) in a backcountry setting. Most class time will be spent in the field using experiential learning approaches with another portion taught from readings presentations, and lectures.

HPER-O 125 Mountain Biking (1 cr.) Designed to introduce the practical knowledge and techniques of mountain biking. Based upon the International Mountain 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.

HPER-O 129 Map and Compass (1 cr.) 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.

HPER-O 130 Orienteering (1 cr.) Designed to introduce the fundamentals of orienteering. Course topics include and 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 checkpoints to be visited. Students will learn map reading and compass skills practicing their skills on an orienteering course.

HPER-O 132 Canoeing (1 cr.) 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 setting and maintenance, genuine reflection, and new skill demonstration.

HPER-O 133 Whitewater Canoeing (1 cr.) 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 demonstration.

HPER-O 134 Whitewater Rafting (1 cr.) Designed to introduce the essential techniques required for 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.

HPER-O 135 Whitewater Kayaking (1 cr.) Designed to introduce the essential techniques required in whitewater kayaking strategies and tactics, water safety, river dynamics, and new skills demonstration.

HPER-O 136 Coastal Kayaking (1 cr.) 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.

HPER-O 137 Coastal Kayaking-Intermediate (1 cr.) 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.

HPER-O 138 Cross Country Skiing (1 cr.) 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.

HPER-O 139 Snowshoeing (1 cr.) 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.

HPER-O 140 Snowboarding (1 cr.) 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.

HPER-O 141 Winter Camping (1 cr.) 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.

HPER-O 143 Ice Climbing (1 cr.) 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.

HPER-O 144 Rock Climbing (1 cr.) 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.

HPER-O 145 Rock Climbing-Intermediate (1 cr.)
P: HPER-R 144 or instructor consent. 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.

HPER-O 147 Indoor Climbing (1 cr.) 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.

HPER-O 148 Indoor Climbing-Intermediate (1 cr.) Builds on the basic climbing skills learned in indoor climbing and helps 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.

HPER-O 149 Vertical Caving (1 cr.) Designed to introduce 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 caves throughout the Midwest.

HPER-O 305 Introduction to Wilderness Leadership (2 cr.) 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.

Recreation, Park, and Tourism Studies

HPER-R 160 Foundations of Recreation and Leisure (3 cr.) An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and survey of public and private leisure-service organizations.

HPER-R 205 Foundations of Public, Nonprofit, and Community Recreation (3 cr.) 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.

HPER-R 206 Recreational Sport Programming (3 cr.) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings.

HPER-R 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.) 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.

HPER-R 220 Topics in Recreation, Park, and Tourism Studies (1-6 cr.) Emerging topics in recreation, parks, and tourism, emphasizing current research and practice. Specific topics vary.

HPER-R 236 Tourism and Commercial Recreation (3 cr.) Analysis of private, commercial, and industrial recreation fields, focusing on economic impact, marketing strategies, consumer protection, and career opportunities.

HPER-R 237 Computers in Park, Recreation, Sport, and Tourism Management (3 cr.) 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.

HPER-R 240 International Tourism (3 cr.) 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.

HPER-R 241 Wildflowers and Wild Edibles (3 cr.) 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.

HPER-R 250 Introduction to Equine Assisted Activities (3 cr.) 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).

HPER-R 252 Introduction to Lodging Management (3 cr.) 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.

HPER-R 266 Recreation Facility Management (3 cr.) An introduction to the management of recreation facilities in the public and private sector including design, development, utilization, resources and auxiliary operation considerations. The course focuses on the facility manager's responsibilities and includes site visits and analysis of various recreation facilities.

HPER-R 270 Inclusion in Recreation, Parks, and Tourism (3 cr.) 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.

HPER-R 277 Foundations of Recreational Therapy Practice (3 cr.) 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.

HPER-R 279 Outdoor Adventure Education (3 cr.) P: HPER-R 210. 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.

HPER-R 280 Natural History and Field Ecology (3 cr.) Investigation of general natural history and field ecology concepts in a laboratory setting. Weekly field trips.

HPER-R 283 Recreation Based GIS (3 cr.) 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.

HPER-R 302 Aquatic Management (3 cr.) 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.

HPER-R 310 Leadership Strategies and Diversity Applications (3 cr.) 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.

HPER-R 317 Seminar in Recreation and Parks (1-3 cr.) 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.

HPER-R 323 Ecosystem Management (3 cr.) P: HPER-R 210; Junior standing. 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.

HPER-R 330 Management in Recreation, Parks, and Tourism (3 cr.) 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.

HPER-R 345 Therapeutic Outdoor Instructional Techniques (3 cr.) 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.

HPER-R 350 Sustainable Tourism (3 cr.) 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.

HPER-R 351 Convention Management and Meeting Planning (3 cr.) 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.

HPER-R 352 Resort Management (3 cr.) 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).

HPER-R 353 Festival and Event Management (3 cr.) Focus on key management, marketing and operational areas in festival and 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.

HPER-R 354 Sport and Violence: Influences and Issues (3 cr.) 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.

HPER-R 355 Outdoor Recreation Consortium (2 cr.) 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.

HPER-R 356 Field Techniques in Environmental Education (3 cr.) 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.

HPER-R 357 Applied Ecology: Water Communities (3 cr.) 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.

HPER-R 365 Leisure and Aging (3 cr.) 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.

HPER-R 370 Wilderness First Responder (3 cr.) 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.

HPER-R 372 Interpretation and Tour Guiding (3 cr.) P: HPER-R 210; Junior standing. 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.

HPER-R 378 Recreational Therapy Assessment and Planning (3 cr.) P: HPER-R 277; P or C: HPER-T 220 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.

HPER-R 379 Recreational Therapy Facilitation Techniques and Evaluation (3 cr.) P: HPER-R 378. 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.

HPER-R 380 Outdoor Experiential Education: Instructional Techniques (3 cr.) 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.

HPER-R 385 Wilderness and Protected Lands (3 cr.) 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.

HPER-R 390 Statistical Applications in Leisure Studies (3 cr.) 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.

HPER-R 391 Graduate Prerequisite in Recreation and Park Administration (3 cr.) 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.

HPER-R 392 Career Perspectives and Internship Preparation (3 cr.) P: HPER-R 160. 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.

HPER-R 395 Data-Based Decision-Making Methods (3 cr.) P: Completion of mathematical modeling requirement. 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.

HPER-R 396 Recreational Therapy Internship and Professional Preparation (3 cr.) P: or C: HPER-R 378. 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.

HPER-R 397 Work Experience in RPTS (0 cr.) P: Departmental Permission 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. Graded on an S/F basis.

HPER-R 398 Practicum in Recreation, Park, and Tourism Studies (1-6 cr.) P: Permission of instructor. Practical field experience under faculty supervision and with seminar discussions. Repeatable with different topic. Only S/F grades given. No fees deducted.

HPER-R 399 Readings in Recreation, Park and Tourism Studies (1-3 cr.) P: Permission of instructor. Individualized advanced study of specific topics under faculty direction. Repeatable for credit.

HPER-R 403 Workshop in Recreation, Park, and Tourism Studies (1-6 cr.) Topics in recreation, park, and tourism studies, in an interactive setting emphasizing application, under the direction of faculty members. Specific topics vary. May be repeated for credit.

HPER-R 406 Human Health and Natural Environments (3 cr.) P: Senior standing. 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.

HPER-R 411 Legal Issues in Sport Settings (3 cr.) 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.

HPER-R 412 Principles of Therapeutic Outdoor Programs (3 cr.) 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 in current use, issues and trends in TOP, and emerging developments in therapeutic and managerial adaptations for the field.

HPER-R 413 Outdoor Adventure Programming: Foundations and Theories (3 cr.) 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.

HPER-R 422 Marketing for Leisure Services (3 cr.) P: Junior standing. 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.

HPER-R 429 Ecotourism: Administration and Management (3 cr.) P: Senior standing. 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.

HPER-R 430 Event Planning and Program Development (3 cr.) P: Junior Standing. 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.

HPER-R 441 Legal Aspects of Recreation (3 cr.) 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.

HPER-R 451 Fiscal Management for Leisure Service Organizations (3 cr.) 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.

HPER-R 455 International Meeting Planning (3 cr.) Addresses the organization and production of international corporate business meetings, seminars, incentive trips, and customer events using innovative and cost-effective programs that address changing business needs. International issues including organizing and/or hosting international events, managing finances internationally, cultural considerations, international contracting, marketing, legalities, traveling overseas, safety and security.

HPER-R 457 Green Operations in Hospitality Services (3 cr.) P: HPER-R 252; Junior standing. 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.

HPER-R 462 Recreational Therapy in the Health Care Environment (3 cr.) P: HPER-R 378. 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.

HPER-R 463 Professional Internship (12 cr.) P: Overall and major GPA of at least 2.0.; Completion of 320 hours; Instructor permission. For non-Recreational Therapy majors and Recreational Therapy majors. 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. Graded on S/F basis.

HPER-R 468 Strategic Planning for Recreation, Park and Tourism Organizations (3 cr.) P: Senior standing. 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.

HPER-R 471 Human Resource Management in Leisure Services (3 cr.) 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.

HPER-R 472 Youth Sport Management (3 cr.) P: HPER-R206. 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.

HPER-R 475 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.) P: Senior standing. 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.

HPER-R 479 Contemporary Issues in Recreational Therapy (3 cr.) P: HPER-R 277. 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.

HPER-R 499 Research in Recreation, Park and Tourism Studies (1-3 cr.) P: Permission of instructor; Cumulative GPA of at least 3.0; Research proposal must be approved in advance. Undergraduate independent research under the guidance of a faculty member. Repeatable for credit.

HPER-R 500 Philosophy of Leisure and Recreation (3 cr.) Exploration of philosophical, ethical, historical, and cultural foundations for recreation in society; challenge of leisure and role of recreation in present and future environments.

HPER-R 503 Recreation, Park, and Tourism Studies Workshops (1-6 cr.) Topics of relevance to individuals in the field of Recreation, Park, and Tourism Studies and related areas. Specific topics vary. Conducted in workshop fashion under the direction of faculty members.

HPER-R 504 Outdoor Experiential Education: Instructional Principles and Methods (3 cr.) 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.

HPER-R 506 Human Health, Quality of Life, and Natural Environments (3 cr.) This course approaches the issues of human health and quality of life from the perspective of the natural environment's impact, human health, and an individual's reported sense of quality of life.

HPER-R 507 Foundations of Conservation, Parks and Recreation (3 cr.) 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.

HPER-R 511 Group Processes and Facilitation in Adventure and Experiential Education (2 cr.) R511 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 experiences at Bradford Woods, as well as integrating multiple out-of-the-classroom opportunities throughout the semester.

HPER-R 512 Principles of Therapeutic Outdoor Programs (3 cr.) 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.

HPER-R 513 Outdoor Adventure Programming: Foundations and Theories (3 cr.) 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.

HPER-R 514 Seminar: Health, Life, and Environment (3 cr.) 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).

HPER-R 515 Special Concerns in Parks and Recreation (1-5 cr.) 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 with different topic.

HPER-R 516 Foundational Issues and Research in Tourism (3 cr.) 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.

HPER-R 518 Contemporary Issues in Tourism Studies (3 cr.) A critical overview of tourism studies from different social science perspectives, including politics, economy, environment, society, culture, geography, community development, psychology, and marketing.

HPER-R 520 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.) 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.

HPER-R 522 Economics and Marketing for Leisure and Tourism (3 cr.) 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.

HPER-R 523 Visitor Behavior (3 cr.) 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.

HPER-R 524 Strategic Fundraising and Partnerships for Parks, Recreation, Tourism, and Public Lands (3 cr.) Provides basic principles of professional fundraising 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.

HPER-R 525 Administrative, Theory and Management Practices in Parks, Recreation, Tourism and Public Lands (3 cr.) 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 is given to implications for leisure service managers and organizational responses.

HPER-R 528 Theoretical Foundations of Adventure/ Experiential Education (3 cr.) 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.

HPER-R 529 Ecotourism: Management and Systems (3 cr.) Integrates various concepts of natural resource management, tourism theory, and selected business practices to examine the form, functions, and impact of resource-based tourism.

HPER-R 530 Comprehensive Recreation Planning/ Park Design (3 cr.) 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.

HPER-R 535 Great Lakes Park Training Institute (1 cr.) Practicum in the management of a continuing education institute for park and recreation administrators, supervisors, and technicians.

HPER-R 539 Master's Project in Administration (2-4 cr.) 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.

HPER-R 540 Policy Studies in Parks, Recreation, Tourism, and Public Lands (3 cr.) 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.

HPER-R 541 Camping Administration (3 cr.) Organization and administration of camps; program planning, selection, and training of staff; campsite selection and development; and health and safety.

HPER-R 542 Resource Management for Parks and Public Lands (3 cr.) 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.

HPER-R 543 Principles of Outdoor/ Environmental Education (3 cr.) 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.

HPER-R 544 Legal Aspects of Recreation Administration (3 cr.) 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.

HPER-R 545 Advanced Ecosystem Management in Outdoor Recreation (3 cr.) 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.

HPER-R 555 Outdoor Recreation Consortium (2 cr.) 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.

HPER-R 556 Field Techniques in Environmental Education (3 cr.) 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.

HPER-R 560 Professional Development for Therapeutic Recreation (3 cr.) Contemporary principles and understanding for the delivery of therapeutic recreational service. Opportunities to refine personal and professional philosophy of therapeutic recreation.

HPER-R 561 Advanced Therapeutic Recreation Processes (3 cr.) Techniques, approaches, procedures, and practices in the provision of therapeutic recreation service.

HPER-R 562 Social Psychology of Therapeutic Recreation (3 cr.) An examination of the social psychology of therapeutic recreation service. Emphasis on social and organizational behaviors relevant to therapeutic recreation.

HPER-R 563 Program Development and Consultation in Therapeutic Recreation (3 cr.) Concerns in developing and providing therapeutic recreational programs and consultation.

HPER-R 564 Introduction to Therapeutic Outdoor Programs (1 cr.) 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.

HPER-R 565 Leisure and Aging (3 cr.) 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.

HPER-R 566 Therapeutic Interventions with the Elderly (3 cr.) Promotes understanding of elderly persons who are frail, vulnerable, infirm, or disabled and how activities may be used to reach treatment and rehabilitation goals with clients from this population.

HPER-R 567 Issues and Concepts in Adventure and Outdoor-Based Programs (3 cr.) Exploration of various issues and concepts associated with adventure and outdoor-based programs. Includes an experiential learning component. Offered in a seminar format.

HPER-R 570 Recreational Sports Administration (3 cr.) The study of recreational sports (informal/intramural/extramural/club sports) relevant to historical developments, philosophical foundations, programming implications, and administrative considerations.

HPER-R 571 Dynamics of Recreational Sport Environment (3 cr.) 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.

HPER-R 572 Seminar in Recreational Sports (2 cr.) 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.

HPER-R 580 Strategic Planning and Management in Parks, Recreation, Tourism and Public Lands (3 cr.) 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.

HPER-R 585 Wilderness in the American Mind (3 cr.) 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.

HPER-R 599 Master's Thesis (1-5 cr.) P: Permission of instructor; Submission and approval of thesis committee form. Repeatable for credit.

HPER-R 607 Capstone Studies in Parks, Recreation, Tourism and Public Lands (3 cr.) 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.

HPER-R 640 Independent Study & Research in Parks, Recreation, Tourism, and Public Lands (1-5 cr.) P: Permission of instructor; Graduate GPA of at least 3.0; Research proposal must be approved in advance. Independent research conducted under guidance of a graduate faculty member. Repeatable for credit.

HPER-R 641 Readings in Parks, Recreation, Tourism, and Public Lands (1-5 cr.) P: Permission of instructor; Graduate GPA of at least 3.0. Reading proposal must be approved in advance. 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.

HPER-R 642 Internships in Recreation and Parks (2-8 cr.) P: Permission of instructor; Internship must be approved in advance. 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.

HPER-R 643 Practicum in Recreation and Parks (1-6 cr.) P: Permission of instructor. Field experience as specified in written individualized contracts with supervising faculty. Only S/F grades given. 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.

HPER-R 645 Research Seminar in Recreation, Parks, and Tourism Studies (1 cr.) 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. Only S/F grades given.

HPER-R 667 Seminar in Recreation (1-3 cr.) 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.

HPER-R 701 Social Psychology of Leisure (3 cr.)
P: HPER-R 500 or instructor consent. Students gain an understanding of the application of social psychology to one important aspect of human life-leisure behavior.

HPER-R 702 Higher Education in Recreation, Parks, and Tourism Studies (3 cr.) Investigation and discussion of current trends and issues affecting higher education in recreation, parks, and leisure services.

HPER-R 703 Inquiry Methodology in Leisure Behavior (3 cr.) In-depth study of the realm of research in leisure behavior. Conceptual and methodological issues involved in problem formulation and application of appropriate designs.

HPER-R 704 Doctoral Seminar: Leisure Behavior (3 cr.) 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.

HPER-R 740 Advanced Research in Recreation (1-5 cr.) P: Permission of instructor; Open only to doctoral students; Research proposal must be approved in advance. 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.

HPER-R 741 Advanced Readings in Recreation (1-5 cr.) P: Permission of instructor; Open only to doctoral students; Graduate GPA of at least 3.0. Reading proposal must be approved in advance. 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.

HPER-R 799 Ph.D. Dissertation (1-30 cr.) P: Permission of instructor. Repeatable for credit.

Leadership Skills and Development

HPER-L 100 Recreation Leadership Skills (1-2 cr.) Short courses designed to provide students with skills and teaching techniques necessary to function as leaders in recreation and parks. May be repeated for credit if topic differs. Repeatable with different topic.

HPER-L 180 Participant Leadership Development (1 cr.) 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.

HPER-L 181 Organizational Leadership Development (1 cr.) 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.

Interdepartmental

Interdepartmental Graduate

HPER-G 599 Thesis Research (0 cr.)

HPER-G 901 Advanced Research (6 cr.)

Interdepartmental and Technical

HPER-T 101 Introduction to Resource Development/Fundraising (3 cr.) 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.

HPER-T 142 Living Well (3 cr.) Broaden your view of living well by actively pursuing healthy lifestyles. This course utilizes HPER 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.

HPER-T 150 Introduction to Public Health (3 cr.) 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.

HPER-T 201 Annual Giving (2 cr.) 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.

HPER-T 202 Major Gifts and Planned Giving (2 cr.)

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.

HPER-T 203 Development Services (2 cr.) 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.

HPER-T 220 Disability, Health, and Function (3 cr.)

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.

HPER-T 242 Travel for Cross-Culture Immersion in Promoting Health, Wellness, and Quality of Life of Nations (6 cr.)

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.

HPER-T 301 Capital Campaigns (2 cr.) 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.

HPER-T 302 Development Marketing and Analytical Services (2 cr.) Introduction to the integration of for-profit marketing practices into the nonprofit culture.

HPER-T 399 Practicum in Fundraising (1-3 cr.)

Designed to facilitate the acquisition of practical knowledge and experiences in fundraising and resource development under faculty/agency supervision.

HPER-T 401 Advanced Giving: Wills and Estates (2 cr.)

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.

HPER-T 499 Internship in Fundraising (1-3 cr.)

P: Permission of instructor; internship must be approved in advance. Designed as a hands-on full-time work experience in fundraising and resource development for eight to fourteen weeks with a selected agency. Only S/F grades given.

HPER-T 580 Introduction to Qualitative Inquiry in Public Health Research (3 cr.)

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, and Focus Group. Research question formulation, data collection techniques, as well as methods in analyzing qualitative data are addressed

HPER-T 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) Methods and techniques of research; potential and completed problems analyzed with view to selection of topics; standards for writing research papers.

HPER-T 591 Introduction to Statistics in Public Health (3 cr.) 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.

HPER-T 592 Intermediate Statistics in Public Health (3 cr.)

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.

HPER-T 593 Public Relations (3 cr.)

Principles of public relations, human relations, identification, and analysis of publics, problem solving, and techniques in communication media.

HPER-T 594 Finance and Budgeting (3 cr.) Sources of revenue and budgetary procedures for public leisure service agencies. Fund management, financial analysis, purchasing, contractual agreements, and other fiscal concerns.

HPER-T 595 Construction and Analysis of Achievement Tests in Health, Kinesiology, and Recreation (3 cr.) 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.

HPER-T 693 Experimental Analysis and Design (3 cr.)

P: HPER-T 592 with a grade of B or better. 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.

HPER-T 694 Multivariate Statistical Analysis (3 cr.)

P: HPER-T 592. 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.

Environmental Health

HPER-V 324 Environmental Health (3 cr.) 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.

HPER-V 512 Environmental Health (3 cr.) Components of environmental health and public sanitation programs. Topics include water supply, air and stream pollution, sewage treatment and waste disposal, insect and rodent eradication, energy alternatives, food and drug quality

assurance, occupational health, radiological health, and communicable disease control.

HPER-V 513 Principles of Toxicology (3 cr.) 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.

HPER-V 519 Exposure Assessment and Control (3 cr.) 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.

HPER-V 520 Risk Assessment, Policy, and Toxic Regulations (3 cr.) 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.

HPER-V 522 Environmental and Occupational Epidemiology (3 cr.) 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.

HPER-V 525 Public Health Biology (3 cr.)
P: Introductory Biology and Microbiology. 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.

HPER-V 617 Special Topics in Environmental Health (3 cr.) 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.

HPER-V 640 Research in Environmental Health (1-8 cr.) P: Minimum graduate GPA of 3.0. 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 a maximum of four enrollments

HPER-V 641 Readings in Environmental Health (1-3 cr.) P: Minimum graduate GPA of 3.0. 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 once for credit

HPER-V 644 Field Experience in Environmental Health (3 cr.) P: Minimum graduate GPA of 3.0 and permission

of instructor. Environmental 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 S/F only.

HPER-V 650 MPH Environmental Health Culminating Experience (2 cr.) Students demonstrate how environmental health competencies were attained and synthesized across the graduate training experience by developing an M.P.H. competency portfolio, delivering an M.P.H. competency presentation, and taking a comprehensive examination administered by the environmental health faculty. Graded on S/F basis only.

HPER-V 701 Environmental Health Seminar (1-3 cr.) 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.

HPER-V 703 Current Topics in Environmental Health (2 cr.) 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.

HPER-V 704 Molecular Toxicology (3 cr.) P: HPER-V 513. 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.

HPER-V 706 Environmental Health Sampling (3 cr.) P: HPER-V 512. 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.

HPER-V 707 Advanced Toxicology (3 cr.) P: HPER-V 513. 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.

HPER-V 709 Carcinogenesis (3 cr.) P: HPER-V 513. 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.

HPER-V 710 Advanced Occupational Health (3 cr.) 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.

HPER-V 713 Environmental Health Research Rotation (3 cr.) This course will provide doctoral students with an

opportunity to work directly with faculty and research staff in a specific laboratory.

HPER-V 714 Toxicology in Rural Environments (3 cr.)

P: HPER-V 513. 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.

HPER-V 715 Rural Environmental Epidemiology (3 cr.)

P: HPER-C 511. 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.

HPER-V 728 Rural Public Health Policy and Environmental Law (3 cr.)

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.

HPER-V 729 Women's Health Law and Environmental Health Policy (3 cr.)

Through lectures this course will examine the preservation of wellness and the prevention of illness in women and their surrounding environments through the law.

HPER-V 740 Advanced Environmental Health Research (1-3 cr.)

P: Graduate GPA of 3.0; Open to doctoral students; Research projects are completed under the direction of a member of the graduate teaching faculty. Project proposals must be approved prior to registration. 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. May be completed three times for credit.

HPER-V 741 Advanced Environmental Health Readings (1-3 cr.)

P: Graduate GPA of 3.0. Open to doctoral students; Readings are completed under the direction of a member of the graduate teaching faculty. Proposals must be approved prior to registration. 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. May be completed three times for credit.

HPER-V 799 PhD Dissertation in Environmental Health (1-30 cr.)

P: Open to doctoral students who have passed the qualifying examination and who have permission of the student's advisor. Repeatable for credit.

Epidemiology and Biostatistics

Epidemiology

HPER-Y 611 Epidemiology (3 cr.) 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.

HPER-Y 614 Chronic Disease Epidemiology (3 cr.)

P: 3.0 graduate GPA. 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.

HPER-Y 619 Infectious Disease Epidemiology (3 cr.)

P: 3.0 graduate GPA. 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.

HPER-Y 624 Social Epidemiology (3 cr.)

P: 3.0 graduate GPA. 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.

HPER-Y 644 Field Experience in Public Health-Epidemiology (5 cr.)

P: 3.0 graduate GPA. Field experience through on-the-job and related opportunities in public health. Students will intern in official, primary care, voluntary and related health agencies offering opportunities for professional development, practical application of skills, and participatory experience for the epidemiologist.

HPER-Y 650 MPH Culminating Experience-Epidemiology (1 cr.)

P: 3.0 graduate GPA. This course provides students with an opportunity to complete the Culminating Experience, a final activity in completion of requirements for the MPH degree in Epidemiology. While enrolled in this course, students will demonstrate the extent to which they have met the MPH Program Competencies in Epidemiology.

HPER-Y 652 Advanced Epidemiology (3 cr.)

P: 3.0 graduate GPA. 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.

HPER-Y 654 Advanced Epidemiological Methods (3 cr.)

P: 3.0 graduate GPA. 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.

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

- Center for Health and Safety Studies
- Center for Minority Health
- Center for Sexual Health Promotion
- Health Behavior Laboratory
- Indiana Prevention Resource Center
- Industrial Hygiene Laboratory
- Institute for Drug Abuse Prevention
- Nutrition Science Laboratories
- Office of Community Health Engagement (OCHE)
- Rural Center for AIDS/STD Prevention
- Tobacco Control and Wellness Research Working Group

Environmental Health

- Oxidative Stress and Environmental Analysis Core Laboratory

Kinesiology

- Adapted Physical Education Laboratory
- Biomechanics Laboratory
- Counsilman Center for the Science of Swimming
- Counsilman Center Indiana Swim Team
- Human Performance Laboratory
- President's Challenge Physical Activity and Fitness Awards Program
- Sports Medicine 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
- Center for Student Leadership and Development
- Eppley Institute for Parks and Public Lands
- Executive Development Program
- Great Lakes Park Training Institute
- Leisure Research Institute
- National Center on Accessibility
- Tennis Center

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 Studies Middlestadt

Director Undergraduate Studies Murray

Professors Gilbert, Goodman, Lohrmann, McCloskey, Torabi, Yarber

Associate Professors Billingham, Blair, Dodge, Ellis, Fly, Lindeman, Middlestadt, Obeng, Reece, Seo, Smith

Assistant Professors Lin, Macy, Meyerson, Schmidt, YoussefAgha

Clinical Associate Professors Kay, Murray, Sherwood-Laughlin

Clinical Assistant Professors Huber, Slates

Assistant Research Scientists Herbenick, Shick

Senior Lecturers Getty

Lecturers Applegate, BlueEye, Ray, Thiagarajah

Academic Specialist Bunnage

Post Doctoral Fellow Barnes

Research Associates Agle, Alter, Brown, Cadow, DeSalle, Frazier, Goetze, Jones, Jun, King, Lay, Nowicke, Pelto-Wheeler, Radanovich, Sadler, Samuel, Seitz de Martinez, Stewart, Wolf, Zaffuto

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, health promotion, 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 its MPH program in Social, Behavioral and Community Health 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).
- **Health promotion** enables individuals and communities to increase control over and improve their health. In this graduate-level program, students acquire skills to serve as health educators and health promotion specialists in educational, clinical, occupational, and community settings and for managing a diverse array of health education programs. A highlight of the program is the travel study course, in which students have the opportunity

to learn firsthand about health care systems, main health challenges, and cultural influences in other countries.

- **Human development and family studies** examines human 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 development and family.
- **Nutrition science** integrates nutrition with physical and life sciences to promote healthy lifestyles. It has become an increasingly popular route 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** has the purpose of 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 concentrates on either social and behavioral sciences or public health administration, with 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.

Academic Programs

Academic programs currently available in the Department of Applied Health Science

Undergraduate Academic Programs

Certificate in Safety Management

Associate of Science in Safety Management Degree

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
Public Health Administration

Master of Science in Applied Health Science Degree

Majors:

Health Promotion
Human Development and Family Studies
Nutrition Science
Safety Management
School and College Health Education

Doctor of Philosophy (PhD.) Degree Major:

Health Behavior

Doctoral Minors:

Gerontology
Health Promotion
Human Development and Family Studies
Human Sexuality Education
Nutrition Science
Public Health
Safety Management
School and College Health Programs
Graduate Certificates
Gerontology and Health

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.
- **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

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- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

Interim Chairperson B. McCormick
Director Graduate Studies Kamendulis
Director Undergraduate Studies Shimek
Professor Klaunig
Associate Professors Hocevar, Kamendulis
Clinical Assistant Professor Shimek
Post-Doctoral Fellow Sellamuthu, Wu
Research Associates Bond, Frazier

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 toxicology, occupational health, and global environmental health 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 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

- Faculty

- Description of the Program
- Areas of Specialization
- Academic Programs
- Careers
- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

As of the publishing date of this academic bulletin Website, faculty appointments in this department have not been finalized.

Description of Program

The Department of Epidemiology and Biostatistics is focused on the preparation of individuals who will serve as practitioners, researchers, and teachers who carry out broad public health functions at local, state, national, and/or international levels. The department's graduate programs capitalize upon the companion disciplines of epidemiology and biostatistics to generate research and provide instruction that will lead to an improved understanding of the distribution and determinants of disease in populations with the ultimate goal of improving public health.

Areas of Specialization

The Department of Epidemiology and Biostatistics prepares students for research or practice in academia as well as numerous public and private health arenas. The department offers comprehensive curricula of graduate degree programs and courses in epidemiology and biostatistics.

- Epidemiology focuses on the identification of the patterns and determinants of health and disease in human populations that may be used to determine appropriate health promotion and preventive responses. Degree programs in this area focus on the descriptive and analytic approaches used to understand the complex causes of major public health problems and the development of effective strategies to prevent them.
- Biostatistics focuses on the development and application of theory and methods in the collection, analysis and interpretation of data used in public health and other biomedical sciences. Degree programs in this area focus on training individuals to use applied biostatistics and related data management/mining techniques to elucidate, predict, or infer significant causes or variables and their relationships to, and effects on life relate outcomes.

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

The public's interest in healthy lifestyles and focus on prevention is increasing the demand for public health professionals. Individuals with training in epidemiology are critical members of the public health workforce and careers in epidemiology 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 Master of Public Health (MPH) degree in epidemiology can lead to careers such as:

- Disease Surveillance Manager
- Health Data Analyst
- Public Health Epidemiologist
- Public Health Researcher

A doctoral degree in epidemiology prepares for careers as highly qualified independent investigators, academicians, and practitioners of epidemiology, with a particular focus of our doctoral program being the preparation of those who specialize in the health disparities of rural communities. Most graduates pursue careers in higher education as professors and researchers while some complete postdoctoral fellowships or pursue research or executive careers in non-governmental agencies or governmental agencies such as the Centers for Disease Control and Prevention, the National Institutes of Health or the World Health Organization.

Biostatistics

To develop effective responses to public health issues, the field is dependent upon the collection, analysis, and interpretation of health-related data. Individuals with training in biostatistics are trained in the development and application of theory and methods in the collection, analysis and interpretation of data used in public health and other biomedical sciences. Biostatisticians are employed throughout the full range of health-related systems, including public health departments, hospitals, insurance and other health administrative entities, and universities. A Master of Public Health (MPH) degree in biostatistics can lead to careers such as:

- Biostatistician
- Public Health Researcher
- Health Data Analyst

Scholarly Inquiry

The Department of Epidemiology and Biostatistics is committed to scholarly inquiry that is diverse and rich in practices and that facilitate a healthy lifestyle and the prevention of disease for all human beings. A key feature of research in these fields is their interdisciplinary nature, with an integrated approach that capitalizes upon epidemiological principles related to understanding the complex causes of these issues and the development of effective prevention strategies, and biostatistics expertise in the application of theory and methods in the collection, analysis and interpretation of public health and other biomedical data. Scholars advance research agendas that contribute to the understanding of the etiologies of disease, disease prevention and wellness, and the improvement of rural public health through excellence in

research and practice. Research efforts are carried out in collaboration with investigators from other departments, schools and universities in a variety of disciplines. Faculty and graduate student research includes such diverse topics as sexually transmitted diseases, maternal and child health, health disparities, cardiovascular disease and nutrition.

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 such as the following:

Public Health Integrated Data Intelligence Lab (PHIDI Lab) The PHIDI lab aims to conduct cutting edge research and prepare students in the use of data-mining techniques. Data mining is focused on extracting, and later analyzing hidden patterns from data using various algorithms and mathematical, statistical techniques. The overriding goal of data mining is to predict, classify, and hence potentially control, future phenomena based on uncovered patterns in currently available data. Data mining techniques is also applied in various fields including bioinformatics, environmental health, epidemiology, social and psychological sciences, Web data, inter alia. The Lab run on a virtual application server, virtual data server; have four workstations, and utilizes software such as SAS-EM.

Sexually Transmitted Infections Research Program

The program advances our knowledge of the behavioral epidemiology of STI in adolescent and other at risk populations. Diverse research projects within the program include clinic-based studies as well as community relevant projects. Laboratory expertise in molecular epidemiology & STI diagnostics allows state-of-the-art case ascertainment and cutting edge tools for epidemiologic research. The research team is transdisciplinary with members from Behavioral Sciences, Bioinformatics, Biostatistics, Epidemiology, Infectious Diseases, Biochemistry, Medicine and Microbiology. The program offers collaboration opportunities for training, professional and community development. Research is currently being conducted in Bloomington, Indianapolis and Kenya.

Kinesiology

- Faculty
- Description of the Program
- Areas of Specialization
- Academic Programs
- Careers
- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

Chairperson Koceja

Associate Chairpersons Schrader, Willett

Director Graduate Studies Raglin

Director Undergraduate Studies Cothran

Professors Cothran, Dapena, Fielding, Kocaja, Raglin, J. Shea, Stager, Wallace

Associate Professors Frey, Hamm, Mickleborough, Pedersen, Sailes, Steele

Assistant Professors Chapman, Clavio, Feresu, Hong, Johnston, Lim, Van Der Pol, Walsh, Williams

Clinical Professors Grove, Schrader

Clinical Associate Professors Beeker, Chapin, L. Shea

Clinical Assistant Professors Henson, Klossner

Clinical Lecturer Miller

Senior Lecturers Cousins, Kennedy-Armbruster

Lecturers Aungst, Baute, Carter, Lion, Morgan

Academic Specialists Kelly, Kessler, Pearce, Willett

Research Associates Holton, Hurst, Moser

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. Undergraduates programs include athletic training, dance, exercise science, 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 adapted physical education, 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 dance, exercise science, 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).
- **Dance** strengthens and refines contemporary dance technique as well as provides scholarly inquiry into the history, science, and aesthetics of dance. The

dance major provides disciplined dance training and a strong academic and theoretical core, which is essential to producing wholly integrated artists and successful dance professionals.

- **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.
- **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 adapted physical education, applied sport science, athletic training, human performance, ergonomics, sport management, and physical activity, fitness and wellness. The Ph.D. program in human performance emphasizes adapted physical education, 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:

Dance

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

Dance

Exercise Science

Fitness Instruction

Kinesiology

Sport Marketing and Management

Cognate

Physical Education-Teaching

Graduate Academic Programs

Master of Science in Kinesiology Degree Majors:

Adapted Physical Education

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: Adapted Physical Education

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 Laboratory.

Recreation, Park & Tourism Studies

- Faculty
- Description of the Program
- Areas of Specialization
- Academic Programs
- Careers
- Scholarly Inquiry
- Research, Instructional, and Service Projects

Faculty

Chair B. McCormick

Associate Chairs D. Knapp, Cole

Director Graduate Studies Cole

Director Undergraduate Studies D. Knapp

Professors Ewert, Hawkins, Jamieson, B. McCormick, Ross

Associate Professors Chen, Cole, D. Knapp, Van Puymbroeck, Young

Assistant Professors Basman, Chancellor, Mowatt, Piatt
Clinical Assistant Professor J. Knapp

Part-time Assistant Professor Voight
Clinical Lecturer Getz
Senior Lecturer Ramos
Visiting Lecturers Bishop, Franzidis, Gray
Assistant Scientist Kim
Academic Specialists Gharakhani, Wolter, York
Research Associates Bransford, Carnagey, C. McCormick
Visiting Research Associates Capps, Hackerd, Wells
Visiting Scholars Chun, Gaifang, Aiping

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.
- **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.
- **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.
- **Eppley 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 Eppley Institute staff is uniquely qualified to serve park, recreation, and public land management agencies. The Eppley 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, Gray, Hall, Heeter, McClary, Pedersen, Tippin, Ward

Assistant Directors Amadeo, Chaput, Cox, Edelbrock, Fry, Grannan, Johnson, Kido, Lehman, Lewallen, Muyskens-Chang, O'Donnell, Polley, Smith

Systems Analyst/Programmer 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 Counsilman/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 HPER Building 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 HPER Building 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 Counsilman/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 HPER Wildermuth 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 Onestart on the 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 HPER 115 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in HPER 115, or the form may be downloaded online at www.publichealth.indiana.edu/current-students/forms.shtml. (Additional registration information is available at <http://registrar.indiana.edu/studentreg.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 HPER 115. 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 Associates

The Dean's Associates board is an advisory board to the Dean of the School of Public Health - Bloomington, charged with providing advice and counsel in order to enhance the quality, reputation, and financial strength of the School as well as support to its students, faculty, and programs. Specifically, the Dean's Associates:

- Aid the Dean of the School of Public Health - Bloomington in defining and realizing the institutional goals of Indiana University.
- Provide the Dean with comment, reaction and counsel on issues of importance to the long-

range interests of the School of Public Health - Bloomington.

- Serve as ongoing consultants to the School of Public Health - Bloomington and Indiana University as strategies, programs, and curricula are revised and created.
- Provide general advice regarding student programs and career development.
- Consider Indiana University and the School of Public Health - Bloomington among their philanthropic priorities during service on the Associates board.
- Undertake ad hoc assignments where their individual expertise or influence can be beneficial to the School.
- Play an important conceptual role in enhancing fundraising efforts by assisting in formulating effective strategies and tactics, identifying likely contributors, evaluating potential prospects, and making key contacts.
- Utilize their experience 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.
- Help to ensure that students and faculty better understand the trends, advances, issues and opportunities facing the allied professions of the School.

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/hper.

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 120 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, to environmental issues.

Current Faculty

- Adam, Jennifer A., M.F.A. (*University of Michigan, 2003*), *Adjunct Lecturer in Kinesiology*
- Agle, Jonathan D., Ph.D. (*Indiana University, 2011*), *Research Associate in Applied Health Science*
- Alexander, Jacob S., B.A. (*Indiana University, 2011*), *Research Associate in Kinesiology*
- Alter, Randi Jean, Ph.D. (*Wake Forest University, 2000*), *Research Associate in Applied Health Science*
- Applegate, Trent, H.S.D. (*Indiana University, 2003*), *Lecturer in Applied Health Science*
- Armbruster-Kennedy, Carol, M.S. (*Colorado State University, 1989*), *Senior Lecturer in Kinesiology*
- Armbruster, Luke, *Visiting Lecturer in Kinesiology*
- Aungst, Holly, M.A. (*Arizona State University, 2005*), *Lecturer in Kinesiology*
- Ayers, Lauren C., *Adjunct Lecturer in Kinesiology*
- Barbrick, Donna, B.A. (*Indiana University, 1980*), *Adjunct Lecturer in Kinesiology*
- Barnes, Priscilla, Ph.D. (*expected 2010; MPH, 1998*) *Post Doctoral Fellow in Applied Health Science*
- Basman, Cem M., Ph.D. (*Colorado State University, 1998*), *Assistant Professor in Recreation, Park, and Tourism Studies*
- Baute, Kelly J., M.S. (*Indiana University, 2008*), *Lecturer in Kinesiology*
- Bayless, Kathryn George, M.S. (*Indiana University, 1974*), *Part-Time Lecturer in Recreation, Park, and Tourism Studies; Director, Division of Recreational Sports; and Assistant Dean*
- Beeker, Charles D., M.S. (*Indiana University, 2003*), *Clinical Assistant Professor in Kinesiology; and Director, Underwater Science Program*
- Bielko, Sylvanna L., B.A. (*Indiana University, 2009*), *Adjunct Lecturer in Kinesiology*

- Billingham, Robert E., Ph.D. (*Virginia Polytechnic Institute and State University, 1979*), Associate Professor in Applied Health Science
- Bishop, Catharine F., M.Ed. (*Bowling Green State University, 2004*), Visiting Lecturer in Recreation, Park and Tourism Studies
- Blair, Earl, Ed.D. (*University of Kentucky, 1997*), Associate Professor in Applied Health Science
- Blazka, Matthew M., M.S. (*Georgia State University-Atlanta 2011*), Adjunct Lecturer in Kinesiology
- Bloomer, Ray W., Visiting Research Associate in Recreation, Park and Tourism Studies
- BlueEye, LaDonna J., M.P.H. (*University of Oklahoma, 2003*), Lecturer in Applied Health Science
- Bona, Negri Paulo V., B.A. (2009), Adjunct Lecturer in Kinesiology
- Boncheck, Fern, B.A. (*The Union Institute in Cincinnati, 2000*), Adjunct Lecturer in Recreation, Park, and Tourism Studies
- Branigin, John F., MAST (*Indiana University 2008*), Adjunct Lecturer in Kinesiology
- Bransford, Jeffrey J., M.S. (*Clemson University, 2005*), Research Associate in Recreation, Park and Tourism Studies
- Brown, Carla J., M.S. (*Indiana University, 2007*), Research Associate in Applied Health Science
- Bruner, John T., B.A. (*Indiana University 2004*), Adjunct Lecturer in Kinesiology
- Bulman, Jeremy T., B.A. (*West Virginia University 2008*), Adjunct Lecturer in Kinesiology
- Bunnage, Joanne, Ph.D. (*Indiana University, 2003*), Academic Specialist in Applied Health Science
- Bussberg, Nicholas W., B.S. (*Indiana University 2011*), Visiting Lecturer in Kinesiology
- Cadow, Nicole L., B.S. (*Arizona State University, 2010*), Research Associate in Applied Health Science
- Capps, Nona F., M.L.S. (*Indiana University Southeast 2008*), Visiting Research Associate in Recreation, Park, and Tourism Studies
- Capuano, Alfred A., Ed.D. (*Brigham Young University, 1978*), Adjunct Lecturer in Applied Health Science
- Caras, Jennifer M., B.S. (*Indiana University 2011*), Visiting Research Associate in Kinesiology
- Carnagey, Zachary J., M.A. (*Missouri State University, 2006*), Research Associate in Recreation, Park and Tourism Studies
- Carter, Selene, M.F.A., (*University of Wisconsin, 2005*), Lecturer in Kinesiology
- Chamness, Jeffrey J., A.S. (*Vincennes University, 1994*), Adjunct Lecturer in Kinesiology
- Chancellor, H. Charles, Ph.D. (*Clemson University, 2005*), Assistant Professor in Recreation, Park, and Tourism Studies
- 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*), Associate Professor in Recreation, Park, and Tourism Studies
- Choi, Wanyoung, MAST. (2009), Adjunct Lecturer in Kinesiology
- Chung, Jinwook, M.A. (*Indiana University, 2008*), Adjunct Lecturer in Kinesiology
- Clavio, Galen E., Ph.D. (*Indiana University, 2008*), Assistant Professor in Kinesiology
- Clemens, Adam B., B.A. (*University of Delaware, 1997*), part-time Lecturer in Kinesiology
- Cole, Shu, Ph.D. (*Texas A&M University, 1998*), Associate Professor in Recreation, Park, and Tourism Studies
- Connelly, Cassandra, B.S. (*Indiana University, 2007*), Adjunct Lecturer in Kinesiology
- Cooper, Samuel, A., M.S. (*Chapman College, 2008*), Adjunct Lecturer in Applied Health Science
- Cooperman, Erin, J.D. (*University of Toledo, 2006*), Visiting Research Associate in Applied Health Science
- Cothran, Donetta J., Ph.D. (*University of Maryland, 1996*), Professor in Kinesiology
- Cousins, Gary, B.S. (*Indiana University, 1973*), Adjunct Lecturer in Kinesiology
- Cousins, Lucinda Fox, M.S. (*Northern Illinois University, 1973*), Senior Lecturer in Kinesiology
- Dai, Jun, Ph.D. (*Emory University, 2008*), Assistant Professor in Applied Health Science
- Dapena, Jesus, Ph.D. (*University of Iowa, 1979*), Professor in Kinesiology
- Debro, Marcus A., M.Ed. (*Indiana Wesleyan University, 2000*), Adjunct Lecturer in Kinesiology
- Decker, Paul, A., B.S. (*James Madison University, 1998*), Part-time Lecturer in Recreation, Park, and Tourism Studies
- DeSalle, Mallori L., M.A. (*Truman State University, 2003*), Research Associate in Applied Health Science
- Dodge, Brian, Ph.D. (*Indiana University, 2002*), Associate Professor in Applied Health Science
- Durisen, Michael, V., Adjunct Lecturer in Kinesiology
- Ellis, Nancy T., H.S.D. (*Indiana University, 1979*), Associate Professor in Applied Health Science
- Engles, Jennifer, S., M.A. (*Indiana University, 2007*), Adjunct Lecturer in Applied Health Science
- Ewert, Alan W., Ph.D. (*University of Oregon, 1982*), Professor in Recreation, Park, and Tourism Studies; and the Patricia and Joel Meier Endowed Chair in Outdoor Leadership
- Feresu, Shingairai A., Ph.D. (*The University of Michigan, 2001*), Assistant Professor in Kinesiology
- Fielding, Lawrence W., Ph.D. (*University of Maryland, 1974*), Professor in Kinesiology
- Finley, Kathy L., M.S. (*Indiana University, 2000*), Adjunct Lecturer in Applied Health Science
- Fly, Alyce D., Ph.D. (*University of Illinois, 1991*), Associate Professor in Applied Health Science
- Foley, Sherilyn N., Adjunct Lecturer in Kinesiology
- Franzidis, Alexia F., M.B. (*Queensland University, 2009*), Visiting Lecturer in Recreation, Park and Tourism Studies

- Frazier, Renaye L., M.A. (*University of Indianapolis, 2009*), *Research Associate in Applied Health Science and Environmental Health*
- Frederick, Lauren W., B.A. (*Indiana University, 2009*), *Adjunct Lecturer in Kinesiology*
- Frey, Georgia C., Ph.D. (*Oregon State University, 1993*), *Associate Professor in Kinesiology*
- Fruchtmann, Diane S., *Adjunct Lecturer in Kinesiology*
- Galvin, Joseph D., *Adjunct Lecturer in Kinesiology*
- Garl, Tim C., M.A. (*University of Mississippi, 1979*), *Part-time Instructor in Kinesiology*
- Garn, Alex C., M.S. (*University of Wyoming, 2000*), *Adjunct Assistant Professor in Kinesiology*
- Gassman, Ruth, Ph.D. (*Rutgers University, 1995*), *Associate Scientist and Director, Indiana Prevention Resource Center in Applied Health Science*
- Gearheart, Jason T., B.A. (*Indiana University, 2002*), *Adjunct Lecturer in Kinesiology*
- Getty, Victoria M., M.Ed. (*The Pennsylvania State University, 1987*), *Senior Lecturer in Applied Health Science*
- Getz, Deborah, Re.D. (*Indiana University, 2000*), *Clinical Lecturer in Recreation, Park, and Tourism Studies, Director, Center for Student Leadership Development*
- Gharakhani, Asghar, M.S. (*Indiana University, 1975*), *Academic Specialist in Recreation, Park, and Tourism Studies*
- Gibson, Michael E., B.S. (*Indiana University, 2002*), *Adjunct Lecturer in Applied Health Science*
- Gilbert, Kathleen R., Ph.D. (*Purdue University, 1987*), *Professor in Applied Health Science and Executive Associate Dean, School of Public Health - Bloomington*
- Glecker, Wendy, *Adjunct Lecturer in Kinesiology*
- Goetze, Desiree, M.P.H. (*Indiana University, 2003*), *Research Associate in Applied Health Science*
- Goldsmith, Evelyn S., Ed.D. (*Indiana University of Pennsylvania, 1987*), *Academic Specialist in the School of Public Health - Bloomington*
- Goodman, Robert M., Ph.D. (*University of North Carolina, 1987*), *Professor in Applied Health Science*
- Gray Cara N., M.S. (*Indiana University, 2007*), *Visiting Lecturer in Recreation, Park, and Tourism Studies*
- Grizz, William, M.B.A. (*Indiana Wesleyan University, 2005*), *Adjunct Lecturer in Applied Health Science*
- Grove, Catherine A., Ph.D. (*University of Missouri, 1990*), *Clinical Professor in Kinesiology; and Athletic Trainer*
- Hackerd, Jeremy L., M.A. (*IUPUI, 2006*), *Visiting Research Associate in Recreation, Park, and Tourism Studies*
- Hale, Brendon, Ph.D. (*Indiana University, 2007*), *Visiting Research Associate in Kinesiology*
- Hamed, Ahmed, M.S.C. (*Indiana University, 2005*), *Visiting Research Associate in Kinesiology*
- Hamm, Gwendolyn Ann, M.S. (*Indiana University, 1972*), *Associate Professor in Kinesiology*
- Harrell, John R., M.S. (*Butler University, 1963*), *Adjunct Lecturer in Kinesiology*
- Haskell, Guy, Ph.D. (*Indiana University, 1985*), *Adjunct Lecturer in Kinesiology*
- Hawkins, Barbara A., Re.D. (*Indiana University, 1979*), *Professor in Recreation, Park, and Tourism Studies*
- Heitner, Darren A., J.D. (*University of Florida, 2010*), *Adjunct Lecturer in Kinesiology*
- Henson, Phillip L., Ph.D. (*Indiana University, 1976*), *Clinical Assistant Professor in Kinesiology*
- Herbenick, Debra L., Ph.D. (*Indiana University, 2007*), *Assistant Research Scientist in Applied Health Science*
- Hocevar, Barbara A., Ph.D. (*Case Western Reserve University, 1993*), *Associate Professor in Environmental Health*
- Holmes, Cheryl H., M.S. (*Indiana University, 1990*), *Adjunct Lecturer in Applied Health Science*
- Holtkamp, Shayla L., M.P.H. (*Indiana University, 2007*), *Adjunct Lecturer in Applied Health Science*
- Holton Eric R., M.S. (*Florida State University, 2003*), *Research Associate in Kinesiology*
- Hong, S. Lee, Ph.D. (*The Pennsylvania State University, 2007*), *Assistant Professor in Kinesiology*
- Huber, Lesa, Ph.D. (*University of Nebraska, 1989*), *Clinical Assistant Professor in Applied Health Science*
- Huntoon, Ann, M.A. (*West Virginia University, 1992*), *Adjunct Lecturer in Kinesiology*
- Hurst, Bryan, R., B.S. (*Indiana University, 2008*), *Research Associate in Kinesiology*
- Ishimatsu, Jasataka, *Adjunct Lecturer in Kinesiology*
- James, Julie Ann, M.S. (*Indiana University, 2004*), *Adjunct Lecturer in Applied Health Science*
- Jamieson, Lynn, Re.D. (*Indiana University, 1980*), *Professor in Recreation, Park, and Tourism Studies*
- Johnson, Makenzie, A., *Adjunct Lecturer in Kinesiology*
- Johnston, Jeanne, Ph.D. (*Indiana University, 2006*), *Assistant Professor in Kinesiology*
- Jones, Aaron, M.P.H. (*Indiana University, 2006*), *Research Associate in Applied Health Science*
- Jun, Mi Kung, Ph.D. (*Ewha Womans University, Seoul [Korea], 1998*), *Research Associate and Statistician in Applied Health Science*
- Kamendulis, Lisa, M., Ph.D. (*University of New Mexico, 1994*), *Associate Professor in Environmental Health*
- Karagianis, Anthony, B.A. (*Indiana University, 2009*), *Adjunct Lecturer in Kinesiology*
- Kay, Noy, H.S.D. (*Indiana University, 1987*), *Clinical Associate Professor in Applied Health Science*
- Keller, Jessica, A., *Adjunct Lecturer in Kinesiology*
- Kelly, Patrick, M.S. (*Indiana University, 2006*), *Academic Specialist in Kinesiology*
- Kessler, Robert G., M.S. (*Indiana University, 1999*), *Academic Specialist; Curriculum and Physical Activity Coordinator in Kinesiology*
- Kim, DaeYeon, M.A. (*Indiana University, 2011*), *Adjunct Lecturer in Kinesiology*
- Kim, Kiboum, Ph.D. (*University of Utah, 2009*) *Post Doctoral Fellow in Recreation, Park and Tourism Studies*
- King, Rosemary A., M.P.H. (*East Tennessee State University, 1988*), *Research Associate in Applied Health Science*

- Kingma, Jaclynn J., M.S. (*A.T. Still University, 2000*), *Adjunct Lecturer in Kinesiology*
- Kitano, Koichi, Ph.S. (*Indiana University, 2011*), *Visiting Lecturer in Kinesiology*
- Klaunig, James E., Ph.D. (*University of Maryland, 1980*), *Professor in Environmental Health*
- Klein, Keith K., B.S. (*Indiana University, 1966*), *Adjunct Lecturer in Kinesiology*
- Klossner, Joanne C., Ph.D. (*Indiana University, 2004*), *Clinical Assistant Professor in Kinesiology*
- Knapp, Douglas H., Ph.D. (*Southern Illinois University, 1994*), *Associate Professor in Recreation, Park, and Tourism Studies*
- Knapp, Julia S., Ph.D. (*Indiana University, 2000*), *Clinical Assistant Professor in Recreation, Park, and Tourism Studies*
- Kobow, Margaret A., M.S. (*Indiana University, 2003*), *Adjunct Lecturer in Kinesiology*
- Koceja, David M., Ph.D. (*Indiana University, 1989*), *Professor and Chair in Kinesiology*
- Kojima Kosuke, M.S. (*Tokyo Metropolitan University, 2004*), *Visiting Research Associate in Kinesiology*
- Kugler, Roger L., B.A. (*Ohio University*), *Adjunct Lecturer in Kinesiology*
- Kyles, Walter C., *Adjunct Lecturer in Kinesiology*
- Laughlin, Catherine M., H.S.D. (*Indiana University, 1998*), *Clinical Associate Professor and Associate Chair in Applied Health Science*
- Lay, Mary, M.P.H. (*Indiana University, 1987*), *Research Associate in Applied Health Science*
- Le Beau, David, B.A. (*Indiana University, 1972*), *Adjunct Lecturer in Kinesiology*
- Lee, Victoria S., B.A. (*Indiana University, 2005*), *Adjunct Lecturer in Kinesiology*
- Liddle, Jeff B., M.S. (*SUNY-College at Cortland, 1989*), *Part-time Lecturer in Recreation, Park, and Tourism Studies*
- Lim, Choong Hoon, Ph.D. (*University of Maryland, 2007*), *Assistant Professor in Kinesiology*
- Lin, Hsien-Chang, Ph.D. (*The University of Michigan, 2010*), *Assistant Professor in Applied Health Science*
- Lincoln, Margaret E., M.S.Ed. (*Northern Illinois University, 1989*), *Part-time Lecturer in Recreation, Park, and Tourism Studies*
- Lindeman, Alice K., Ph.D. (*Syracuse University, 1986*), *Associate Professor in Applied Health Science*
- Lion, Margaret, M.S. (*Indiana University, 1989*), *Lecturer in Kinesiology*
- Lohrmann, David, Ph.D. (*University of Michigan, 1981*), *Professor and Interim Chair in Applied Health Science*
- Luiselli, Claudio, B.A. (*Indiana University, 2006*), *Adjunct Lecturer in Kinesiology*
- Macy, Jonathan T., Ph.D. (*Indiana University, 2006*), *Assistant Professor Applied Health Science*
- Marsischky, Gerald W., M.S. (*Illinois Institute of Technology, 1959*), *Adjunct Lecturer in Applied Health Science*
- Marten, Dominic J., DIPL. (*Bath Technical College, 1987*), *Part-time Lecturer in Recreation, Park, and Tourism Studies*
- McCloskey, Laura A., Ph.D. (*The University of Michigan, 1986*), *Professor in Applied Health Science*
- McCormick, Bryan P., Ph.D. (*Clemson University, 1993*), *Professor and Chair in Recreation, Park, and Tourism Studies; Interim Chair in Environmental Health*
- McCormick, Christy, M.S. (*Indiana University, 2006*), *Research Associate, Eppley Institute for Parks and Public Lands*
- Mc Kinney, Thomas, M.S. (*Indiana University, 1975*), *Adjunct Lecturer in Kinesiology*
- Meyerson, Beth E., Ph.D. (*Saint Louis University, 2002*), *Associate Professor in Kinesiology*
- Mickelborough, Timothy, Ph.D. (*Colorado State University, 2000*), *Associate Professor in Kinesiology*
- Middlestadt, Susan E., Ph.D. (*University of California, 1979*), *Associate Professor in Applied Health Science*
- Miller, K. Michelle, M.S. (*Indiana University, 1996*), *Senior Clinical Lecturer in Kinesiology*
- Miller, Todd, B.S. (*Indiana University, 2002*), *Adjunct Lecturer in Kinesiology*
- Mishler, Nathan M., M.A. (*Indiana University, 2007*), *Adjunct Lecturer in Kinesiology*
- Mitchell, Larry J., *Adjunct Lecturer in Kinesiology*
- Morgan, Robert G., M.A. (*Marshall University, 1973*), *Lecturer in Kinesiology*
- Moser, Emma L., M.A. (*The University of Georgia, 2009*), *Research Associate in Kinesiology*
- Mousavi, Amir, B.S. (*Indiana University, 2004*), *Adjunct Lecturer in Applied Health Science*
- Mowatt, N. Rasul, Ph.D. (*University of Illinois, 2006*), *Assistant Professor in Recreation, Park, and Tourism Studies*
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