

Accreditation & Licenses

The School of Public Health-Bloomington is accredited by the Council on Education for Public Health (CEPH). All academic programs offered by the School fall under this accreditation. Many programs are also accredited by additional accrediting bodies. 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 Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- The Bachelor of Science in Applied Health Science degree program with a major in Health Education-Secondary Teacher Preparation is accredited by the State of Indiana Department of Education. This program accreditation is a prerequisite to Indiana University's accreditation by the National Council for Accreditation of Teacher Education (NCATE). The Committee on Teacher Education in the School of Education provides faculty oversight of both the program and university accreditation. Successful completion of a state accredited degree program is required to earn teacher licensure in the State of Indiana.
- The Bachelor of Science in Applied Health Science degree program with a major in Human Development and Family Studies is an approved program of the National Council on Family Relations (NCFR) as a Certified Family Life Education (CFLE) program.
- The core curriculum for Bachelor of Science in Recreation degree program is accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT).
- The Master of 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.

Contact Information

[School of Public Health - Bloomington](#)
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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 (CEPH), the accrediting body for schools of public health, approved a request to begin the accreditation process for the School of Public Health - Bloomington. The school became fully accredited on July 1, 2015. 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.

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 and Occupational Health; the Department of Epidemiology and Biostatistics; the Department of Kinesiology, and the Department of Health & Wellness Design. Several research and service centers operate within these units.

The School of Public Health indicates that for each of its majors it has created a "curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity."

These concepts are first introduced within each SPH 150 "Introduction to Public Health" course that is required of all majors, and then are continued throughout the curriculum and in each major's internship or culminating experience. School of Public Health's current method for satisfying the shared goal requirement meets or exceeds the proposed outcomes. School of Public Health has a specialized accreditation through the Council on Education for Public Health (CEPH) <https://ceph.org/assets/2016.Criteria.pdf> that has a specific component addressing Diversity that can be found on page 44, section "G1. Diversity and Cultural Competence (SPH and PHP)" of the PDF.

Specialized information regarding accreditation can be found on the Council on Education for Public Health website <https://ceph.org/>. Specifically, SPH graduates will address the following:

Knowledge

Students will:

1. Know about the social constructions of identities created through legal, cultural, political, and historical practices.
2. Know about social, political, and historical movements that shape and challenge systems of power, privilege, and oppression.

Analysis and Interpretive Skills

Students will:

1. Be able to identify, analyze, and evaluate the ways in which individuals and groups in the US have unequal experiences, access to opportunity, or life outcomes based on the intersections of race, gender, social class, citizenship, (dis)ability,

indigeneity, sexual orientation, religion and creed, or other dimensions of difference.

2. Acknowledge and affirm cultural practices and artifacts that represent the pasts, the present, and the self-determined futures of communities other than their own.

Intra- and interpersonal Skills

Students:

1. Will learn and employ communicative tools for the practice of civil discourse while seeking common ground in discussing concepts of diversity, inclusion, and equity.
2. Will cultivate a growth mindset of openness and tolerance and be willing to stretch beyond their comfort while learning about their position in relationship to others.

Mission

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

Values

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

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

Goals

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

Objectives by Goal

1. Cultivate and sustain an integrated multidisciplinary environment that facilitates excellence in research and creative activity, teaching, service, and community engagement.
 - Recruit and retain faculty qualified to support the school's academic programs.
 - Maintain fiscal stability supportive of initiatives that advance the school's mission.

- Facilitate the continuing professional development of faculty, staff, and students.
 - Recruit and retain a diverse faculty and staff.
 - Actively engage faculty and staff in the ongoing development and governance of the school and university.
 - Maintain technological resources that support research/creative activities, teaching, service and community engagement.
 - Maintain a physical learning environment to support research/creative activities, teaching, service and community engagement.
2. Educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health-related needs of individuals and communities.
 - Offer curricula that promote integrated multidisciplinary approaches to public health.
 - Ensure that students across all degree programs complete coursework that includes a basic understanding of the core concepts of public health.
 - Recruit and retain a diverse student body.
 - Engage students in community-based initiatives and/or laboratory-based experiences to enhance their ability to address contemporary health challenges.
 - Achieve optimal graduation rates across all degree programs.
 - Provide advising and career services to support optimal job placement rates within 12 months of graduation.
 3. Conduct, disseminate, and translate research and creative activity to advance knowledge and health worldwide.
 - Conduct and disseminate research and creative activity.
 - Demonstrate success in acquiring extramural funding for research and creative activity.
 - Conduct research and creative activity in partnership with community organizations and institutions.
 - Conduct research and creative activity in partnership with other academic institutions both domestically and abroad.
 - Maintain internal funds that support the development of faculty and students in the area of research and creative activity.
 - Conduct research focused on Indiana-specific health issues.
 - Conduct research and creative activity in ways that are interdisciplinary.
 4. Improve the health of people in Indiana and beyond through community-focused and participatory initiatives.
 - Deliver continuing education to the public health workforce.
 - Evaluate the needs of Indiana's public health workforce.
 - Sustain community-academic partnerships designed to enhance the capacity of Indiana's public health workforce.

- Engage faculty, staff, and students in service to community-based organizations.
- Deliver health enhancing programs to communities throughout Indiana.
- Enhance global health through partnerships with other academic institutions and organizations outside the U.S.

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 24 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, Taekwondo, T'ai Chi Ch'uan or Brazilian Jiu-jitsu and must attain black belt proficiency or the equivalent in at least one of the martial arts.

Admission

Most students pursue the Certificate in Martial Arts while completing a baccalaureate degree. However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University at <http://admissions.indiana.edu/>.

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Certificate in Martial Arts program should contact the director of the certificate program, Patrick Kelly, to become admitted.

Patrick Kelly
 Director, Martial Arts
 Department of Kinesiology
 School of Public Health - Bloomington
 SPH 296 A
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-4143
pkelly@iu.edu

Students will be notified of the admission decision by Mr. Kelly.

Certificate Requirements

Students pursuing this certificate program must complete the 23 credit hours prescribed below with a minimum grade of C or higher in courses used to satisfy the requirements of this certificate. Students must also have an overall IU cumulative GPA of at least 2.0 to earn this certificate. The Pass/Fail option is not permitted for any certificate courses.

Required Core (14 cr.):

Complete each of the following courses:

- SPH-I 119 Personal Fitness (3 cr.)
- SPH-I 145 Introduction to the Martial Arts (2 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.) **+N&M**
- SPH-K 485 Practicum in Physical Education and Athletics (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)

Specialization (5 cr.):

Complete one of the 5-credit groups below:

- SPH-I 147 Hapkido (1 cr.)
- SPH-I 247 Intermediate Hapkido (1 cr.)
- SPH-I 347 Advanced Hapkido (1 cr.)
- SPH-I 447 Advanced Hapkido II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 150 Tae Kwon Do (1 cr.)
- SPH-I 250 Tae Kwon Do-Intermediate (1 cr.)
- SPH-I 350 Advanced Tae Kwon Do (1 cr.)
- SPH-I 450 Advanced Tae Kwon Do II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 148 T'ai Chi Ch'uan (1 cr.)
- SPH-I 248 Intermediate T'ai Chi Ch'uan (1 cr.)
- SPH-I 348 T'ui Shou (Push Hands) (1 cr.)
- SPH-I 448 T'ai Chi Ch'uan Sword (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)
- SPH-I 140 Beginning Brazilian Ju-jitsu (1 cr.)
- SPH-I 240 Intermediate Brazilian Ju-jitsu (1 cr.)
- SPH-I 340 Advanced Brazilian Ju-jitsu (1 cr.)
- SPH-I 100 Advanced Brazilian Ju-jitsu II (1 cr.)
- SPH-I 445 Independent Study in the Martial Arts (1 cr.)

Note: Among the requirements for completion of SPH-I 445 or I 100 Independent Study in the Martial Arts is evidence of the following: black belt or equivalent; training in CPR, first aid, or athletic training emergency care.

Additional Area I (1 cr.):

Complete 1 credit hour from the following courses in an area different from your specialization:

- SPH-I 103 Archery (1 cr.)
- SPH-I 127 Fencing: Foil or German Longsword (1 cr.)
- SPH-I 140 Brazilian Jujitsu (1 cr.)
- SPH-I 143 Modern Arnis (1 cr.)
- SPH-I 146 Jeet Kune Do Concepts (1 cr.)
- SPH-I 147 Hapkido (1 cr.)
- SPH-I 148 T'ai Chi Ch'uan (1 cr.)

- SPH-I 149 Judo (1 cr.)
- SPH-I 150 Tae Kwon Do (1 cr.)
- SPH-I 151 Self Defense (1 cr.)
- SPH-I 152 Japanese Jujitsu (1 cr.)
- SPH-I 153 Aikido (1 cr.)
- SPH-I 157 Escrima (1 cr.)

Additional Area II (1 cr.):

Complete 1 credit hour from the following courses:

- SPH-I 100 Techniques of Stress Reduction (1 cr.)
- SPH-I 144 Chi Gong (1 cr.)
- SPH-I 190 Yoga I (1 cr.)

Martial Arts Certificate Electives (3 cr.):

Complete any 3 additional credit hours from the following lists of courses :

Consult with Patrick Kelly when selecting courses.

Fitness:

- SPH KSPH-K 319 Physical Activity/Exercise Leadership (3 cr.) (P: SPH-K 205 or ANAT-A 215, SPH-K 216)
- SPH-K 280 Principles of Athletic Training and Emergency Care (2 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 416 Fitness Management (3 cr.)
- SPH-K 417 Physical Activity and Disease (3 cr.) (P: P409)
- SPH-K 419 Fitness Testing and Interpretation (3 cr.) (P: K 409)
- SPH-K 420 Exercise Leadership for Special Populations (3 cr.) (P: K 409, K 419)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #
- SPH-K 496 Lab Assisting or Field Experience in Kinesiology (3 cr.) #

Management:

- SPH-A 483 Principles of Sports Officiating (1 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.) #
- SPH-M 411 Legal Issues in Sport (3 cr.) (Recommended) (P: BUS-L 201)
- SPH-M 415 Sport Promotions & Public Relations (3 cr.) #
- SPH-M 418 Sport Marketing (3 cr.) (Recommended) (P: BUS-M 300) #
- SPH-R 230 Recreational Sports Programming (3 cr.)

Science:

- SPH-K 385 Practicum in Adapted Physical Activity (1-2 cr.) #
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Activity (3 cr.)
- SPH-K 409 Basic Exercise Physiology (3 cr.) (P: PHSL-P 215)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #

- SPH-K 497 Internship to Exercise Science (3 cr.) #

Socio/Psychology:

- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 492 Research in Kinesiology (1-3 cr.) #
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 Sport in American Society

Special Opportunities

We offer students the opportunity to apply the theoretical and practical aspects of the martial arts while providing a service to the public/community through internships with Indiana University, local independently owned businesses, clubs, local schools, and care centers. Our students have access to several newly upgraded training sites within the SPH Building and the SRSC through credit hour instruction and Club Sports programs.

Careers

Undergraduate students who are interested in pursuing a career in physical education, recreation, sport management, law enforcement, performing arts, 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, YMCA's, and pursue stunt/action performance work in the entertainment industry.

Certificate in Safety Management

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

Description of Program

The undergraduate Safety Management Certificate Program at Indiana University allows individuals to acquire a 24 hour certificate in Safety Management. To be awarded the certificate, individuals must complete 24 hours which includes a 15 hour core of designated safety management courses and an additional 9 hour block of designated courses from one of three concentrations. These concentrations are Health Care, Homeland Security, and Process Safety Education. Students electing to complete a Certificate in Safety Management must initiate this process by signing up with a designated safety faculty member responsible for advising those seeking a certificate in Safety Management within the Department of Applied Health Science.

Student consumer information about this program may be found at: <http://apps.ussu.iu.edu/disclosures/?plan=BL01.15.0701>.

Admission

Most students pursue the Certificate in Safety Management while completing a baccalaureate degree. However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may

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

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Safety Management program should contact:

Jim Sizemore
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C002
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
sizemor@indiana.edu

Students will be notified of the admission decision by Mr. Sizemore.

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 completed credit hours as prescribed below.
- A minimum 2.0 cumulative grade point average (GPA) in courses used to satisfy the requirements of this certificate.
- A minimum 2.0 overall IU cumulative grade point average (GPA).
- No Pass/Fail courses are allowed.

Required Health and Safety Courses (15 cr.)

Complete each of the following courses:

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

Concentration Courses (9 cr.)

Select and complete one of the following three concentrations:

Healthcare (9 cr.)

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

Homeland Security (9 cr.)

- SPH-S 302 Introduction to Homeland Security (P: 9 cr. 200 Level SPH-S courses) (3 cr.)
- SPH-S 336 Emergency Management (P: SPH-S 302) (3 cr.)

- SPH-S 365 Security Issues for the Safety Professional (P: SPH-S 302) (3 cr.)

Process Safety Education (9 cr.)

- SPH-S 354 Hazardous Material and Waste Control (P: 6 cr. SPH-S courses or instructor approval) (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene (P: SPH-S 201; CHEM-C 102) (3 cr.)
- SPH-S 411 Industrial Hygiene Sampling and Analysis (P: SPH-S 410) (3 cr.)

Special Opportunities

Students have the opportunity to participate in professional safety and health protection organizations including student chapters of Eta Sigma Gamma and the American Society of Safety Engineers.

Careers

According to a recent survey of American Society of Safety Engineers members, the largest employer groups are insurance, service industries, health care, business, public safety, and nonprofit organizations such as the Red Cross. Typical jobs include safety technician, safety inspector, safety educator or emergency responder.

Certificate in Underwater Resource Management

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

Description of Program

The curriculum in Underwater Resources Management (URM) emphasizes research, education, and interpretation of underwater resources with emphasis on park development, management, and sustainable use of significant submerged cultural and biological resources. The URM certificate program requires a minimum of 24 credit hours with the scuba skill development courses offered by the Academic Diving Program in the Department of Kinesiology, and underwater park development courses offered in the Department of Health & Wellness Design.

Admission

Most students pursue the Certificate in Underwater Resource Management while completing a baccalaureate degree. However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University at <http://admit.indiana.edu/>.

Indiana University students wishing to add this certificate their existing academic objective must have a minimum 2.0 cumulative GPA for certificate program admission. All students interested in applying for admission to the Certificate in Underwater Resource Management program should:

- print and complete an [application](#).
- write a letter of intent, explaining why you wish to pursue the certificate.
- submit these items to

- Charles Beeker
Academic Diving Program/Underwater Science Program
Indiana University
Department of Kinesiology
School of Public Health - Bloomington
1025 East 7th Street, SPH 058
Bloomington, IN 47405

Phone: (812) 855-5748
E-mail: scuba@indiana.edu
Web: www.indiana.edu/~scuba

Students will be notified of the admission decision by Charles Beeker.

Certificate Requirements (24 cr.)

Students pursuing this certificate program must successfully complete 24 credit hours as prescribed below with a minimum 2.0 cumulative GPA in courses used to satisfy the requirements of this certificate. Students must also have an overall IU cumulative GPA of at least 2.0 to earn this certificate. 18 of the 24 certificate credits must consist of courses within the School of Public Health. No courses for this certificate may be taken under the Pass/Fail Option.

Field Study Requirement (3 cr.)

Complete one of the following courses:

- BIOL-L 433 Tropical Biology (3 Cr)
- SPH-K 492 Research in Kinesiology (3 Cr)

Diving and Research Courses (minimum 6 cr.)

Complete a minimum of 6 credits from the following courses:

- EAS-E 341 Natural History of Coral Reefs (3 Cr)
- SPH-I 370 SCUBA Certification (3 Cr)
- SPH-I 371 Advanced SCUBA (3 Cr)
- SPH-I 471 Underwater Archeology Techniques (3 Cr)

Certificate Electives

Complete courses from below so that the total of credits from below and above reaches at least 24 credits.

SPH Health & Wellness Design Courses Related to Resource Management

- SPH-R 220 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 Cr)
- SPH-O 244 Natural History and Field Ecology (3 Cr)
- SPH-O 279 Outdoor Adventure Education (3 Cr)
- SPH-O 305 Integrated Resource Management (3 Cr)
- SPH-O 310 Ecosystem Management (3 Cr)

SPH KINESIOLOGY Academic Diving Program

- SPH-I 270 Introduction to Scuba (2 Cr)
- SPH-I 272 Scuba Knowledge Development (1 Cr)
- SPH-I 370 Scuba Certification (2 Cr)
- SPH-I 371 Advanced Scuba (3 Cr)
- SPH-I 470 Diver Safety and Rescue (3 Cr)
- SPH-K 372 Scientific Diver Certification (3 Cr)
- SPH-K 472 Professional Diver Development (3 Cr)
- SPH-K 496 Internship in Kinesiology (3 Cr)

SPEA Courses Related to Environmental Management of Water Resources

- SPEA-E 183 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)

COLL Anthropology Courses Related to Underwater Archaeology

- ANTH-A 399 Honors Tutorial (3 Cr)
- ANTH-P 330 Historical Archaeology (3 Cr)
- ANTH-P 399 Undergraduate Seminar (3 Cr)
- ANTH-A 401 Cultural Resource Management (3 Cr)
- ANTH-P 409 Archaeological Ethics (3 Cr)
- ANTH-X 476 Anthropology: Museum Practicum (1-4 Cr)
- ANTH-X 490 Individual Readings in Anthropology (1-4 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.

Acceptable Human Development and Family Studies Professional Electives

Professional Electives for Human Development and Family Studies Students

To customize their major, students are required to take 12 credits of related professional electives from the list below. Of these, 9 credits must be at the 300/400-level. A minimum grade of C- is required for each course.

School of Public Health Options (preferred):

SPH-B310 Health Care in Diverse Communities
SPH-B315 Health in the Later Years
SPH-B335 Aging, Health, and Diverse Populations

SPH-B350 Seminar in Public Health Education
 SPH-B354 Multidisciplinary Perspectives in Gerontology
 SPH-B366 Community Health
 SPH-B403 Public Health Program Planning
 SPH-B416 Introduction to Health Counseling
 SPH-E311 Introduction to Epidemiology
 SPH-F180 Survey and Practice with Youth and Families
 SPH-F330 Leadership Theory and Practice in Youth Development
 SPH-F341 Effects of Divorce on Children (*if not completed for major*)
 SPH-F350 Topical Seminar in HDFS
 SPH-F410 Positive Youth Development
 SPH-F457 Stress & Resilience in the Family (*if not completed for major*)
 SPH-H150 Children's Health Up to Age 5
 SPH-H160 First Aid and Emergency Care
 SPH-H172 International Health and Social Issues
 SPH-H174 Prevention of Violence in American Society
 SPH-H180 Stress Prevention and Management
 SPH-H220 Death and Dying
 SPH-H235 Obesity and Health
 SPH-H263 Personal Health
 SPH-H305 Women's Health
 SPH-H306 Men's Health
 SPH-H315 Consumer Health
 SPH-H318 Drug Use in American Society
 SPH-H319 Global Health Promotion
 SPH-H320 Nature of Cancer
 SPH-H326 AIDS and Other Sexually Transmitted Diseases
 SPH-H334 Heart Health and Diabetes
 SPH-H350 Topical Seminar in Health Education
 SPH-H351 Complementary & Alternative Approaches to Health
 SPH-H418 The Nature of Addiction
 SPH-H464 Coordinated School Health Programs
 SPH-K290 Movement Experiences for Preschool and Elementary School Children
 SPH-K342 Foundations of Physical Activity Instruction for Older Adults
 SPH-K360 Determinants of Successful Active Aging
 SPH-K398 Adapted Physical Activity
 SPH-K405 Exercise and Sport Psychology
 SPH-K422 Programming for Age Related Medical Considerations
 SPH-N220 Nutrition for Health
 SPH-P309 Public Health Administration
 SPH-R142 Living Well
 SPH-R210 Inclusion in Recreation, Parks, and Tourism
 SPH-S101 Introduction to Safety
 SPH-S151 Legal Aspects of Safety

College of Arts and Sciences Options:

AAAD-A210 Black Women in the Diaspora
 AAAD-A425 The Black Family in 20^t Century Rural America
 AMST-A202 U.S. Arts and Media **A&H**
 CJUS-P100 Introduction to Criminal Justice
 CJUS-P200 Theories of Crime and Deviance
 CJUS-P290 The Nature of Inquiry
 CJUS-P300 Topics in Criminal Justice
 CJUS-P301 Police in Contemporary Society
 CJUS-P302 Courts and Criminal Justice
 CJUS-P303 Corrections and Criminal Justice
 CJUS-P304 Probation and Parole

CJUS-P306 Drugs, Society, and Justice
 CJUS-P308 Gender and Crime
 CJUS-P312 Child Maltreatment and the Law
 CJUS-P314 Law and Social Science
 CJUS-P320 Foundations of Criminal Investigation
 CJUS-P340 Law and Society: Cross-Culture Prospective
 CJUS-P360 Psychology and the Law
 CJUS-P370 Criminal Law
 CJUS-P371 Criminal Procedure
 CJUS-P375 American Juvenile Justice System
 CJUS-P380 Dispute Management
 CJUS-P381 History of Social Control in the United States
 CJUS-P411 Criminal Justice Management
 CJUS-P412 Sex, Drugs, AIDS, and Criminal Law
 CJUS-P414 Adolescents and the Law
 CJUS-P419 Race, Class, and Crime
 CJUS-P420 Violence in the Black Community
 CJUS-P423 Sexuality and the Law
 CJUS-P425 Women and the Criminal Justice System
 CJUS-P457 Seminar on White Collar Crime
 CJUS-P460 Public Control of Deviant Behavior
 CJUS-P461 Lethality: Homicide and Self-Destruction
 CJUS-P462 Child Abuse and Neglect
 CJUS-P493 Seminar in Criminal Justice
 GNDR-G101 Gender Culture and Society
 GNDR-G102 Sexual Politics
 GNDR-G206 Gay Histories, Queer Cultures
 GNDR-G215 Sex and Gender in Cross-Cultural Perspective
 GNDR-G335 Explaining Sex/Gender Differences
 HIST-H231 Women, Men, and Family in History
 PSY-P303 Health Psychology
 PSY-P304 Social Psychology & Individual Differences
 PSY-P319 The Psychology of Personality
 PSY-P323 Industrial/Organizational Psychology
 PSY-P324 Abnormal Psychology
 PSY-P325 Psychology of Learning
 PSY-P327 Psychology of Motivation
 PSY-P329 Sensation and Perception
 PSY-P335 Cognitive Psychology
 PSY-P425 Behavior Disorders of Childhood and Adolescence
 SOC-S210 The Economy, Organizations, and Work
 SOC-S215 Social Change
 SOC-S217 Social Inequality
 SOC-S230 Society and the Individual
 SOC-S302 Organizations in Society
 SOC-S305 Population
 SOC-S308 Global Society
 SOC-S312 Education and Society
 SOC-S313 Religion and Society
 SOC-S315 Work in the New Economy
 SOC-S317 Social Stratification
 SOC-S320 Deviance, Conformity, and Social Control
 SOC-S321 Sexual Diversity
 SOC-S324 Sociology of Mental Illness
 SOC-S326 Law and Society
 SOC-S329 Women and Deviance
 SOC-S335 Race and Ethnic Relations
 SOC-S338 Sociology of Gender
 SOC-S344 Sociology of Childhood
 SOC-S358 Social Inequalities in Health
 SOC-S365 Health and Society
 SOC-S422 Constructing Sexuality

School of Education Options:

EDUC-E330 Infant Learning Environments
 EDUC-E335 Introduction to Early Childhood Education
 EDUC-F203 Child & Adolescent Mental Health in Applied Settings

(variable-topic course: only this topic)

EDUC-G203 Communication for Youth Serving Professionals

EDUC-G204 Asian American Mental Health

EDUC-G206 Introduction to Counseling Psychology

EDUC-G207 Introduction to Student-Athlete Counseling

EDUC-G208 Prevention of Adolescent Risk Behavior

EDUC-G302 Counseling with Youth

EDUC-G310 Addictions Counseling

EDUC-G352 Counseling for Career Issues

EDUC-G355 Positive Psychology

EDUC-G375 Multicultural Skills

EDUC-K205 Introduction to Exceptional Children

EDUC-K343 Education of the Socially & Emotionally Disturbed I

EDUC-P313 Adolescents in a Learning Community

EDUC-P403 Child & Adolescent Trauma in Applied Settings

EDUC-P 404, Behavioral Management in Youth

EDUC-P465 Childhood Socialization

School of Public and Environmental Affairs Options:

SPEA-V160 National and International Policy

SPEA-V161 Urban Problems and Solutions

SPEA-V221 Nonprofit and Voluntary Sector

SPEA-V263 Public Management

SPEA-V362 Nonprofit Management and Leadership

SPEA-V366 Managing Behavior in Public Organizations

SPEA-V373 Human Resource Management

SPEA-V432 Labor Relations in the Public Sector

SPEA-V435 Negotiations and Alternative Dispute Resolution

SPEA-V436 Comm. for Gov. and Nonprofit Organizations

SPEA-V450 Contemporary Issues in Public Affairs

SPEA-V462 Community Development

SPEA-V463 Interpersonal Relations in the Workplace

School of Social Work Options:

SWK-S102 Understanding Diversity in a Pluralistic Society

SWK-S141 Introduction to Social Work

SWK-S221 Human Growth & Dev. in the Social Environment

SWK-S300 Selected Topics in Social Work

SWK-S322 Small Group Theory and Practice

SWK-S352 Social Welfare Policy and Practice

Pre-healthcare profession students: please see the academic advisor for course substitutions in professional electives.

Acceptable Safety Professional Electives

Professional Electives for Safety Students

The following list of department codes and course numbers are three-credit courses which may count toward the 15 required credits in safety professional electives. 12 of the 15 elective credits must be at the 300/400 level.

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

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

School of Public Health - Bloomington courses

SPH-H 160 (take SPH-H160 if not certified in first aid), SPH-H 174 **+S&H** (if not taken as a requirement), SPH-H 180, SPH-H 305, SPH-H 306, SPH-H 311, SPH-H 318, SPH-H 401, SPH-H 404, SPH-H 460, SPH-H 494; SPH-R 142 **+S&H**, SPH-R 201, SPH-R 202, SPH-R 301, SPH-R 302, SPH-R 401; SPH-S 217, SPH-S 255 (if not taken as a requirement), SPH-S 350, SPH-S 352, SPH-S 354, SPH-S 370, SPH-S 425, SPH-S 430, SPH-S 491, SPH-S 492, SPH-V 241.

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

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

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

- SPEA-E 272 Introduction to Environmental Sciences **+S&H**
- SPEA-E 375 Techniques of Environmental Science
- SPEA-E 410 Introduction to Environmental Toxicology
- SPEA-E 431 Water Supply and Wastewater Treatment
- SPEA-E 451 Air Pollution and Control
- SPEA-E 452 Solid and Hazardous Waste Management or other courses in environmental science and health approved by a SPEA faculty advisor
- SPEA-H 316 Environmental Health

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

- BUS-A 200 Foundations of Accounting
- BUS-K 201 The Computer in Business
- BUS-L 201 Legal Environment of Business **+S&H** (P: Soph or honors freshman)

- BUS-F 300 Introduction to Financial Management (P: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-G 300 Introduction to Managerial Economics and Strategies
- BUS-M 300 Introduction to Marketing (P or C: BUS-A 200 or BUS-A 100/ BUS-A 201-202)
- BUS-P 300 Introduction to Operations Management (P: BUS-K 201, BUS-A 200)
- BUS-Z 302 Managing and Behavior in Organizations or J306 Strategic Management and Leadership

Labor Studies:

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

Psychology Minor

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

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

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

Description of Program

The Bachelor of Science in Applied Health Science, Dietetics, major at Indiana University is an ACEND-accredited four-year undergraduate degree that prepares students for careers as Registered Dietitian Nutritionists (RDNs). A dietetics education is a broad, useful course of study aimed at promoting the health of individuals and communities. The curriculum involves nutrition science (including chemistry, biochemistry, physiology, and food science), medical nutrition therapy, food preparation, menu planning, communication, information technology, and management. Students who earn a BS in AHS, Dietetics, are eligible to apply to supervised practice or graduate school in the journey to become RDNs.

A **Registered Dietitian (RD)** or **Registered Dietitian/Nutritionist (RDN)** is the credentialed professional in the field of dietetics. There are four steps to becoming an RDN:

1. Obtain at least a bachelor's degree from an accredited university. As of January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become an RDN*.
2. Meet basic educational competencies established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)
3. Complete a supervised practice experience through an ACEND-accredited institution
4. Take and pass the national RD exam

A person who graduates from IU as an undergraduate dietetics major fulfills steps 1 and 2 at the same time and is eligible for step #3.

*Notice from the Commission on Dietetic Registration:

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In order to be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR's website: <https://www.cdrnet.org/graduatedegree>. In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates who successfully complete the ACEND-accredited Didactic Program in Dietetics at Indiana University are eligible to apply to an ACEND-accredited supervised practice program.

Admission

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

Before entering the School of Public Health - Bloomington as a dietetics major, students begin studies in the University Division, and then enter the major upon satisfying the following three admission criteria:

1. successfully complete at least 26 credit hours.
2. achieve a minimum 3.0 cumulative grade point average (GPA) at Indiana University.
3. complete CHEM-C 117 Principles of Chemistry and Biochemistry 1 **and** CHEM-C 127 Chemistry and Biochemistry Laboratory, each with a minimum grade of C.

Students in the University Division must declare their intention to major in dietetics to the University Division Records Office. If a student earns less than a 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits, has at least a 3.0 cumulative GPA, and has completed CHEM-C 117 and CHEM-C 127 with minimum grades of C.

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

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

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

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

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

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

Degree Requirements

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

- completion of general education requirements;
- completion of dietetics major requirements;
- a minimum of 120 successfully completed credit hours which count toward the degree program;
- a minimum 2.0 cumulative GPA;
- a minimum 2.0 cumulative GPA in courses used to complete the portions of this degree entitled: Dietetics Core and Additional Major Courses;
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2021-2022 General Education Bulletin](#) to view these requirements.

Major (94 cr.)

Dietetics Core (53 cr.)

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

Complete each of the following courses:

- SPH-N 120 Introduction to Foods (3 cr.)

- SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-N 301 Methods of Nutritional Assessment (3 cr.)
- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 321 Quantity Food Purchasing and Production (4 cr.) (See advisor for scheduling.)
- SPH-N 322 Management Systems in Dietetics (3cr.)
- SPH-N 325 Food Chemistry Laboratory (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Public Health Nutrition (3 cr.)
- SPH-N 401 Issues in Dietetics (1 cr.)
- SPH-N 416 Nutrition Counseling and Education (3cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)
- SPH-N 431 Medical Nutrition Therapy (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 433 Medical Nutrition Therapy Application (3 cr.)
- SPH-N 480 Mechanisms of Nutrient Action (3 cr.) **or** BIOL-L 312 Cell Biology (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

Additional Major Courses (41 cr.)

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

Complete each of the following courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) (minimum grade of C required for admission) **+N&M**
- CHEM-C 127 Chemistry and Biochemistry Laboratory I (2 cr.) (minimum grade of C required for admission) **+N&M**
- CHEM-R 340 Survey of Organic Chemistry (3 cr.) **or** CHEM-C 341 Organic Chemistry Lecture I (3 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- SPH-H 350 Writing in Public Health (3 cr.) **or** ENG-W 231 Professional Writing Skills (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.)
- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-Q 381 Introduction to Biostatistics (3 cr.) **or** MATH/PSY-K 300 Statistical Techniques (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.)
 PSY-P 101 Introductory Psychology (3 cr.)
 Arts and Humanities Elective /World Languages and Cultures Elective (3 cr.)
 CHEM-C 117 (3 cr.) and CHEM-C 127 (2 cr.) **or** CHEM-C 103 (5 cr.) **or** MATH-M 118 or M 119 (3 cr.)
 SPH-N 120 Introduction to Foods (3 cr.)

Spring Semester

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

Special Opportunities

Experiential and Service Learning: Courses cover the wide range of dietetics topics to forge a curriculum that enables the students to fulfill knowledge requirements established by ACEND. Experiential and service learning activities include food and food chemistry labs; nutrition counseling case studies and role play; planning and preparing special event meals; designing a research project; and running a Cooking Class for at-risk youth.

Faculty and Facilities: The diverse nutrition faculty provide a wide range of expertise in teaching and research. The program's location in the School of Public Health - Bloomington allows students and faculty to focus beyond nutrition to the areas of fitness, health, epidemiology, and environmental health. Facilities include teaching and research labs, technology-rich classrooms, recreational facilities, and outdoor spaces on a beautiful campus. Consistent volunteer and work opportunities exist on-campus with IU Athletics and IU Dining and at off-campus sites such as the local Boys and Girls Clubs, the Bloomington Community Orchard, Hoosier Hills Food Bank, the Campus Farm, and Meadowood Retirement Center.

Interprofessional Education: The program is an active participant in the TEACH! curriculum developed and implemented by the Indiana University Center for Interprofessional Practice and Education. Interprofessional Education activities are incorporated into four core dietetics courses.

Student Leadership: The Student Academy of Nutrition and Dietetics at IU (SANDIU) provides opportunities for student leadership and encourages seniors to mentor sophomores and juniors. SANDIU provides numerous opportunities for community nutrition outreach.

Outcomes: The IUB dietetics program has strong outcomes, with a 92% placement rate of alums into supervised practice programs and >95% one-year passage rate on the national RD exam since the year 2000.

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 Nutritionist (RDN). RDNs are the nationally and internationally recognized nutrition health care professionals.

RDNs may choose to work in clinical settings such as hospitals, long term 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 RDNs counsel individuals and groups on nutritional practices designed to prevent disease and promote health. Management RDNs 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 RDNs work in business, journalism, marketing, sports nutrition, and corporate wellness programs. Dietitians who enjoy research may prefer the food industry in which they can work in research and development of food products, services, or educational programs, or in major medical centers where clinical research is conducted. With advanced degrees, dietitians may pursue careers in dietetics education.

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

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

Description of Program

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:

- a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. *Academic Performance:* The applicant must either:
- possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a health education-secondary teacher preparation major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 30 credit hours.
2. minimum 2.0 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
- Meet one of the following testing criteria:
 - CASA: Reading 220 (test code 001); Math 220 (test code 002); Writing 220 (test code 003)
 - ACT: Composite score of at least 24 based on Math, Reading, Grammar, and Science (Sum of MA + RE + EN + SR scores divided by 4 = 24)
 - SAT: Combined score of at least 1100 based on Critical Reading and Math (Sum of VE + MA scores = 1100) Test taken prior to March 1, 2016
 - SAT: Combined score of at least 1170 based on Critical Reading and Math (Sum of VE + MA scores = 1170) Test taken on or after March 1, 2016
 - GRE: A score of at least 1100 based on Verbal and Quantitative prior to 8/1/11 OR a score of at least 301 based on Verbal and Quantitative on or after 8/1/11.

- Or hold a Master's degree or higher from an accredited institution.
- The Teacher Preparation-All Grade program requires enrollment or completion of EDUC-M 300, EDUC-P 254/M 201, and SPH-K 200 (Students who earn less than a grade of C in any of these courses must retake the course and earn a minimum grade of C before student teaching.)
- Minimum GPA of 2.5 in 12 credit hours of the student's major

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

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to a Provisional Teaching Certificate and the degree Bachelor of Science in Applied Health Science with an emphasis in school health education. Completion of at least 30 credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

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

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

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2019-2020 General Education Bulletin](#) to view these requirements.

Major (84 cr.)

Professional Health Core Courses (28 cr.)

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

Complete each of the following courses:

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

Professional Education Courses (Secondary—40 cr.)

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

Complete each of the following courses:

- EDUC-W 200 Using Computers in Education (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 Communication for Youth Serving Professionals (3 cr.) **+S&H**
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)
- SPH-H 352 Secondary School Health Curriculum and Strategies (3 cr.)
- SPH-H 353 Field Observation (1 cr.)
- SPH-H 452 Secondary School Health Instruction and Assessment (3 cr.)
- SPH-H 453 Microteaching Lab for Health Education (1 cr.)
- EDUC-M 420 Student Teaching Seminar (1 cr.)
- EDUC-M 480 Student Teaching (10-12 cr.)

Additional Required Courses (16 cr.)

Complete each of the following courses:

- SPH-B 250 Public Health Communication (3 cr.) **or** COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- MSCI-M 115 Introduction to Anatomy and Physiology (3 cr.) **+N&M**
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
- 1 credit selected from SPH-I courses or SPH-W courses (1 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.

Suggested Teacher Preparation Courses for the First-Year Student

Fall Semester

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

Spring Semester

COLL-P 155 Public Oral Communication (3 cr.)
 SPH-H 160 First Aid and Emergency Care (3 cr.)
 SPH-H 174 Prevention of Violence in American Society (3 cr.)

SPH-H 205 Introduction to Health Education (1 cr.)
 MATH-M 118 Finite Mathematics (3 cr.)
 Free Elective (3 cr.)

Special Opportunities

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

Careers

Graduates are prepared for teaching careers in middle and high schools. Prospects for employment are excellent, especially if the individual is willing to relocate. Since many school districts hire health teachers who also teach physical education, students in this major often complete the optional Cognate in Physical Education.

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

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

Description of Program

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a Bachelor of Science in Applied Health Science degree with a major in human development and family studies, will receive an offer of direct freshman admission to the this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:**The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --
or--
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:**The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a human development and family studies major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

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

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

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

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

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

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

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

student should consider completing English study in the student's home country. In addition, the student may consider delaying admission to a future session.

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major in human development and family studies. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of human development and family studies major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portion of this degree entitled: Human Development and Family Studies Major Courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2020-2021 General Education Bulletin](#) to view these requirements.

Major (72cr.)

Human Development and Family Studies Major Courses (48 cr.)

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

Complete the following courses:

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

Additional Required Courses (12 cr.)

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

Complete the following courses:

- SPH-B 250 Public Health Communication (3 cr.) **or** ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+S&H**
- SPH-Q 381 Introduction to Biostatistics (3 cr.) **or** equivalent statistics course
- SOC-S 100 Introduction to Sociology (3 cr.) **+S&H or** SOC-S 101 Social Problems and Policies (3 cr.) **+S&H**
- SOC-S 316 Sociology of the Family (3 cr.)

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

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

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

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

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

IUB GenEd Arts and Humanities (3 cr.)

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

SOC-S 100 Introduction to Sociology (3 cr.)

Free Elective (3 cr.) *Spring Semester* IUB GenEd Math Modeling (3 cr.)

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

SPH-F 255 Human Sexuality (3 cr.)

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

Free Elective (3 cr.)

Special Opportunities

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

Careers

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

health professionals, occupational or physical therapists, nurses, and doctors.

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

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

Description of Program

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a Bachelor of Science in Applied Health Science degree with a major in nutrition science, will receive an offer of direct freshman admission to the this program if the student meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of the student's high school graduating class.

Before entering the School of Public Health - Bloomington as a nutrition science major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in nutrition science to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted

on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

- completion of general education requirements.
- completion of nutrition science major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portions of this degree entitled: Nutrition Science Core, Specialization Courses, Life Sciences Courses, and Communication Course.

- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (91-93 cr.)

School Core (3 cr.)

Complete the following course with a minimum C– grade:

- SPH-B 150 Introduction to Public Health (3 cr.) +S&H (or equivalent)

Nutrition Science Core (78-79 cr.)

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

Complete each of the following courses:

- SPH-N 120 Introduction to Foods (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.) +N&M
- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 325 Food Chemistry Laboratory (3 cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)
- SPH-N 431 Medical Nutrition Therapy (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 492 Research in Nutrition/Dietetics (3 cr.) or SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- BIOL-L 112 Introduction to Biology: Biological Mechanisms (4 cr.) +N&M
- BIOL-L 113 Biology Laboratory (3 cr.)
- BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-M 250 Microbiology (3 cr.) or BIOL-M 200 Microorganism in Nature and Disease (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry 1 (3 cr.) +N&M
- CHEM-C 127 Chemistry and Biochemistry Laboratory 1 (2 cr.) +N&M
- CHEM-C 341 Organic Chemistry Lectures 1 (3 cr.)
- CHEM-C 342 Organic Chemistry Lectures 2 (3 cr.)
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-N 330 Intermediate Inorganic Chemistry (5 cr.) or CHEM-C 118 Principles of Chemistry and Biochemistry II (5 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.) +N&M
- PHSL-P 215 Basic Human Physiology (5 cr.) +N&M
- PHYS-P 201 General Physics I (5 cr.) +N&M or PHYS-P 221 Physics I (5 cr.)
- MATH-M 211 Calculus I (4 cr.) +N&M or MATH-M 119 Brief Survey of Calculus I (3 cr.) +N&M
- SPH-Q 381 Introduction to Biostatistics (3 cr.) or STAT-S 303 Applied Statistical Methods for the Life Sciences (3 cr.) or MATH-K/PSY-K/SPEA-K 300 Statistical Techniques (3 cr.) or MATH-K/PSY-K 310 Statistical Techniques (3 cr.) (3 cr.) or STAT-S 300 Introduction to Applied Statistical Methods (3 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)

Specialty Track (10-11 cr.)

A minimum grade of C– is required.

Complete one of following specialty tracks:

Specialty Track: Pre-Medicine (11 cr.)

A minimum grade of C– is required.

Complete each of the following three courses:

- CHEM-C 483 Biological Chemistry (3 cr.) (*recommended choice*) -or- CHEM-C 383 Human Biochemistry (3 cr.) -or- BIOT-T 440 Structure, Function, Regulation of Biomolecules (3 cr.)
- PHYS-P 202 General Physics II (5 cr.) +N&M or PHYS-P 222 Physics II (5 cr.)
- PSY-P 101 Introductory Psychology 1 (3 cr.)

Recommended but not required: Pre-Medicine

Recommended Electives (12 cr.)

- ENG-W 231 Professional Writing Skills (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) +A&H
- PSY-P 102 Introductory Psychology 2 (3 cr.) +S&H
- SOC-S 100 Introduction to Sociology (3 cr.) +S&H

Specialty Track: Pre-Dental (10-11 cr.)

A minimum grade of C– is required.

Complete each of the following three courses:

- BIOL-M 380 Microbiology of Infectious Disease (3 cr.) -or- BIOL-L 321 Principles of Immunology (3 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) -or- CHEM-C 483 Biological Chemistry (3 cr.) -or- BIOL-M 315 Microbiology Laboratory (2 cr.)
- PHYS-P 202 General Physics II (5 cr.) +N&M or PHYS-P 222 Physics II (5 cr.)

Recommended but not required: Pre-Dental

Recommended Electives (12 cr.)

- ENG-W 231 Professional Writing Skills (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) +A&H
- PSY-P 101 Introductory Psychology 1 (3 cr.) -or- COLL-P 155 Public Oral Communication (3 cr.) -or- ANTH-A 122 Interpersonal Communication
- SOC-S 100 Introduction to Sociology (3 cr.) +S&H

Specialty Track: Pre-Physician Assistant (11 cr.)

A minimum grade of C– is required.

Complete each of the following three courses:

- BIOL-M 315 Microbiology Laboratory (2 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) -or- CHEM-C 483 Biological Chemistry (3 cr.) -or- BIOL-L 321 Principles of Immunology (3 cr.)

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

- BIOL-L 311 Genetics (3 cr.) -and- BIOL-L 319 Genetics Laboratory (3 cr.)
- or
- BIOL-L 312 Cell Biology (3 cr.) -and- BIOL-L 313 Cell Biology Laboratory (3 cr.)

Recommended but not required: Pre-Physician

Assistant Recommended Electives (12 cr.)

- ENG-W 231 Professional Writing Skills (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) +A&H
- PSY-P 101 Introductory Psychology 1 (3 cr.)
- PSY-P 102 Introductory Psychology 2 (3 cr.) +S&H

Specialty Track: Pre-Optometry (10 cr.)

A minimum grade of C– is required.

Complete each of the following three courses:

- BIOL-M 315 Microbiology Laboratory (2 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) **-or-** CHEM-C 483 Biological Chemistry (3 cr.)
- PHYS-P 202 General Physics II (5 cr.) **+N&M or** PHYS-P 222 Physics II (5 cr.)

Recommended but not required: Pre-Optometry Recommended Electives (12 cr.)

- ENG-W 231 Professional Writing Skills (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) **+A&H**
- PSY-P 101 Introductory Psychology 1 (3 cr.)
- PSY-P 102 Introductory Psychology 2 (3 cr.) **+S&H**

Specialty Track: Exploratory (11 cr.)

A minimum grade of C- is required.

Complete each of the following three courses:

- BIOL-M 315 Microbiology Laboratory (2 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) **-or-** CHEM-C 483 Biological Chemistry (3 cr.) **-or-** BIOT-T 440 Structure, Function, Regulation of Biomolecules (3 cr.)

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

- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-N 305 Applied Sports Nutrition (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Public Health Nutrition (3 cr.)
- SPH-V 442 Introduction to Toxicology (3 cr.) (P: ANAT-A 215 and PHSL-P 215) or MSCI-M 115 and BIOL-L 112 and BIOL-L 113 and CHEM-C 117 and CHEM-C 127 and (SPH-V 235 or BIOL-L 211). Open only to Environmental Health majors or minors

Recommended but not required: Exploratory Recommended Electives (12 cr.)

- COLL-P 155 Public Oral Communication(3 cr.) **-or-** ANTH-A 122 Interpersonal Communication
- ENG-W 231 Professional Writing Skills (3 cr.)
- PHIL-P 140 Introduction to Ethics (3 cr.) **+A&H**
- PSY-P 101 Introductory Psychology 1 (3 cr.) **+S&H**

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

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

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

Recommended Electives

Suggested electives in School of Public Health - Bloomington include:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-N 305 Applied Sports Nutrition (3 cr.)
- SPH-N 441 Readings in Nutrition and Dietetics (1-3 cr.)

- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)

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

Suggested Nutrition Science Courses for the First-Year Student

Fall Semester

CHEM-C 117/127 or 103 (5 cr.) or MATH-M 211 (3 cr.) or MATH-M 119 (3 cr.)
 ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
 SPH-N 120 Introduction to Foods (3 cr.)
 Arts and Humanities /World Languages and Cultures Elective (3 cr.)
 Free Elective (3 cr.)

Spring Semester

BIOL-L 112 Introduction to Biology: Biological Mechanisms (4 cr.)
 CHEM-C 117/127 or 103 (5 cr.) or MATH-M 211 (3 cr.) or MATH-M 119 (3 cr.)
 COLL-P 155 Public Oral Communication (3 cr.) or ANTH-A 122 Interpersonal Communication (3 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 Free Elective (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 work in government agencies or NGOs, NPOs that focus on nutrition; research and clinical laboratories; clinical sales; the food and nutrition industry; trade associations and commodity groups; health professional organizations and societies; communication and consulting firms; contract research organizations; and other nutrition or health related jobs. Graduates are also well prepared to pursue research-intensive advanced degrees 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. The IU Industrial Hygiene and Safety Laboratory provides special learning opportunities for students. The Laboratory instructs students and conducts research using a variety of equipment designed to provide data on industrial contaminants that may be harmful to workers. Student's work to support the laboratory's mission to contribute to a safer and healthier workplace, and community through applied research, teaching and service. The safety undergraduate degree programs on both the Indiana University Bloomington and Indiana University Southeast campuses are approved Qualified Academic Programs by the Board of Certified Safety Professionals (ASSP). This designation confers on our graduates the certification of Graduate Safety Professionals (GSP).

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a safety major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in safety to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major

in safety. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program.

Graduation requirements include:

- completion of general education requirements.
- completion of safety program requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portion of this degree entitled: safety and health courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2021-2022 General Education Bulletin](#) to view these requirements.

Major (91 cr.)

Safety and Health Courses (48 cr.)

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

Complete each of the following courses:

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

Additional Required Courses (28 cr.)

Complete one of the following 10 credit chemistry sequences:

Preferred:

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

Also acceptable:

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

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

Complete each of the following:

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

Professional Electives (15 cr.)

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

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

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

Suggested Courses for the First-Year Safety Student

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

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

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

Arts and Humanities Elective (3 cr.)

Free Elective (3 cr.)

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

PSY-P 102 Introduction to Psychology II (3 cr.)

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

SPH-S 151 Legal Aspects of Safety (3 cr.)

World Languages and Cultures Elective (3 cr.)

Special Opportunities

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

Careers

Our American Society of Safety Professionals (ASSP) certified graduates protect the health and safety of people and communities from injuries, illness, or unexpected death arising from hazardous conditions, materials, and practices. Careers vary widely in manufacturing, construction, insurance, aviation, and healthcare industries, and include safety specialists, managers, directors, and consultants. Fields closely associated

with safety management include industrial hygiene, ergonomics, fire protection, security, environmental science and engineering. The demand for safety professionals remains strong, and new opportunities in healthcare and community public health continue to expand.

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

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

Description of Program

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a Bachelor of Science in Applied Health Science degree with a major in youth development, will receive an offer of direct freshman admission to the this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a youth development major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in youth development to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering

the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 30 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

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

- completion of general education requirements.

- completion of youth development major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portion of this degree entitled: youth development core.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (76 cr.)

Youth Development Core (49 cr.)

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

Complete the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-F 150 Introduction to Life Span Development (3 cr.) **+S&H**
- SPH-F 180 Survey of Practice with Youth and Families (3 cr.)
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 330 Leadership Theory and Practice in Youth Development (3 cr.)
- SPH-F 345 Parent Child Relations (3 cr.)
- SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- SPH-F 410 Positive Youth Development (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 430 Professional Preparation in Human Development and Family Studies (3 cr.)
- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-F 497 Internship in Human Development and Family Studies (6 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.)
- SPH-N 220 Nutrition for Health (3 cr.)

Additional Required Courses (27 cr.)

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

Complete the following courses:

- Computer Literacy: SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.) or BUS-K 201 The Computer in Business (3 cr.) or CSCI-A 110 Introduction to Computers and Computing (3 cr.) **+N&M**
- CJUS-P 375 American Juvenile Justice System (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.) **+S&H** or SOC-S 101 Social Problems and Policies (3 cr.) **+S&H**
- SOC-S 316 The Family (3 cr.)

- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-Q 381 Introduction to Biostatistics (3 cr.) or equivalent statistics course
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 230 Recreational Sports Programming (3 cr.)
- SPH-R 431 Youth Sport Management (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 IUB GenEd English Composition (3 cr.)
 SPH-F 180 Survey of Practice with Youth and Families (3 cr.)
 SPH-H 263 Personal Health (3 cr.)
 IUB GenEd Arts and Humanities (3 cr.)
 Free Elective (3 cr.) *Spring Semester* IUB GenEd Math Modeling (3-4 cr.)
 SPH-B 150 Introduction to Public Health (3 cr.)
 SPH-F 150 Intro to Life Span Development (3 cr.)
 SPH-L 102 Personal Leadership Development (1 cr.)
 SPH-F 255 Human Sexuality (3 cr.)
 Free Elective (3 cr.)

Special Opportunities

Students participate in required internships with faculty supervision and are encouraged to engage in a variety of youth-serving settings.

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.

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

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

Description of Program

The exercise science curriculum provides a broad science foundation for students planning to further their education at the graduate or professional level. Students complete rigorous course work in anatomy, chemistry, mathematics, physics, physiology, and psychology to build a foundation of science knowledge needed for success in the upper-level kinesiology courses. The core kinesiology courses emphasize biomechanics, exercise physiology, sport psychology, and motor learning/control. This major provides 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 athletic training, physical activity, physical and occupational therapy, medicine, physician assistant, dentistry, podiatry, optometry, chiropractic, osteopathy, and other allied health fields.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a Bachelor of Science in Kinesiology degree with a major in exercise science, will receive an offer of direct freshman admission to the program if the student meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - Minimum 1280 combined critical reading and math score on the SAT (Scholastic Aptitude Test). --or--
 - Minimum 27 composite score on the ACT (American College Test).
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --or--
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as an exercise science major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following three admission criteria:

1. Successful completion of at least 26 credit hours.
2. Minimum grade of C in SPH-I 119 & SPH-K 212.
3. Minimum 2.0 cumulative grade point average (GPA) at Indiana

Students in the University Division must also declare their intention to major in exercise science to the University Division Records Office.

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

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

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

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

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

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

Degree Requirements

The four-year exercise science curriculum in the subject matter of human movement and sport, provides the student with an understanding of current theoretical problems. Through the use of restricted electives, the student is asked to relate knowledge from other disciplines to the study of human performance. There is a minimum 2.0 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of exercise science major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portion of this degree entitled, kinesiology major courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2020-2021 General Education Bulletin](#) to view these requirements.

Major (83-90 cr.)**Kinesiology Major Courses (26-28 cr.)**

Minimum 2.0 GPA required in courses completed to fulfill this requirement.

Complete each of the following courses:

- SPH-I 119 Personal Fitness (3 cr.)
- SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.) **+(S&H)**
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.) **+(N&M)**-
or-ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- SPH-K 212 Introduction to Exercise Science (3 cr.) **+(N&M)**
- SPH-K 305 Mechanical Basis of Human Movement (3 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)

Foundational Science (23 cr.)

Complete each of the following courses:

- BIOL-L 112 Foundations of Biology: Biological Mechanisms (4 cr.)
- BIOL-L 113 Biology Laboratory (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 Introduction to Psychology I (3 cr.) **+(N&M)**
- SPH-N 220 Nutrition for Health (3 cr.) or SPH-N 231 Human Nutrition (3 cr.) **+(N&M)**

Foundational Chemistry (5-10 cr.)

Complete one of the following chemistry options:

Option 1: Complete the following two chemistry courses

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

OR

Option 2: Complete the following four chemistry courses:

- CHEM-C 101 Elementary Chemistry I (3 cr.) **+(N&M)**
- CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) **+(N&M)**
- CHEM-C 102 Elementary Chemistry II (N&M) (3 cr.) **+(N&M)**
- CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) **+(N&M)**

Foundational Math (6 cr.)

Complete one of the following finite math or calculus options, if not already completed for the General Education Mathematical Modeling requirement:

- MATH-M 118 Finite Mathematics (3 cr.) **+(N&M)**
- MATH-V 118 Finite and Consumer Mathematics (3 cr.) **+(N&M)**
- MATH-V 118 Finite Mathematics for Social and Biological Sciences (3 cr.) **+(N&M)**
- MATH-D 116 and MATH-D 117 Introduction to Finite Mathematics I-II (2-2 cr.) **+(N&M)**
- MATH-M 119 Brief Survey of Calculus I (3 cr.) **+(N&M)**
- MATH-V 119 Applied Brief Survey of Calculus I (3 cr.) **+(N&M)**
- MATH-M 211 Calculus I (4 cr.) **+(N&M)**

Complete one of the following statistics courses:

- SPH-Q 381 Introduction to Biostatistics (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.)
- STAT-S 303 Applied Statistical Methods for the Life Sciences (3 cr.)

Foundational Communications: (8 cr.)

Complete one of following oral communication courses:

- SPH-B 250 Public Health Communication (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.) **+(A&H)**
- ANTH-A 122 Interpersonal Communication (3 cr.) **+(S&H)**

Complete one of following written communication courses:

- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 240 Community Service Writing (3 cr.)
- ENG-W 280 Literary Editing and Publishing (3 cr.)
- MSCH-C 221 Writing for Electronic Media (3 cr.)

Complete the following course:

- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)

Specialization Tracks (15 cr.)

Complete a minimum of 15 credits in one of the following four specialization tracks:

Integrated Exercise Science Track

Complete a minimum of 15 credits from the following courses:

- BIOL-L 312 Cell Biology (3 cr.) or BIOL-L 330 Biology of the Cell (3 cr.)
- BIOL-P 451 Integrative Human Physiology (4 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.)
- CHEM-C 342 Organic Chemistry II (3 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) or CHEM-C 483 Biological Chemistry (3 cr.)
- HPSC-X 200 Introduction to Scientific Reasoning (3 cr.) **+(N&M)**
- SPH-K 412 Exercise in Health and Disease (3 cr.)
- SPH-K 450 Special Topics in Kinesiology (3 cr.)
- SPH-K 492 Research in Kinesiology (3 cr.)

Professional Track

Complete a minimum of 15 credits from the following courses:

- PSY-P 303 Health Psychology (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-K 327 Behavioral Aspects of Physical Activity (3 cr.)
- SPH-K 416 Physical Activity/Fitness Administration (3 cr.)
- SPH-K ____ Any Appropriate SPH 300/400-Level Course (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Managing the Sport Enterprise (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-S 332 Ergonomics and Human Factors (3 cr.)

Pre-Health Professions Track

Complete a minimum of 15 credits from the following courses:

- BIOL-L 111 Introduction to Biology: Evolution and Diversity (4 cr.) **+(N&M)**
- BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-M 200 Microorganisms in Nature and Disease (3 cr.)
- BIOL-M 215 Microorganism Laboratory (1 cr.)
- BIOL-M 250 Microbiology (3 cr.)
- BIOL-M 315 Microbiology Laboratory (2 cr.)
- CHEM-C 118 Principles of Chemistry and Biochemistry II (5 cr.) **or** CHEM-N 330 Intermediate Inorganic Chemistry (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 383 Human Biochemistry (3 cr.) **or** CHEM-C 483 Biological Chemistry (3 cr.)
- MSCI-M ____ Any MSCI-M Course (3 cr.)
- PHYS-P 202 General Physics 2 (5 cr.) **+(N&M)**
- PSY-P ____ Any Psychology Course Excluding PSY-P 101 and PSY-K 300 (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.) **+(S&H)** **or** SOC-S 101 Social Problems and Policies VT: Medicine in America (3 cr.) **+(S&H)**
- SOC-S 358 Social Issues in Health and Medicine (3 cr.)
- SPH-F 150 Life Span Development (3 cr.) **+(S&H)** **or** EDUC-P 314 Life Span Development (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-K 398 Adapted Physical Activity (3 cr.)

Pre-Athletic Training Track

Complete a minimum of 15 credits from the following courses:

- EDUC-G 207 Introduction to Student Athlete Counseling Psychology (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 401 Emergency Medical Technician (3 cr.)
- SPH-H 404 Emergency Medical Technician Laboratory (1 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.) **or** ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)** (whichever course was not completed for the Kinesiology Core)

- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)

Cardiopulmonary Resuscitation (CPR) Certification

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

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

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

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

Suggested Courses for the First-Year Exercise

Science Student Fall Semester (15 cr.) Chemistry Preparation Course (5 cr.) **or** a Free Elective (3 cr.)

ENG-W 131 Elementary Composition 1 (3 cr.) **or** ENG-W 170 Introduction to Argumentative Writing (3 cr.)

MATH-M 118 Finite Mathematics (3 cr.) **or** MATH-M 119 Brief Survey of Calculus I (3 cr.) PSY-P 101 Introductory Psychology 1 (3 cr.)

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

Spring Semester (16 cr.)

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

or

CHEM-C 101 Elementary Chemistry (3 cr.) **and** CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)

COLL-P 155 Public Oral Communication (3 cr.)

SPH-I 119 Personal Fitness (3 cr.)

Arts and Humanities Course (3 cr.)

Free 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 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, most often a health profession, such as: athletic training, physical therapist, occupational therapist, physician's assistant, medical doctor, dentist, optometrist, or other allied health profession. Other students go on to pursue graduate degrees in physical activity, exercise physiology, biomechanics, motor learning and control, and ergonomics. Others may seek positions in coaching, cardiac rehabilitation, health screening and education, pharmaceutical sales, or sales and marketing of medical, fitness, or sports-related equipment. This major can be combined with a minor or professional certification to tailor the student's background to a specific area, such as health care, coaching, fitness, or business.

Bachelor of Science in Public Health - Fitness and Wellness Degree

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

Description of Program

The B.S.P.H. in Fitness and Wellness degree program focuses on the applied science of movement and research-based preparation of a health and fitness professional. Students who choose to study in this program become qualified to seek certification through many NCCA accredited organizations, including the American College of Sports Medicine (ACSM). This undergraduate program provides the education and practice that students need to be competitive in health and fitness careers. The curriculum is based on guidelines and standards developed by the ACSM. The fitness and wellness curriculum delivers a scientific academic foundation in topics such as physiology, functional kinesiology, biomechanics, motor learning and epidemiology. This knowledge is combined with the latest research and training methods as well as a variety of community engagement experiences which promote active and healthy lifestyles that impact the health of the public at large.

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing the B.S.P.H. in Fitness and Wellness degree, will receive an offer of direct freshman admission to this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington's fitness and wellness degree program, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intended fitness and wellness major to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

The four-year B.S.P.H. in Fitness and Wellness degree curriculum is designed to prepare students to work in the fitness/wellness industry. The core course work is designed to follow the behavioral objectives of American College of Sports Medicine (ACSM) Exercise Physiologist (EP-C) certification. Students are encouraged to also sit for other health-related certifications such as the ACSM/National Physical Activity Society (NPAS) Physical Activity in Public Health Specialist (PAPHS) certification. Graduation requirements include:

- completion of general education requirements.
- completion of fitness and wellness major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portions of this degree entitled: public health core and fitness and wellness courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2021-2022 General Education Bulletin](#) to view these requirements.

Major (75-77 cr.)

Public Health Core (15 cr.)

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

Complete each of the following courses:

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 Introduction to Biostatistics (3 cr.)
- SPH-V 241 Foundations of Environmental Health (3 cr.) **+N&M**

Fitness and Wellness Courses (25 cr.)

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

Complete each of the following courses:

- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)

- SPH-K 319 Physical Activity/Exercise Leadership (3 cr.) (P: SPH-K 205 or ANAT-A 215, SPH-K 216)
- SPH-K 327 Behavioral Aspects of Physical Activity (3 cr.)
- SPH-K 395 Fitness Specialist Practicum (2 cr.) (P: SPH-K 216, SPH-K 218)
- SPH-K 416 Physical Activity/Fitness Administration (3 cr.)
- SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) (P: SPH-K 409)
- SPH-K 419 Fitness Testing and Interpretation (3 cr.) (P: SPH-K 218, SPH-K 409)
- SPH-K 486 Field Experience in Fitness and Wellness (5 cr.) (P: public health core and fitness & wellness courses.)
- SPH-V 235 Introduction to Public Health Biology (3 cr.)

Additional Required Courses (29 - 31 cr.)

Complete each of the following courses:

- ENG-W 231 Professional Writing Skills (3 cr.) **–or–** ENG-W 240 Community Service Writing (3 cr.) **–or–** SPH-B 250 Public Health Communication (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- SPH-I 119 Personal Fitness/Wellness (3 cr.)
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-K 205 Structural Kinesiology (3 cr.) **+N&M –or–** ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.)
- SPH-K 301 Professional and Career Preparation (1 cr.)
- SPH-K 305 Biomechanical Basis of Human Movement (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.): (P: ANAT-A 215 or SPH-K 205, and PHSL-P 215)
- SPH-K 452 Motor Learning (3 cr.)
- BSPH-N 220 Nutrition for Health (3 cr.) **–or–** SPH-N 231 Human Nutrition (3 cr.) (P: Introductory Chemistry) **+N&M**

+ 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 Health Fitness Specialist Student

First Semester (15 cr.)

ENG-W 131 Elementary Composition (3 cr.)
 SPH-K 205 Structural Kinesiology (3 cr.)
 MATH-M 118 Finite Mathematics (3 cr.)
 Arts and Humanities Course (3 cr.)
 Free Elective (3 cr.)

Second Semester (15 cr.)

SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
 Social and Historical Studies course (3 cr.)
 SPH-N 220 Nutrition for Health (3 cr.)
 World Languages and Culture Course (3 cr.)
 Free Elective (3 cr.)

Special Opportunities

The Fitness and Wellness program fulfills 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 Exercise Physiologist. This certification can only be taken by those individuals with a four-year degree in an allied health field.

In addition, students must complete a 5-credit professional field experience and 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, NASM, or ACSM personal training certification within their junior year. 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

Exciting, rewarding, and challenging careers in the health/fitness industry include:

- community wellness program director
- medically-based facilities (post-rehabilitation specialist)
- worksite fitness/wellness center director
- health coach
- private and commercial health clubs as director, general manager, owner or consultant.

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

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

Description of Program

The IU Sport Marketing and Management Program, which began in 1985, is recognized as one of the top programs of its kind in the United States. Graduates of the program can be found in nearly all segments of the sport industry and are located around the world. International students as well as students from across the country seek to gain admission to this competitive program. The major uses an interdisciplinary approach that includes foundation courses in both sport and business. In addition to completing a broad core of professional sport courses (in law, marketing, communication, management, psychology, and finance), students may complete a minimum of 12 credit hours of course work from the Kelley School of Business (and with additional coursework may complete a business minor and/or the Business Foundations Certificate). Students gain strong preparation and skills in marketing, media relations, event planning/management, public relations, computers, and business organizational structures.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a sport marketing and management major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following three admission criteria:

1. successfully completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.
3. completion of SPH-M 211 Introduction to Sport Management, with a minimum grade of C-.

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

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

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

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

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

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

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

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

Degree Requirements

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

- completion of general education requirements.
- completion of sport marketing and management major courses with a minimum grade of C- required in each course.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portions of this degree entitled: sport marketing and management core, and sport marketing and management electives.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

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

Sport Marketing and Management Core (42 cr.)

Complete each of the following courses:

- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-K 150 Introduction to Kinesiology & Public Health (3 cr.)
- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.)
- SPH-M 333 Sport in America: Historical Perspective (3 cr.)

- SPH-M 382 Sport in American Society (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotions and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)
- SPH-M 423# Financial Principles in Sport (3 cr.)
- SPH-M 425 Sport Governance in the Global Community (3 cr.)
- SPH-M 426*Sales Management in Sport (3 cr.) (*M426 is restricted to Junior & Senior SMM majors & minors)
- SPH-M 428#Strategic Management in the Sport Industry (3 cr.)
- SPH-M 495 Practicum in Sport Studies (3 cr.) (2.3 cumulative GPA required) **or** SPH-M 497 Internship in Sport Management (3 cr.) (2.5 cumulative GPA required)

#M423 and M428 are restricted to SMM majors and minor and Seniors

Sport Marketing and Management Electives (18 cr.)

Complete six of the following courses:

(M304 can be taken 4 times with different topics and M404 can be taken 3 times with different topics)

- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.) Junior or senior standing
- SPH-M 304 Sport Industry Studies (3 cr.) (Repeatable for credit)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 404 Sport Management Colloquium (3 cr.) (Repeatable for credit)

Communication (6 cr.)

Complete two of the following courses:

- ANTH-A 122 (Formerly: CMCL-C 122) Interpersonal Communication (3 cr.) **+(S&H)**
- BUS-C 104 Business Presentations (3 cr.)
- BUS-C 204 Business Communications (3 cr.)
- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 103 Introduction to Creative Writing (3 cr.) **+(A&H)**
- SPH-B 250 Public Health Communication (3 cr.)

Business Electives (12 cr.)

Complete four of the following courses:

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

- ECON-B 251 Fund of Econ For Business I (3 cr.)
- ECON-B 252 Fund of Econ For Business II (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
+(S&H)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
+(S&H)
- SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.)
- SPH-R 221 Recreation Facility Management (3 cr.)
- SPH-R 230 Recreational Sports Programming
or SPH-K 206 Recreational Sports Programming (3 cr.)
- SPH-R 410 Event Planning and Program Development (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.) (pre req of SPH T 203)

+ 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 (15 cr.)

ENG-W 131 Elementary Composition 1 (3 cr.)
MATH-M 118 Finite Mathematics (3 cr.)
SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.)
SPH-M 211 Introduction to Sport Management (3 cr.)
Arts and Humanities Course (3 cr.)

Spring Semester (15 cr.)

ECON-E 201 Introduction to Microeconomics (3 cr.)
Arts and Humanities Course (3 cr.)
Natural and Mathematical Sciences Course (3 cr.)
Communication Requirement Course (3 cr.)
Free Elective Course (3 cr.)

Special Opportunities

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

Careers

Employment opportunities are directed to the fields of professional sports, amateur sports, and intercollegiate

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

Bachelor of Science in Public Health - Community Health Degree

- [Description of Program](#)
- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The B.S.P.H. in Community Health degree is a four-year undergraduate program offered through the Department of Applied Health Science at Indiana University-Bloomington. The field of public health promotes and protects the health of people where they live, work and play. Public health workers address the behavioral and socio-ecological factors that influence health outcomes around the globe. They work in government agencies, nonprofit organizations, hospitals, schools and universities, and corporations. This degree program aligns with the competencies established by the Council on Education for Public Health, the federally recognized accrediting body for public health academic programs. Students who choose this degree option study the core disciplines in public health: epidemiology, public health administration, environmental health, biostatistics, and social and behavioral health. Core coursework includes theoretical and applied study of health promotion and disease prevention, health disparities, research methods, measurement and evaluation, public health program planning, and community health. At the conclusion of their course work, students complete an internship, gaining experience in the day-to-day operations of a public health agency and participating in the design, development, implementation, and evaluation of public health programs.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a BSPH in Community Health degree, will receive an offer of direct freshman admission to the this program if they meet both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**

- rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a community health major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

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

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

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to the degree BSPH in Community Health degree. There is a minimum 2.0 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of community health major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the portions of this degree entitled: public health core, community health courses, and related content courses.
- No Pass/Fail except for free electives.

General Education (20 – 39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the [2021-2022 General Education Bulletin](#) to view these requirements.

Major (80-87 cr.)

Foundational Anatomy and Physiology (3-10 cr.)

This requirement may be met in one of two ways.

OPTION 1: This requirement may be met by completing the following one-course-combination of Anatomy and Physiology:

- MSCI-M 115 Introduction to Anatomy and Physiology (3 cr.) **+(N&M)**

OPTION 2: Alternatively, students may meet this requirement by completing the following individual courses in Anatomy and Physiology:

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

Public Health Core (15 cr.)

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

Complete each of the following courses:

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.) **P or C: SPH-Q 381 or SPH-H 381**
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 Introduction to Biostatistics (3 cr.)
- SPH-V 241 Foundations of Environmental Health (3 cr.) **+(N&M)**

Community Health Courses (23 cr.)

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

Complete each of the following courses:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)

- SPH-B 403 Public Health Program Planning (3 cr.)
P: B 366 & Jr/Sr
- SPH-B 496 Field Experience in Public Health Education (max 9 cr.)
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.) **P or C: SPH-H 381 & Jr/Sr**
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-V 235 Introduction to Public Health Biology (3 cr.) **+N&M**

Additional Required Courses (18 cr.)

Complete each of the following courses:

- BIOL-L 104 Introductory Biology Lectures (3 cr.) **+N&M** or BIOL-L 112 Foundations of Biology: Biological Mechanisms (4 cr.) **+N&M** or BIOL-L 100 Humans and the Biological World (5 cr.) **+N&M**
(Note: Premed students should complete BIOL-L 112)
- CHEM-C 101 Elementary Chemistry I (3 cr.) **+N&M** or C 103 Introduction to Chemical Principles (5 cr.) **+N&M** or C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+N&M**
(Note: Premed students should complete CHEM-C 117)
- SPH-B 250 Public Health Communication (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- PSY-P 101 Introduction to Psychology 1 (3 cr.) **+N&M**
- PSY-P 102 Introduction to Psychology 2 (3 cr.) (P:P101) **+S&H**

Related Content Courses (21 cr.)

A minimum grade of C– is required in each course. Complete **any 21 credits** from the following related content courses.

Public Health

- SPH-B 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-B 416 Introduction to Health Counseling (3 cr.)
- SPH-B 491 Readings in Public Health Education (1-3 cr.)
- SPH-B 492 Research in Public Health Education (1-3 cr.)
- SPH-H 350 Topical Seminar in Health Education (1-3 cr.)

Public Health, Gerontology

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

Human Development and Family Studies

- SPH-F 150 Introduction to Life Span Development (3 cr.) **+S&H**
- SPH-F 180 Survey of Practice with Youth and Families (3 cr.)
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**

- SPH-F 330 Leadership Theory and Practice in Youth Development (3 cr.)
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent/Child Relations (3 cr.) **(P: SPH-F 150)**
- SPH-F 346 Human Development I: Conception Through Early Childhood (3 cr.) **(P: SPH-F 150)**
- SPH-F 347 Human Development II: Middle Childhood Through Adolescence (3 cr.) **(P: SPH-F 150)**
- SPH-F 348 Human Development III: Early, Middle, and Late Adulthood (3 cr.) **(P: SPH-F 150)**
- SPH-F 350 Topical Seminar in Human Development and Family Studies (3 cr.) (repeatable with different topic)
- SPH-F 355 Leading Family Process Discussion Groups (3 cr.) (Instructor consent required)
- SPH-F 410 The Science of Positive Youth Development (3 cr.) **(P: SPH-F 150)**
- SPH-F 417 African American and Latino Families (3 cr.) **(P: SPH-F 150)**
- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.)

Topical Health and Health Promotion

- SPH-H 150 Children's Health up to Age 5 (3 cr.)
- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 170 Health and Surviving College Years (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 205 Introduction to Health Education (1 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 319 Global Health Promotion (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 330 Human Sexuality Education in Diverse Settings (3 cr.)
- SPH-H 334 (Formerly SPH-H 234) Heart Health and Diabetes (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.)
- SPH-H 385 Practicum in College Death Education (3 cr.) (Instructor consent required)
- SPH-H 395 Practicum in College Sex Education (3 cr.) (Instructor consent required)
- SPH-H 401 Emergency Medical Technician (3 cr.)
- SPH-H 404 Emergency Medical Technician Laboratory (1 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.) (Seniors only)

- SPH-H 460 Practicum in First Aid Instruction (3 cr.) **(P: SPH-H 160 with "B" or equivalent grade)**
- SPH-H 464 Coordinated School Health Programs (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-R 101 Resource Development/Fundraising (3 cr.)
- SPH-S 101 Introduction to Safety (3 cr.)
- SPH-S 217 Safety: A Personal Focus (3 cr.)
- Any one credit SPH course (1 cr.)

Premedicine

- BIOL-L 111 Foundations of Biology: Diversity, Evolution and Ecology (4 cr.) **+N&M or** BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-L 113 Biology Laboratory (3 cr.)
- BIOL-M 200 Microorganism in Nature/Disease (3 cr.) **and** BIOL-M 215 Microorganism Laboratory (1 cr.) **or** BIOL-M 250 Microbiology (3 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures (3 cr.)
- CHEM-C 342 Organic Chemistry 2 Lectures (3 cr.)
- CHEM-C 343 Organic Chemistry Lab 1 (2 cr.)
- CHEM-C 383 Human Biochemistry (3 cr.) **or** CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-N 330 Intermediate Inorganic Chemistry (5 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)
- PHYS-P 201 General Physics I (5 cr.) **+N&M**
- PHYS-P 202 General Physics II (5 cr.) **+N&M**
- SOC-S 100 Introduction to Sociology (3 cr.) **+S&H or** SOC-S 101 Social Problems and Policies, TOPIC: Medicine in America **+S&H**

+ 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 or equivalent for General Education English Composition
BIOL L 104 or BIOL L 112 (for pre-med) (3 cr.)
SPH-H 263 Personal Health (3 cr.)
Related Content (3 cr.)
Free Elective (3 cr.)

Spring Semester

MATH M 106 or equivalent for General Education Math Modeling (3 cr.)
PSY-P 101 Introduction to Psychology (3 cr.)
SPH V 241 Foundations of Environmental Health (3 cr.)
+N & M
Related Content Course (3 cr.)

CHEM C 101 or CHEM C 103 or CHEM C 117 (3 cr.)
+N & M

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. Students will have the knowledge needed to take the [Certified Health Education Specialist](#) (CHES) exam and may earn additional credentials such as Emergency Medical Technician (EMT).

Careers

The work of a public health professional is diverse and includes activities such as tracking the spread of disease and illness, developing, managing, and evaluating 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 and equitable health outcomes 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:

- Case Manager Specialist
- Community Health Worker
- Contact Tracer
- Disease Prevention Manager
- Disease Intervention Specialist
- Global Health Worker
- Health and Wellness Coach
- Health Data Analyst
- Health Program Evaluator
- Health Promotion Specialist
- Life Coach
- Maternal and Child Health Specialist
- Public Health Educator
- Public Health Navigator
- Prevention Specialist
- Program Director
- Research Assistant
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Bachelor of Science in Public Health - Environmental Health Degree

<https://bulletins.iu.edu/iub/general-education/2019-2020/index.shtml>

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

Description of Program

The BSPH in Environmental Health degree is a great match for students who are passionate about addressing human health issues related to the environment.

Environmental health majors are engaged in problem-solving to keep communities safe and healthy. They tackle issues spanning air and water pollution, to the transmission of infectious diseases in the environment, to environmental causes of cancer and environmental justice. They work in organizations including federal agencies, pharmaceutical and manufacturing firms, consulting firms, state and local governments, and nonprofit organizations. Some continue on to pursue graduate or professional degrees (including MPH and medical degrees).

The BSPH in Environmental Health degree offered through the Department of Environmental and Occupational Health at Indiana University–Bloomington is a four-year program accredited by the Council on Education for Public Health. It provides students with the knowledge and skills they need to understand and prevent harmful effects from pollutants in the environment—whether chemicals or infectious agents. Through a senior capstone project, students also build “soft” skills in written and oral communication, collaboration, and problem-solving that are highly valued by employers. They gain additional practical experience through a formal, for-credit internship program.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a BSPH in Environmental Health degree, will receive an offer of direct freshman admission to the this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:**The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:**The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health–Bloomington as an environmental health major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in environmental health to the University Division Records Office. If a student earns

less than 2.0 semester GPA for the term before entering the School of Public Health–Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to the BSPH in Environmental Health degree. There is a minimum 2.0 cumulative grade point average (GPA) entrance requirement. Graduation requirements include:

- completion of general education requirements.
- completion of environmental health major requirements.

- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in all courses used to fulfill the requirements of the major portion of this degree.
- no pass/fail grades 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (63 cr.)

Public Health Core (15 cr.)

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

Complete each of the following courses:

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 Introduction to Biostatistics (3 cr.)
- SPH-V 241 Foundations of Environmental Health (3 cr.) **+N&M**

Environmental Health Courses (24 cr.)

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

Complete each of the following courses:

- SPH-V 210 Environmental Health Seminar (1 cr.)
- SPH-V 235 Introduction to Public Health Biology (3 cr.) **N&M**
- SPH-V 342 Introduction to Toxicology (3 cr.)
- SPH-V 343 Environmental Sampling and Analysis (3 cr.)
- SPH-V 422 Issues in Global Environmental Health (3 cr.)
- SPH-V 450 Understanding and Preventing Environmental Risks to Human Health (3 cr.)
- SPH-V 460 Capstone: Environmental Health Problem-Solving and Communication (3 cr.)
- SPH-V 496 Field Experience in Public Health (5 cr.)

Foundational Science (12 cr.)

Complete each of the following courses:

- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+N&M**
- CHEM-C 127 Principles of Chemistry and Biochemistry I Laboratory (2 cr.) **+N&M**
- BIOL-L 112 Foundations of Biology: Biologic Mechanisms (4 cr.) **+N&M**
- BIOL-L 113 Biology Laboratory (3 cr.)

Core Electives (12 cr.)

Select a total of 12 credits from the following lists of electives.

General Electives

SPH-V 201 Intro to Occupational Health & Safety (3 cr.)
 SPH-V 214 Environmental Regulations and Code Compliance (3 cr.)
 SPH-V 215 Food Safety and Sanitation (3 cr.)
 SPH-V 250 Hot Topics in Environmental/Occupational Health (1-3 cr.)

SPH-V 350 Current Topics Environmental/Occupational Health (1-3 cr.)
 SPH-V 360 Environmental Justice (3 cr.)
 SPH-B 250 Public Health Communication (3 cr.)
 SPH-B 366 Community Health (3 cr.)
 SPH-B 403 Public Health Program Planning (3 cr.)
 SPH-E 250 Public Health Surveillance and Monitoring (3 cr.) **N&M**
 SPH-E 350 Infectious Diseases: Outbreaks and Field Investigations (3 cr.)
 SPH-E 353 Distribution and Determinants of Chronic Diseases (3 cr.)
 SPH-H 172 International Health and Social Issues (3 cr.) **S&H**
 SPH-H 174 Prevention of Violence in American Soc. (3 cr.) **S&H**
 SPH-H 319 Global Health Promotion (3 cr.)
 SPH-H 320 The Nature of Cancer (3 cr.)
 SPH-H 326 AIDS and Other STDs (3 cr.)
 SPH-H 334 Heart Health and Diabetes (3 cr.)
 SPH-H 345 Introduction to Causes and Prevention of Developmental Disabilities (3 cr.)
 SPH-K 199 Careers in Helping Professions (2 cr.)
 SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
 SPH-K 301 Professional & Career Preparation (1 cr.)
 SPH-N 220 Nutrition for Health (3 cr.)
 SPH-N 231 Human Nutrition (3 cr.) **N&M**
 SPH-O 210 Intro to Outdoor Rec, Parks, and Human Ecology (3 cr.)
 SPH-O 244 Natural History and Field Ecology (3 cr.)
 SPH-O 305 Integrated Resource Management (3 cr.)
 SPH-O 310 Ecosystem Management (3 cr.)
 SPH-O 313 Wilderness and Protected Lands (3 cr.)
 SPH-O 341 Field Techniques in Environmental Education (3 cr.)
 SPH-O 360 Human Health & Natural Environments (3 cr.)
 SPH-Q 360 Intro to Biostatistical Computing (3 cr.)
 SPH-R 101 Intro to Resource Development and Fundraising (3 cr.)
 SPH-R 142 Living Well (3 cr.)
 SPH-R 315 Leadership in a Diverse Society (3 cr.)
 SPH-S 101 Introduction to Safety (3 cr.)
 SPH-S 151 Legal Aspects of Safety (3 cr.)
 SPH-S 201 Introduction to Industrial Hygiene (3 cr.)
 SPH-S 302 Introduction to Homeland Security (3 cr.)
 SPH-S 345 Safety Program Management (3 cr.)
 SPH-S 354 Hazardous Materials and Waste Control (3 cr.)
 SPH-S 402 Emergency Planning and Preparation (3 cr.)
 SPH-S 436 Emergency Response and Recovery (3 cr.)
 SPH-T 418 Public Health Issues in Global Travel & Tourism (3 cr.)
 SPH-X 242 Travel Study: Wellness of Nations (6 cr.)
 SPEA-E 260 Introduction to Water Resources (3 cr.)
 SPEA-E 316 Insects & the Environment (3 cr.)
 SPEA-E 324 Controversies in Environmental Health (3 cr.)
 SPEA-E 431 Water Supply & Wastewater Treatment (3 cr.)
 SPEA-E 451 Air Pollution & Control (3 cr.)
 SPEA-E 452 Solid and Hazardous Waste Management (3 cr.)
 SPEA-E 460 Fisheries & Wildlife Management (3 cr.)
 SPEA-E 466 International & Comparative Environmental Policy (3 cr.)

Pre-Health Professions Courses (May Be Included as Electives)

ANAT-A 215 Basic Human Anatomy (5 cr.) N&M
 BIOL-L 211 Molecular Biology (3 cr.)
 BIOL-M 250 Microbiology (3 cr.)
 BIOL-M 315 Microbiology Lab (3 cr.)
 CHEM-C 118 Principles of Chemistry & Biochemistry II (5 cr.) N&M or CHEM-N 331 Intermediate Inorganic Chemistry (3 cr.) and CHEM-N 337 Intermediate Inorganic Chemistry Lab (2 cr.)
 CHEM-C341 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-C 383 Human Biochemistry (3 cr.)
 CHEM-C 483 Biological Chemistry (3 cr.)
 PHSL-P 215 Basic Human Physiology (5 cr.) N&M
 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 Environmental Health Courses for the First-Year Student

Fall Semester

SPH-V 210 Environmental Health Seminar (1 cr.)
 SPH-V 241 Foundations of Environmental Health (3 cr.)
 IUB GenEd English Composition (3 cr.)
 IUB GenEd Math Modeling (3-4 cr.)
 IUB GenEd Social & Historical Studies (3 cr.)
 Free Electives (1-3 cr.)

Spring Semester

SPH-V 235 Introduction to Public Health Biology (3 cr.)
 Introductory Chemistry according to placement: CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) and CHEM-C 127 Principles of Chemistry and Biochemistry I Laboratory (2 cr.), or if needed the preparatory course, CHEM-C 103 (5 cr.)
 IUB GenEd Arts and Humanities (3 cr.)
 Free Electives (4 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. Students benefit from the low student-to-faculty ratio, which provides many opportunities for one-on-one interactions with faculty.

Careers

A BSPH degree in environmental health at Indiana University's School of Public Health develops the skills necessary to become an environmental health professional by combining a public health foundation with targeted courses in assessing and managing environmental risks.

Our graduates have found jobs at organizations including local health departments, federal agencies

such as the U.S. Centers for Disease Control and Prevention and U.S. Environmental Protection Agency, pharmaceutical companies such as Eli Lilly, manufacturing and construction firms like Turner Construction, consulting firms that advise industry on environmental health problems, and nonprofit organizations that help communities facing environmental threats to their health. Some graduates have pursued higher education, including master's, PhD, and medical degrees.

The table below shows example career titles and professional placements.

Environmental Health Specialist	
Environmental Scientist	Florida Department of Health
Environmental Technician	Indiana State Department of Health
Environmentalist	Marion County Public Health Department
Safety and Environmental Specialist	Monroe County Health Department
Senior Environmental Health Specialist	Virginia Department of Health
Epidemiologist	U.S. Environmental Protection Agency
Lead Risk Assessor	U.S. Centers for Disease Control and Prevention
Medical Student	U.S. Department of Housing and Urban Development U.S. Food and Drug Administration
Chemical Risk Assessor	
Health Scientist	Franciscan Health
Eco-Health Literature Review Analyst	Indiana University Healthcare
Environmental Risk Assessment Specialist	
Data Analyst	
Legislative Analyst	Eli Lilly and Company
Advisory Associate	Green Bay Packaging
Research Assistant	Turner Construction Company
Project Safety Assistant	
PhD Student	
Medical Student	ICF

RTI International

HDR

Booz Allen

Chicago College of
Osteopathic Medicine

Indiana University

Purdue University

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
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or--
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as an outdoor recreation, parks, and human ecology major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 30 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

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

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

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

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

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

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

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

Description of Program

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

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 program if he or she meets both of the following criteria:

Appropriate remedial English courses may be prescribed on the basis of the results of this test.

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

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

Degree Requirements

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

- completion of general education requirements.
- completion of outdoor recreation, parks, and human ecology major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the major.
- 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 [2019-2020 General Education Bulletin](#) to view these requirements.

Major (66 cr.)

Outdoor Recreation, Parks, and Human Ecology Specialization (18 cr.)

Complete each of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 244 Natural History and Field Ecology (3 cr.)
- SPH-O 310 Ecosystem Management (3 cr.)
- SPH-O 340 Interpretation and Tour Guiding (3 cr.)
- SPH-O 360 Human Health and Natural Environments (3 cr.)
- SPH-O 413 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)

Recreation Core (30 cr.)

Complete each of the following courses:

- SPH-R 200 (Formerly: SPH-R 110) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**

- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 Career and Internship Preparation (3 cr.)
- SPH-R 314 Data-Based Decision-Making (3 cr.)
- SPH-R 410 (Formerly: SPH-T 410) Event Planning and Program Development (3 cr.)
- SPH-R 497 Professional Internship (12 cr.)
- 320 Hours of Field Experience are required.

Focal Tracks (18 cr.)

Complete a minimum of 18 credits in one of the following three focal tracks: 1) *Adventure Education*, 2) *Environmental Interpretation*, 3) *Natural Resource Management*. Course options are as follows:

Adventure Education

Complete a minimum of 18 credits from the following courses (18 cr.):

- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)
- SPH-O 324 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- SPH-O 341 Field Techniques in Environmental Education (3 cr.)
- SPH-W 305 Introduction to Wilderness Leadership (3 cr.)
- SPH-W 331 Wilderness First Responder(3 cr.)

Environmental Interpretation

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

- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)

Complete a minimum of 12 credits from the following courses (12 cr.):

- AMST-A 150 Introduction to Native Americans and Indigenous Studies (3 cr.)
- ANTH-A 122 Interpersonal Communication (3 cr.) **+(S&H)**
- ANTH-A 403 Museum Studies (3 cr.)
- ANTH-E 320 Indians of North America (3 cr.)
- ANTH-E 423 Life Histories (3 cr.)
- ANTH-E 424 A Sense of Place (3 cr.)
- ANTH-E 444 People and Protected Areas (3 cr.)
- GEOG-G 185 Global Environmental Change (3 cr.)
- SPH-O 214 Wildflowers and Wild Edibles (3 cr.)
- SPH-O 318 Outdoor Recreation Consortium (2 cr.)
- SPH-O 341 Field Techniques in Environmental Education (3 cr.)

Natural Resource Management

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

- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)

Complete a minimum of 12 credits from the following courses (12 cr.):

- BIOL-L 350 Environmental Biology (3 cr.)
- SPEA-E 355 Introduction to Limnology (3 cr.)

- SPEA-E 363 Environmental Management (3 cr.)
- SPEA-E 422 Urban Forestry (3 cr.)
- SPEA-E 442 Habitat Analysis - Terrestrial (3 cr.)
- SPEA-E 443 Habitat Analysis - Aquatic (3 cr.)
- SPEA-E 456 Lake and Watershed Management (3 cr.)
- SPEA-E 457 Introduction to Conservation Biology (3 cr.)
- SPEA-E 460 Fisheries and Wildlife Management (3 cr.)
- SPEA-E 461 Fisheries and Wildlife Management Laboratory (3 cr.)
- SPH-O 318 Outdoor Recreation Consortium (3 cr.)

+ Courses followed by an 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, and the Doctor of Philosophy (Ph.D.) in Leisure Behavior.

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

- Description of Program

- Admission
- Degree Requirements
- Special Opportunities
- Careers

Description of Program

In the specialization, public, nonprofit, and community recreation, students acquire professional management skills that can be applied in a wide variety of recreation and leisure facilities (such as community centers, museums, and public parks) and programs around the world. Quality courses with small faculty/student ratio and varied fieldwork opportunities guarantee our students an outstanding educational experience.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 desired program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or**--
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or**--
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a public, nonprofit, and community recreation major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 30 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

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

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

- submission of a minimum score on the Test Of English As a Foreign Language (TOEFL), of 550 on

the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test.

- submission of a minimum score of 7 on the International English Language Testing System (IELTS).
- proof of completing at least three full years of secondary school in a predominantly English speaking country.

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Degree Requirements

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

- completion of general education requirements.
- completion of public, nonprofit, and community recreation major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the major.
- 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

[2019-2020 General Education Bulletin](#) to view these requirements.

Major (75 cr.) Public, Nonprofit, and Community Recreation Specialization (24 cr.)

Complete one of the following communication courses:

- COLL-P 155 Public Oral Communication (3 cr.) (minimum grade of C–)
- BUS-C 104 Business Presentations (3 cr.) (minimum grade of C–)

Complete one of the following computer courses:

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

Complete each of the following courses:

- SPH-R 101 Introduction to Resource Development/ Fundraising (3 cr.)
- SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.) (minimum grade of C–)
- SPH-R 221 Recreation Facilities Management (3 cr.) (minimum grade of C–)
- SPH-R 230 Recreational Sports Programming (3 cr.) (minimum grade of C–)
- SPH-R 388 (Formerly SPH-R 412) Marketing Principles for Leisure Services (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)

Recreation Core (30 cr.)

Complete each of the following courses:

- SPH-R 200 (Formerly: SPH-R 110) Foundations of Leisure and Public Health (3 cr.) **+(S&H)**
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.) **--or--** SPH-R 315 Leadership in a Diverse Society (3 cr.)
- SPH-R 311 Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 Career Perspectives and Internship Preparation (3 cr.)
- SPH-R 314 Data-Based Decision-Making Methods (3 cr.)
- SPH-R 410 (Formerly: SPH-T 410) Event Planning and Program Development (3 cr.)
- SPH-R 497 Professional Internship (12 cr.)
- 320 Hours of Field Experience are required.

Focal Tracks (21 cr.)

Complete a minimum of 21 credits in one of the following three focal tracks: 1) Parks and Recreation, 2) Sport Delivery and Active Living, 3) Culture and Community Services. Course options are as follows:

Parks and Recreation

If this track is chosen, complete each of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 305 Integrated Resource Management (3 cr.)

- SPH-R 413 Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)

Complete the remaining 9 credits from the following courses:

- AAAD-A 420 Transforming Divided Communities and Societies (3 cr.)
- ANTH-E 380 Urban Anthropology (3 cr.)
- ANTH-E 444 People and Protected Areas: Theories of Conservation (3 cr.)
- CJUS-P 413 Police-Community Relations (3 cr.)
- GEOG-G 313 Place and Politics (3 cr.)
- GEOG-G 448 Capitalism and Nature (3 cr.)
- HIST-A 347 American Urban History (3 cr.)
- HPSC-X 342 Arborecence: Keeping Trees in Mind (3 cr.)
- MSCH-P 384 Communication, Culture, and Community (3 cr.)
- MSCH-R 321 Principles of Public Relations (3 cr.)
- PACE-C 250 Leadership & Public Policy (3 cr.)
- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 315 Developmental Psychology (3 cr.)
- SOC-S 309 The Community (3 cr.)
- SOC-S 365 Health Behavior Analysis (3 cr.)
- SPEA-E 422 Urban Forest Management (3 cr.)
- SPEA-V 340 Urban Government Administration (3 cr.)
- SPEA-V 365 Urban Development and Planning (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-R 425 Strategic Planning for Recreation Organizations (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-V 241 Foundations of Environmental Health (3 cr.) **+(N&M)**

One of the following courses may be chosen as part of the 9 credits:

- REL-D 350 Religion, Ethics and the Environment (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 340 Interpretation and Tour Guiding (3 cr.)
- SPH-O 360 Human Health and Natural Environments (3 cr.)
- SPH-O 430 Outdoor Adventure Programs: Foundation and Theories (3 cr.)

Sport Delivery and Active Living

If this track is chosen, complete each of the following courses:

- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)

Complete the remaining 9 credits from the following courses:

- ANTH-E 260 Culture, Health, and Illness (3 cr.)
- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 327 Psychology of Motivation (3 cr.)
- REL-C 402 Religion, Illness, and Healing (3 cr.)
- REL-D 250, Religion, Ecology, and the Self (3 cr.) **+(A&H)**
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-M 328 Issues: Intercollegiate Athletics (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.)
- ~~SPH-O 430 Outdoor Adventure Programs: Foundations and Theories (3 cr.)~~
- SPH-R 235 Sport and Violence (3 cr.)
- SPH-R 321 Aquatic Management (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-Y 225 Disability, Health and Function (3 cr.)

One of the following courses may be chosen as part of the 9 credits:

- AAAD-A 264 History of Sport and Afro-American Experience (3 cr.) **+(S&H)**
- AAAD-A 265 Modern Sports and the Afro-American Experience (3 cr.) **+(S&H)**
- SPH-M 333 Sport in America: Historical Perspective (3 cr.)
- SPH-M 382 Sport in American Society (3 cr.)

Cultural and Community Services

If this track is chosen, complete each of the following courses:

- ANTH-A 403 Introduction to Museum Studies (3 cr.)
- SPEA-A 354 Arts Marketing Fundamentals (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-T 333 Festival and Event Tourism (3 cr.)

Complete the remaining 9 credits from the following courses:

- AAAD A 427 Cross-Cultural Communication (3 cr.)
- ANTH-E 382 Memory and Culture (3 cr.)
- FINA-A 390 Museum Studies I: Methods, History, Issues (3 cr.)
- FINA-A 391 Museum Studies II: Museum Exhibitions (3 cr.)
- MSCH-P 384 Communication, Culture, and Community (3 cr.)
- MSCH-R 321 Principles of Public Relations (3 cr.)
- REL-D 350 Religion, Ethics, and the Environment (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-H 319 Global Health Promotion (3 cr.)
- SPH-R 425 Strategic Planning for Recreation Organizations (3 cr.)

No more than 6 credits from the following courses may be chosen as part of the 9 credits

- AAAD-A 150 Survey of Culture of Black Americans (3 cr.) **+(A&H)**
- AMST-A 202 U.S. Arts and Media (3 cr.)
- ANTH-A 122 Interpersonal Communication (3 cr.) **+(S&H)**
- ANTH-E 200 Social and Cultural Anthropology (3 cr.) **+(S&H)**
- CMLT-C 155 Culture and Modern Experience (3 cr.)
- ENG-R 224 Persuasion (3 cr.)
- ENG-W 240 Community Service Writing (3 cr.)
- FINA-H 100 Introduction to Art History and Visual Culture (3 cr.) **+(A&H)**
- FOLK-E 114 Music, Identity, and Social Life (3 cr.)
- FOLK-F 230 Music in Social Movements (3 cr.)
- GNDR-G 215 Sex and Gender: Cross-Cultural Perspectives (3 cr.)
- LATS-L 101 Introduction to Latino Studies (3 cr.) **+(S&H)**
- SOC-S 220 Culture and Society (3 cr.)
- SPEA-A 236 Music Industry I (3 cr.)
- SPEA-A 241 Inside Community Arts Organizations (3 cr.)
- THTR-T 100 Introduction to Theatre (3 cr.) **+(A&H)**
- THTR-T 278 Applied Theatre (3 cr.)

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

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

Special Opportunities

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

Careers

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

Bachelor of Science in Public Health - Epidemiology Degree

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

Description of Program

The Bachelor of Science in Public Health – Epidemiology degree is a four year undergraduate degree offered

through the Department of Epidemiology and Biostatistics 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 in Epidemiology degree is consistent with the standards required by the Council on Education for Public Health (CEPH), the federally recognized accrediting body for public health academic programs. Students who choose this degree program 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 disease surveillance, study design, data collection and analysis, identification of risk factors for infectious and chronic diseases, and interpretation of findings from research studies. At the conclusion of their course work, students must complete an internship which provides them an opportunity to apply the skills and competencies they attained within an actual work environment. In addition to allowing the students to synthesize the many concepts they learned in the core public health and epidemiology courses, the field experience provides students with an opportunity to act professionally, think critically, communicate with many different individuals, and develop other important skills required to be successful in an epidemiology work environment. Students completing this degree will be well positioned to begin employment as epidemiologists or to pursue an advanced degree.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a BSPH in Epidemiology degree, will receive an offer of direct freshman admission to the this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. -- **or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as an epidemiology major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in Epidemiology to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to a BSPH in Epidemiology degree. A minimum 2.0 cumulative grade point average (GPA) at Indiana University is required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of epidemiology major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in all courses used to fulfill the requirements of the major portion of this degree.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (65 - 72 cr.)

Anatomy and Physiology Requirement (3 - 10 cr.)

A student may complete either one of the following two options to complete this requirement:

This requirement may be satisfied by completing the following course:

- MSCI-M 115 Introduction Anatomy and Physiology (3 cr.)

Alternatively, a student may satisfy this requirement by completing both of the following individual anatomy and physiology courses:

- ANAT-A 215 Basic Human Anatomy (5 cr.) **or** SPH-K 205 Structural Kinesiology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)

Public Health Core (15 cr.)

A minimum grade of C– is required in each course. *Complete each of the following courses:*

- SPH-B 366 Community Health (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-P 309 Public Health Administration (3 cr.)
- SPH-Q 381 Introduction to Biostatistics (3 cr.)
- SPH-V 241 Foundations of Environmental Health (3 cr.) **+N&M**

Epidemiology Courses (20 cr.)

A minimum grade of C– is required in each course. *Complete each of the following courses:*

- SPH-E 250 Public Health Surveillance and Monitoring (3 cr.)
- SPH-E 350 Infectious Diseases: Outbreaks and Field Investigations (3 cr.)
- SPH-E 353 Distribution and Determinants of Chronic Diseases (3 cr.)
- SPH-E 358 Epidemiologic Methods: Concepts (3 cr.)
- SPH-E 359 Epidemiologic Methods: Applications (3 cr.)
- SPH-E 496 Field Experience in Epidemiology (5 cr.)

Additional Major Courses (15 cr.)

Complete each of the following courses:

- MATH-M 118 Finite Mathematics (3 cr.) **+Math Modeling**
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-Q 400 Introduction to Biostatistical Computing (3 cr.)
- SPH-V 235 Introduction to Public Health Biology (3 cr.)
- STAT-S 350 Introduction to Statistical Inference (3 cr.) **or** STAT-S 320 Introduction to Statistics (3 cr.)

Related Content Courses (12 cr.)

A minimum grade of C– is required in each course.
Complete any 12 credits from the following courses:

Mathematics and Statistics

- MATH-M 211 Calculus I (4 cr.)
- MATH-M 212 Calculus II (4 cr.)
- MATH-M 301 Linear Algebra and Applications (3 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 311 Calculus III (4 cr.)
- STAT-S 431 Applied Linear Models I (3 cr.)
- STAT-S 432 Applied Linear Models II (3 cr.)

Writing and Public Speaking

- COLL-P 155 Public Oral Communication (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

Behavioral and Community Health

- PSY-P 101 Introduction to Psychology I (3 cr.) **+N&M**
- PSY-P 102 Introduction to Psychology II (3 cr.) **+S&H**
- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-F 150 Introduction to Public Health (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-H 263 Personal Health (3 cr.) **+S&H**

Topical Health and Health Promotion

- SPH-H 172 International Health and Social Issues (3 cr.)
- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 320 The Nature of Cancer Management (3 cr.)
- SPH-H 326 AIDS and Sexually Transmitted Diseases (3 cr.)
- SPH-H 334 (Formerly SPH-H 234) Heart Health and Diabetes (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.)

Physical Activity

- SPH-K 409 Basic Physiology of Exercise (3 cr.) (P: ANAT-A 215 and PHSL-P 215 or equivalents)

- SPH-K 412 Exercise in Health and Disease (3 cr.)
- SPH-K 417 Physical Activity and Disease (3 cr.)

Environmental Health

- SPH-V 201 Introduction to Occupational Safety and Health (3 cr.)
- SPH-V 214 Environmental Regulations and Code Compliance (3 cr.)
- SPH-V 215 Food Safety and Sanitation (3 cr.)
- SPH-V 422 Issues in Global Environmental Health (3 cr.)

International Studies

- INTL-I 202 Global Health and Environment (3 cr.)

Sociology

- SOC-S 358 Social Issues in Health and Medicine (3 cr.)
- SOC-S 370 Research Methods in Sociology (3 cr.)

Pre-Health Professions

Consult with your advisor if you are pre-health to ensure you take the necessary courses.

- BIOL-L 111 Introduction to Biological Evolution and Diversity (4 cr.) **+N&M or** BIOL-L 211 Molecular Biology (3 cr.)
- BIOL-L 112 Foundations of Biology: Biological Mechanisms (4 cr.)
- BIOL-L 113 Biology Laboratory (3 cr.)
- BIOL-M 200 Micro Organisms in Nature and Disease Management (3 cr.)
- CHEM-C 117 Principles of Chemistry and Biochemistry I (3 cr.) **+N&M**
- CHEM-C 341 Organic Chemistry I Lectures/Control (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 N&M notation may apply toward both major requirements and the general education, natural and mathematical sciences requirement.

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

Suggested Environmental Health Courses for the First-Year Student*Fall Semester*

- BIOL-L 112 Foundations of Biology: Biologic Mechanisms (4 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)
- Arts and Humanities Elective (3 cr.)
- ENG-W 131 Elementary Composition 1 (3 cr.) or equivalent
- Elective (3 cr.)
- Elective (3 cr.)

Spring Semester

MCSI-M 115 Introduction to Anatomy and Physiology (3 cr.)
 SPH-E 250 Public Health Surveillance and Monitoring (3 cr.)
 World Languages and Culture elective (3 cr.)
 Elective (3 cr.)
 Elective (3 cr.)

Special Opportunities

Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research 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 Recreation (BSR), Recreational Therapy Major

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

Description of Program

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

The Bureau of Labor Statistics describes the field of recreational therapy as follows: "Recreational therapists, also referred to as therapeutic recreation specialists, provide treatment services and recreation activities for individuals with disabilities or illnesses. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and

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

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, pursuing a Bachelor of Science in Recreation degree with a major in recreational therapy, will receive an offer of direct freshman admission to this program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a recreational therapy major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. 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 therapy to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to the degree, Bachelor of Science in Recreation with a major in recreational therapy. The recreational therapy program prepares students to assume positions as recreation therapy specialists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions. All students graduating from the major are eligible to sit

for the National Council on Therapeutic Recreation Certification (NCTRC) examination. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of recreational therapy major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the major.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (68-75 cr.)

Anatomy/Physiology Requirement (3-10 cr.)

This requirement may be met in one of two ways.

OPTION 1: *This requirement may be met by completing the following one-course-combination of Anatomy and Physiology:*

- MSCI-M 115 Introduction to Anatomy and Physiology (3 cr.) **+(N&M) (3 cr.)**

OPTION 2: *Alternatively, students may meet this requirement by completing the following individual courses in Anatomy and Physiology:*

- ANAT-A 215 Basic Human Anatomy (5 cr.) **+(N&M)**
- ~~or~~ SPH-K 205 Structural Kinesiology (3 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.) **+(N&M)**

Recreational Therapy Specialization (38 cr.)

Complete each of the following courses:

- PSY-P 101 Introduction to Psychology I (3 cr.) **+(N&M)**
- PSY-P 102 Introduction to Psychology II (3 cr.) **+(S&H)**
- PSY-P 324 Abnormal Psychology (3 cr.)
- SPH-F 150 Introduction to Life Span Development (3 cr.) **+(S&H)**
- SPH-K 398 Adapted Physical Activity (3 cr.)
- SPH-Y 225 Disability, Health, and Function (3 cr.) (minimum grade of C-)
- SPH-Y 277 Foundations of Recreational Therapy Practice (3 cr.) (Minimum grade of C- required)
- SPH-Y 378 Recreational Therapy Assessment and Planning (4 cr.) (minimum grade of C-)
- SPH-Y 379 Recreational Therapy Facilitation: Techniques and Evaluation (4 cr.) (minimum grade of C-)
- SPH-Y 397 Recreational Therapy Internship and Professional Preparation (3 cr.)
- SPH-Y 470 Contemporary Issues in Recreational Therapy (3 cr.) (minimum grade of C-)

- SPH-Y 472 Recreational Therapy in the Health Care Environment (3 cr.) (minimum grade of C-)

Recreation Core (27 cr.)

Complete each of the following courses:

- SPH-R 200 Health & Happiness by Design (3 cr.) **+(S&H)**
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 314 Data-Based Decision-Making (3 cr.)
- SPH-R 410 (Formerly: SPH-T 410) Event Planning and Program Development (3 cr.)
- SPH-R 497 Professional Internship (12 cr.)
- 320 Hours of Field Experience are required.

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

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

Special Opportunities

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

Careers

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

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

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

Description of Program

The Tourism, Hospitality, and Event Management program (THEM) prepares students to enter the world's largest and most diverse industry. Tourism is travel for business, recreation, leisure and wellness. Although the tourism industry includes transportation, travel, and food and lodging, students in this program focus on the marketing and management of tourism facilities and destinations

within the context of wellness and public health. Careers include tourism agencies, hotels, hospitals, resorts, convention centers, theme parks, visitor centers, golf courses, cruises, and airlines.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. --**or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a tourism, hospitality, and event management major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.
2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in tourism, hospitality, and event management to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

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

- completion of general education requirements.
- completion of tourism, hospitality, and event management major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the major.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (72 cr.)

Tourism, Hospitality, and Event Management Major Core Courses (24 cr.)

Complete each of the following courses:

- SPH-T 201 Introduction to Tourism, Hospitality, and Event Management Industries (3 cr.)
- SPH-T 335 Entrepreneurship in Tourism, Hospitality, and Event Management (3 cr.)
- SPH-T 425 Capstone in Tourism, Hospitality, and Event Management (3 cr.)
- SPH-R 388 Marketing Principles for Leisure Services (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Service Organizations (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

Recreation Core (30 cr.)

Complete each of the following courses:

- SPH-R 200 Health & Happiness by Design (3 cr.) **+(S&H)**
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 311 Management in Recreation, Parks and Tourism (3 cr.)
- SPH-R 312 Career and Internship Preparation (3 cr.)
- SPH-R 314 Data-Based Decision-Making (3 cr.)
- SPH-R 410 (Formerly: SPH-T 410) Event Planning and Program Development (3 cr.)
- SPH-R 497 Professional Internship (12 cr.)
- 320 Hours of Field Experience are required.

Focal Tracks (18 cr.)

Complete a minimum of 18 credits in one of the following three focal tracks: 1) Event Management, 2) Hospitality Services, 3) Global Tourism. Course options are as follows:

Event Management

If this track is chosen, complete each of the following courses:

- SPH-T 311 Convention Management and Meeting Planning (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 345 Special Event Production (3 cr.)

Complete the remaining 9 credits from the following courses:

- SPH-T 203 Principles of Lodging Management (3 cr.)
- SPH-T 211 International Tourism (3 cr.)
- SPH-T 276 Theme Park Leadership (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-T 336 Systems Integration in Hospitality (3 cr.)
- SPH-R 375 Winery and Food Tourism: The Case of Sorrento, Italy (3 cr.)
- SPH-T 389 Global Destination Management (3 cr.)

- SPH-T 418 Public Health in Global Travel and Tourism (3 cr.)
- SPH-T 431 Green Operations in Hospitality (3 cr.)

Hospitality Services

If this track is chosen, complete each of the following courses:

- SPH-T 203 Principles of Lodging Management (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-T 336 Systems Integration in Hospitality (3 cr.)
- SPH-T 431 Green Operations in Hospitality (3 cr.)

Complete the remaining 6 credits from the following courses:

- SPH-T 211 International Tourism (3 cr.)
- SPH-T 276 Theme Park Leadership (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)
- SPH-T 311 Convention Management and Meeting Planning (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 345 Special Event Production (3 cr.)
- SPH-R 375 Winery and Food Tourism: The Case of Sorrento, Italy (3 cr.)
- SPH-T 389 Global Destination Management (3 cr.)
- SPH-T 418 Public Health in Global Travel and Tourism (3 cr.)

Global Tourism

If this track is chosen, complete each of the following courses:

- SPH-T 211 International Tourism (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)
- SPH-T 389 Global Destination Management (3 cr.)
- SPH-T 418 Public Health in Global Travel and Tourism (3 cr.)

Complete the remaining 6 credits from the following courses:

- SPH-T 203 Principles of Lodging Management (3 cr.)
- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-T 311 Convention Management and Meeting Planning (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 336 Systems Integration in Hospitality (3 cr.)
- SPH-T 345 Special Event Production (3 cr.)
- SPH-R 375 Winery and Food Tourism: The Case of Sorrento, Italy (3 cr.)
- SPH-T 431 Green Operations in Hospitality (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

Tourism students have opportunities to expand their understanding of international tourism and travel through a variety of 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, wellness, and public health) prior to graduation.

Careers

Graduates in the THEM program have one of the widest array of potential job opportunities post-graduation. Previous graduates are employed in sales, food & beverage management, hotel management and sales, catering, merchandising, business development, marketing, brand management, revenue management, and wellbeing management.

Careers in this field are only limited by the graduate. The skillset developed during their time at Indiana University Bloomington gives them the opportunity to apply these skills in any number of fields. The required final internship and the access to faculty previously employed in management in the industry, also give the students help in achieving their career goals.

Undergraduate Academic Programs

Bachelor of Science in Public Health Degrees:

- BSPH in Community Health degree
- BSPH in Environmental Health degree
- BSPH in Epidemiology degree
- BSPH in Fitness and Wellness degree

Bachelor of Science in Applied Health Science Degree (BSAHS)

Majors:

- Dietetics
- Human Development and Family Studies
- Nutrition Science
- Safety
- Youth Development

Bachelor of Science in Kinesiology Degree (BSK)

Majors:

- Exercise Science
- Sport Marketing and Management

Bachelor of Science in Recreation Degree (BSR)

Majors:

- Parks, Recreation, & the Outdoors
- Recreational Therapy
- Tourism, Hospitality, and Event Management

SPH Honors Program

- Honors Program

SPH Honors Program

- Description of Program
- Admission
- Eligibility
- Honors Program Criteria
- Benefits to Students
- Careers

Description of Program

The School of Public Health Honors Program is dedicated to providing a rich college experience to motivated, academically gifted, and engaged students. By promoting challenging academics, encouraging leadership and service beyond the classroom, and providing opportunities for scholarly research, SPH Honors Students will be prepared for their futures as public health professionals.

Admission

Admission to the SPH honors program will follow the process below:

- SPH Records Office will send a letter of invitation to all eligible undergraduate students, inviting them to apply to the SPH honors program.
- Students will apply by completing a standardized form [letter of intent](#) that includes basic student information as well as their intentions.
- Students will submit their application form letter to their academic advisor for review (e.g., if student meets eligibility).

Eligibility

- Admitted into SPH major
- 3.7 cumulative GPA at time of admission into Honors program
- 3.7 cumulative GPA at time of graduation
- In student's final semester, student will initiate meeting with major advisor to go over [SPH Honors Program Checklist](#), ensuring all requirements are met.
- Final Deadline to submit [Graduation Checklist](#) to Advisor: December 1st or May 1st

Honors Program Criteria

Students must complete all of the following four criteria:

Criterion 1: Completion of 3 credits of SPH honors coursework which could be any of the following:

An SPH course designated as a Hutton Honors course - **or** - An honors section of an SPH course as determined by Department faculty using the Hutton Honors College 6 basic Models for Honors Offerings form as guidance

Criterion 2: Completion of an independent research study or project culminating in a paper or poster project.

Criterion 3: Presentation in SPH poster event and/or Departmental Open House or a recognized conference.

Criterion 4: Participation in a credit bearing field experience or service learning course or credit bearing study abroad or other approved credit bearing community engaged learning activity that results in a paper, project, or product.

Benefits to Students

- Recognition of high-impact experiences initiated by student.
- Flexibility to choose desired Honors courses and projects specific to student's area of study.
- Opportunity for community engagement.
- Opportunity for mentorship and/or research with a faculty member and graduate students.
- SPH Honors Notation provided on transcript.
- Recognition at graduation (Honors cord).

Careers

The SPH Honors Program underscores our values of a quality education involving research and community engagement in order to educate and prepare the next generation of researchers, teachers, and practitioners to effectively meet the public health related needs of individuals and communities.

Bachelor of Science in Recreation (BSR), Parks, Recreation, & the Outdoors Major

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

Description of Program

Housed within the Department of Health & Wellness Design, this program prepares professionals to enhance the quality of life of individuals and communities through careers related to parks, recreation, and engagement with the outdoors. With a focus on purposeful design, organizational management, and service delivery, students will learn how to succeed in a wide variety of settings in the public, non-profit, and private sectors. All of this is developed under the umbrella of public health to amplify the covenants of social justice, equity, access, and most of all: the pursuit of happiness.

Quality courses with small faculty/student ratio and varied fieldwork opportunities assure our students an outstanding, engaging educational experience.

Admission

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

A newly admitted freshman or transfer student, beginning in the fall 2020 semester, 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 desired program if he or she meets both of the following criteria:

1. **Entrance Test Scores:** The applicant must have earned one of the following minimum standardized test scores:
 - a combined critical reading and math score on the SAT (Scholastic Aptitude Test) of 1280. -- **or--**
 - a composite score on the ACT (American College Test) of 27.
2. **Academic Performance:** The applicant must either:
 - possess a minimum cumulative high school GPA of 3.5. --**or--**
 - rank in the top 12 percent of his or her high school graduating class.

Before entering the School of Public Health - Bloomington as a public, nonprofit, and community recreation major, all other students begin studies in the University Division, and then subsequently certify into this program as soon as they satisfy the following two admission criteria:

1. successful completion of at least 26 credit hours.

2. minimum 2.0 cumulative grade point average (GPA) at Indiana University.

Students in the University Division must also declare their intention to major in public, nonprofit, and community recreation to the University Division Records Office. If a student earns less than 2.0 semester GPA for the term before entering the School of Public Health-Bloomington, the student may be admitted on academic probation as long as the student has completed 26 credits and has at least a 2.0 cumulative GPA.

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

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

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

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

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

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

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Recreation degree with a major in Parks,

Recreation, and the Outdoors. A minimum of 30 successfully completed credit hours and a minimum 2.0 cumulative grade point average (GPA) are required for admission to this program. Graduation requirements include:

- completion of general education requirements.
- completion of parks, recreation and outdoors major requirements.
- a minimum of 120 successfully completed credit hours which count toward the degree program.
- a minimum 2.0 cumulative GPA.
- a minimum 2.0 cumulative GPA in courses used to complete the major.
- 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 [2021-2022 General Education Bulletin](#) to view these requirements.

Major (75 cr.)

Parks, Recreation & the Outdoors Focus Area (24 credits)

- SPH-R 101 Resource Development & Fundraising (3 cr.)
- SPH-R 220 Foundations of Parks, Recreation & the Outdoors (3 cr.)
- SPH-R 221 Creating Sense of Place through Design (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)
- SPH-O 244 Natural History & Field Ecology (3 cr.)
- SPH-O 340 Interpretation & Tour Guiding (3 cr.)
- SPH-O 360 Human Health & Natural Environments (3 cr.)
- SPH-O 413 Capstone in Parks, Recreation, and the Outdoors (3 cr.)

Required Core Courses (30 credits)

- SPH-R 200 Health & Happiness by Design (3 cr.)
+S&H
- SPH-R 210 Inclusion in Recreation, Parks & Tourism (3 cr.)
- SPH-R 311 Management in Recreation, Parks, & Tourism (3 cr.)
- SPH-R 312 Career and Internship Preparation (3 cr.)
- SPH-R 314 Data-Based Decision-Making (3 cr.)
- SPH-R 410 Event Planning & Program Development (3 cr.)
320 Hours Field Experience completed, documented, and approved prior to SPH-R 497
- SPH-R 497 Professional Internship (12 cr.)

Professional Electives (Select any 21 credits from the list below.)

- SPH-O 214 Wildflowers & Wild Edibles (3 cr.)
- SPH-O 279 Outdoor Adventure Education (3 cr.)
- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 310 Ecosystem Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)
- SPH-O 318 Outdoor Recreation Consortium (3 cr.)

- SPH-O 324 Outdoor Experiential Educ. Instructional Techniques (3 cr.)
- SPH-O 341 Field Techniques in Environmental Education (3 cr.)
- SPH-R 230 Recreational Sports Programming (3 cr.)
- SPH-R 235 Sport and Violence (3 cr.)
- SPH-R 250 Topics in Rec, Park, & Tourism Studies (1-3 cr.)
- SPH-R 321 Aquatic Management (3 cr.)
- SPH-R 350 Seminar in Recreation & Parks (1-3 cr.)
- SPH-R 388 Marketing for Leisure Services (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Service Orgs (3 cr.)
- SPH-R 426 Human Resource Management in Leisure Services (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)
- SPH-R 391 Readings in Rec, Park, and Tourism Studies (1-3 cr.)
- SPH-R 395 Practicum in Rec, Park, and Tourism Studies (1-6 cr.)
- SPH-R 484 Workshop in Rec, Park, and Tourism Studies (1-6 cr.)
- SPH-R 492, Research in Rec, Park, and Tourism Studies (1-3 cr.)
- SPH-T 302 Managing Food/Beverage Operations (3 cr.)
- SPH-T 323 Festival & Event Management (3 cr.)
- SPH-W 305 Intro to Outdoor Leadership (3 cr.)
- SPH-W 331 Wilderness First Responder (3 cr.)
- SPH-Y 225 Disability, Health & Function (3 cr.)
- SPH-B 310 Healthcare in Diverse Communities (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-K 200 Microcomputer Applications in Kinesiology (3 cr.)
- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
- SPH-M 328 Issues: Intercollegiate Athletics (3 cr.)
- SPH-M 333 Sport in America: Historical Perspective (3 cr.)
- SPH-M 382 Sport in American Society (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)

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

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

Special Opportunities

During the course of study, students have the opportunity to work and train in a variety of professional public, nonprofit, private, and community management settings. Through course practicums, projects, field experiences, and a culminating internship; students acquire leadership, management, programming, marketing and evaluation, legal aspects, and communication skills. The department boasts over 75 years as a leader in the field with a wide network of alumni for students to draw from to support the creation of a deeper connection and options for career placement.

Careers

According to the National Recreation and Park Association, a career in Parks, Recreation, & the Outdoors (PRO) means enhancing the quality of life for all people through advancing environmental conservation efforts, social equity, and health and wellness. The job outlook for PRO graduates is excellent. The U.S. Department of Labor bureau of Labor Statistics indicates that employment of recreation workers is projected to grow 10 percent from 2019 to 2029, much faster than the average for all occupations. As more emphasis is placed on the importance of lifelong well-being, more recreation workers will be needed to work with children and adults in a variety of settings. The Department of Health & Wellness Design prepares a monthly nationwide listing of jobs in the field totaling more than 1,500 potential positions for graduates annually.

A large number of transferable skills are developed through the PRO program from personnel, facility, site, financial/fiscal, and natural resource management to research methods. PRO students also develop skills in promoting justice, equity, diversity, accessibility, and inclusion in the sites where they work. These skills prepare students for a wide range of careers.

Many PRO graduates go on to pursue advanced degrees including the Master of Science (M.S) in Recreation with options in Outdoor Recreation or Recreation Administration, Master of Public Health (M.P.H) in Parks and Recreation, and the Doctor of Philosophy (Ph.D.) in Leisure Behavior.

Examples of Specific Job Titles Include:

PARKS & The OUTDOORS

Park and protected area manager (municipal, state, national), Park Ranger/Specialist (Resource Management, Interpretation & Education; Visitor & Resource Protection), Trail Planner, Ecological Restoration Specialist, Wildland Firefighter/Fire Effects Monitor, Visitor Wellness Specialist, Conservation Officer, Adventure Educator, Outdoor/Environmental Educator, Naturalist (private, public, or non-profit sector), Wilderness Guide.

RECREATION

City Parks and Recreation Director, Summer Residential Camp Director, Youth Recreation Specialist, Recreation Facility Manager, Community Specialist, Community Special Events Manager, Aquatics Manager/Director, Community Recreation Health and Wellness Coordinator, Sport Facility Manager, Event Manager, Military Recreation Personnel, Recreation Manager/Supervisor, Youth and Adult Sports Program Director, Campus Recreation Administrator, Afterschool and Day Camp Director, Community Farmer's Market Director.

Coaching

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/forms/student/undergrad-minor-declaration/select-minor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking

with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Dr. Brian Moscicki for academic advising.

Dr. Brian Moscicki
Department of Kinesiology
School of Public Health - Bloomington SPH 112
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 856 7231
bmoscick@indiana.edu

Requirements

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

- successful completion of 20 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each minor course.

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

Required Core Courses (6 cr.):

Complete each of the following courses:

- SPH-K 335 Theories of Conditioning for Coaching (3 cr.) (fall only)
- SPH-K 435 Philosophical Foundations of Coaching (3 cr.) (spring only)

Elective Courses (9 cr.):

Select and complete 9 credits from the following. At least three must be from the 300-400 level.

- SPH-A 361 Coaching of Football (2 cr.) (spring only)
- SPH-A 362 Coaching of Basketball (2 cr.) (fall only)
- SPH-A 363 Coaching of Baseball (2 cr.) (fall only)
- SPH-A 370 Coaching of Soccer (2 cr.) (spring only)
- SPH-A 483 Sports Officiating (1 cr.) (usually basketball, track & field, or softball)
- SPH-K 280 Principles of Athletic Training and Emergency Care (2 cr.) **or** SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 455 Practicum in Coaching (2 cr.)
- EDUC-G 207 Introduction to Student-Athlete Counseling Psychology (3 cr.)
- SPH-R 230 or SPH-K 206 Recreational Sport Programming (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)

Epidemiology

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it.

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

Students considering this minor may visit Jim Sizemore for academic advising.

Jim Sizemore
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C002
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
sizemor@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs outside the epidemiology major, who wish to add an epidemiology 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.

Required Foundational Courses (6 cr.):

Complete each of the following courses:

- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-Q 381 Introduction to Biostatistics (3 cr.)

Epidemiology Elective Courses (9 cr.)

Complete three of the following courses:

- SPH-E 250 Public Health Surveillance and Monitoring (3 cr.)
- SPH-E 350 Infectious Diseases: Outbreaks and Field Investigations (3 cr.)
- SPH-E 353 Distribution and Determinants of Chronic Diseases (3 cr.)
- SPH-E 358 Epidemiologic Methods: Concepts (3 cr.)
- SPH-E 359 Epidemiologic Methods: Applications (3 cr.)
- SPH-Q 400 Introduction to Biostatistical Computing (3 cr.)

Event Planning

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Barbara Grinder (bgrinder@indiana.edu).

Requirements

This undergraduate minor program is intended for students in degree programs other than the those with a major in Tourism, Hospitality, and Event Management. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

(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:

- SPH-T 201 Introduction to Tourism, Hospitality, & Event Management Industries (3 cr.)
- SPH-T 311 Convention Management and Meeting Planning (3 cr.)
- SPH-T 323 Festivals and Event Management (3 cr.)
- SPH-T 345 Special Event Production (3 cr.)

Event Planning Elective Courses (3 cr.)

Complete one course from the following list:

- MSCH-A 320 Principles of Creative Advertising (3 cr.)
- MSCH-C 207 Introduction of Media Industry & Management (3 cr.)
- SPEA-A 354 Arts Marketing Fundamentals (3 cr.)
- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPH-R 230 Recreational Sport Programming (3 cr.)
- SPH-R 375 Winery and Food Tourism (3 cr.)
- SPH-R 388 (Formerly SPH-R 412) Marketing for Leisure Services (3 cr.)
- SPH-R 410 Event Planning & Program Development (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)
- SPH-T 203 Principles of Lodging Management (3 cr.)
- SPH-T 211 International Tourism (3 cr.)
- SPH-T 276 Theme Park Leadership Strategies (3 cr.)
- SPH-T 335 Entrepreneurship in Tourism, Hospitality and Events (3 cr.)

Exercise Science

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this

minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

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

Carolyn Munk
Academic Advisor
Department of Kinesiology
School of Public Health - Bloomington
SPH C024
1025 E. 7th St.
Bloomington, IN 47405-7109
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Donna Lane
Academic Advisor
Department of Kinesiology
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dglane@indiana.edu

Requirements

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

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- College of Arts and Sciences students completing this minor must earn a minimum grade of C- in each course used in the minor.

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

Exercise Science Core Course (3 cr.)

Complete the following course:

- SPH-K 212 Introduction to Exercise Science (3 cr.)
N&M

Exercise Science Elective Courses (12 cr.)

Complete 12 credits from the following courses:

- SPH-K 205 Structural Kinesiology (3 cr.) **N&M** or ANAT-A 215 (5 cr.) **N&M**
- SPH-K 305 Mechanical Basis of Human Movement (3 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 398 Adapted Physical Activity (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)

Fitness Instruction

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to

pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it.

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

Students considering this minor may visit the Health Fitness Specialist advisor, Tammy Nichols for academic advising.

Tammy Nichols, M.S.
Advisor, Fitness Instruction Minor
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tmnichol@indiana.edu

Requirements

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

- successful completion of 18 to 22 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each minor course.

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

Fitness Instruction Minor (18-22 credits):

Required Core Courses (12-16 credits):

Complete each of the following courses:

- MSCI-M 115 Introduction to Anatomy and Physiology (3 cr.) **+N&M --or--** PHSL-P 215 Basic Human Physiology (5 cr.) **+N&M**
- SPH-K 205 Structural Kinesiology (3 cr.) **+N&M --or--** ANAT-A 215 Basic Human Anatomy (5 cr.) **+N&M**
- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
- SPH-K 319 Physical Activity/Exercise Leadership (3 cr.) (recommended prerequisites: SPH-K 205 or ANAT-A 215, SPH-K 216)

Specialized Electives (6 credits):

Complete 6 credits from the following courses:

- SPH-K 327 Behavioral Aspects of Physical Activity and Exercise (3 cr.)
- SPH-K 416 Physical Activity/Fitness Administration (3 cr.)
- SPH-K 417 Physical Activity and Disease (recommended prerequisite: SPH-K 409)
- SPH-K 419 Fitness Testing and Interpretation (recommended prerequisite: SPH-K 409)
- SPH-K 492 Research in Kinesiology (1-3 cr.)

- SPH-K 496 Lab Assisting or Field Experience in Sport and Kinesiology (1-3 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.

+ 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.

Environmental Health

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it.

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

Students considering this minor may seek advising from the academic advisor, Janet Donley, jdonley@indiana.edu.

Ordinarily minors may be discussed and approved during drop-in advising hours. For drop-in advising hours and instructions for making an appointment, if desired, see the SPH Academic Advising website: <https://publichealth.indiana.edu/student-portal/advising/index.html>

The faculty director for this minor is Dr. Jo Anna Shimek, jmshimek@indiana.edu.

Requirements

This undergraduate minor program is intended for students in programs other than the BSPH in Environmental Health degree program, who wish to add an environmental health specialty to their studies. This minor requires:

- successful completion of **15 credit hours** prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each minor course.

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

Foundational Environmental Health Courses (6 cr.):

Complete the following course:

- SPH-V 241 Foundations of Environmental Health (3 cr.) **+N&M**

Complete one of the following courses:

- SPH-V 201 Introduction to Occupational Safety and Health (3 cr.)

- SPH-V 214 Environmental Regulations and Code Compliance (3 cr.)
- SPH-V 215 Food Safety and Sanitation (3 cr.)
- SPH-V 235 Introduction to Health Biology (3 cr.)

Environmental Health Elective Courses (9 cr.):

Complete three courses from the following:

- SPH-V 341 Environmental Health Management and Policy (3 cr.)
- SPH-V 350 Current Topics in Environmental and Occupational Health (3 cr.)
- SPH-V 360 Environmental Justice (3 cr.)
- SPH-V 422 Issues in Global Health Environmental Health (3 cr.)
- SPH-V 442 Introduction to Toxicology (3 cr.)
- SPH-V 443 Environmental Sampling and Analysis (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.

Healthy Aging

Description of Program

The 65-and-older population has grown rapidly since 2010. Those over age 65 now comprise the fastest-growing age group in the United States. Our aging society is resulting in a demand for professionals with knowledge and expertise in aging. There are expanding career opportunities in many fields, including health care, fitness, rehabilitation, finance, housing, education, recreation, law, and counseling. New technologies are changing the way people age. Many people are starting businesses to help people age well and maintain their health and independence.

The active aging minor provides students with professional training in the core disciplines of social and active aging, practice in the knowledge and skills needed for a career in aging services, and opportunities to apply knowledge through community engagement.

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Janet Donley for academic advising.

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jdonley@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a Healthy Aging 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.

Complete one of the following two tracks:

Social Aging Track

Required Foundational Courses (9 cr.)

Complete each of the following three courses:

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

Elective Courses (6 cr.)

Complete two courses from the following:

- SPH-K 360 Determinants of Successful Active Living (3 cr.)
- SPH-F 150 Introduction to Life-Span Development (3 cr.) **S&H**
- SPH-F 348 Human Development III: Early, Middle, and Late Adulthood (3 cr.) P: SPH-F150
- SPH-H 220 Death and Dying (3 cr.) **S&H**
- SPHS-S 307 Cognition/Communication in Aging (3 cr.) P: One of SPHS-S110, S215, or S108; and SPHS-S201 or ANAT-A215

Active Aging Track

Required Foundational Courses (12 cr.)

Complete each of the following four courses:

- SPH-B 315 Health in the Later Years (3 cr.)
- SPH-K 360 Determinants of Successful Active Living (3 cr.)
- SPH-K 342 Foundations of Physical Activity Instruction for Older Adults (3 cr.)
- SPH-K 422 Programming for Age Related Medical Considerations (3 cr.)

Elective Course (3 cr.)

Complete any one course from the following:

- SPH-B 335 Aging Health, and Diverse Populations (3 cr.)
- SPH-B 354 Aging Today (3 cr.)
- SPH-K 412 Exercise and Disease (3 cr.)
- SPH-K 496 Practicum Experience in Kinesiology: Exercise Leadership (1-3 cr.)
- SPH-N 331 Lifecycle Nutrition (3 cr.)
- SPH-N 220 Nutrition and Health (3 cr.)
- SPH-N 231 Human Nutrition (3 cr.)
- SPH-B 416 Health Counseling (3 cr.)

- SPHS-S 307 Cognition/Communication in Aging (3 cr.) P: One of SPHS-S110, S215, or S108; and SPHS-S201 or ANAT-A215

+ 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.

Program Highlights

The flexible program of study allows students to focus their studies on physical activity and aging or the broader study of aging and society. Both tracks provide opportunities for community engagement and research opportunities with faculty.

Students who graduate with a minor in Healthy Aging often pursue graduate work in physical or occupational therapy, medical school, nursing, chiropractic school, social work, and counseling. Students also start careers in work settings including: non-profit organizations; local, state, and federal government programs; private industry; and residential senior living communities.

Global Health Promotion

Description of Program

The need for coordinated approaches to global health issues has never been more apparent. Improving health outcomes for people around the globe supports political stability and economic growth for all. Students earning this minor explore how nations work together to improve health and health equity for all. Coursework focuses on identifying and measuring global threats to health, health disparities, and the solutions to improve the health of people where they live, work, and play.

Admission

Undergraduate students wanting to declare this minor may do so in one of two ways:

- By completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- By contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

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tayloane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add a global

health promotion specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Global Health Promotion Core Courses (12 cr.)

Complete each of the following courses:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 319 Global Health Promotion (3 cr.)

Global Health Promotion Elective Course (3 cr.)

Compete one of the following courses:

- SPH-B 150 Introduction to Public Health (3 cr.)
- SPH-B 335 Aging Health, and Diverse Populations (3 cr.)
- SPH-H 445 Travel Study (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-O 412 Ecotourism: Administration and Management (3 cr.)
- SPH-T 411 International Meeting Planning (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Health Studies

Description of Program

There is a growing need for professionals with training in health and public health. Six of the top ten fastest growing occupations are in health-related fields, according to The Department of Labor Statistics. Students earning this minor will be prepared contribute to the workforce dedicated to improving health and health outcomes, addressing disparities, and achieving health equity for all. The flexible curriculum allows for students to customize the Health Studies minor to achieve personal and professional goals.

Admission

Students wanting to declare this minor may do so in one of two ways:

- By completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- By contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether this minor may be officially recorded on their transcripts.

Students considering this minor may contact Angela Taylor for academic advising.

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tayloane@indiana.edu

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 (6 cr.)

Complete each of the following courses:

- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 319 Global Health Promotion (3 cr.)

Health Studies Electives at the 300/400-Level (6 cr.)

Compete a minimum of 6 credits from the following courses. It is recommended, but not required, that both 300/400 elective courses be completed in one of the following concentrations.

Family Health

- SPH-B 315 Health in the Later Years (3 cr.)
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)

Health Epidemics

- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 334 Heart Health and Diabetes (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)

Intentional and Unintentional Injuries

- SPH-H 401 Emergency Medical Technician (3 cr.)
- SPH-H 460 Practicum in First Aid Instruction (3 cr.)

Sexual Health

- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-H 350 Topical Seminar in Health Education, TOPIC: Prevention of Birth Defects (3 cr.)
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)

Health Studies Electives at the 100/200-Level (3 cr.)

Compete either 3 credits from the following courses, or an additional 3 credits from the list of 300/400-level courses listed above. It is recommended, but not required, that your 3-credit elective course choice from the following list,

or from above, be completed in the same concentration which was chosen above.

Family Health

- SPH-H 150 Children's Health Up to Age 5 (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-N 220 Nutrition for Health (3 cr.)

Health Epidemics

- SPH-H 235 Obesity and Health (3 cr.) **+S&H**

Intentional and Unintentional Injuries

- SPH-H 160 First Aid and Emergency Care (3 cr.)
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-S 217 Safety: A Personal Focus (3 cr.)

Sexual Health

- SPH-F 255 Human Sexuality (3 cr.) **+S&H**

+ 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

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Barbara Grinder (bgrinder@indiana.edu).

Requirements

This undergraduate minor program is intended for students in degree programs other than those with a major in Tourism, Hospitality, and Event Management. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

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

Hospitality Services Core Courses (12 cr.)

Complete each of the following courses:

- SPH-T 203 Principles of Lodging Management (3 cr.)

- SPH-T 302 Management of Food & Beverage Operations (3 cr.)
- SPH-T 336 Systems Integration in Hospitality (3 cr.)
- SPH-T 431 Green Operations in Hospitality Services (3 cr.)

Hospitality Services Elective Course (3 cr.)

Complete one course from the following list:

- SPH-T 201 Intro to THEM Industries (3 cr.)
- SPH-T 211 International Tourism (3 cr.)
- SPH-T 276 Theme Park Leadership Strategies (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 335 Entrepreneurship in Tourism, Hospitality and Events (3 cr.)
- SPH-R 388 Marketing for Leisure Services (3 cr.)
- SPH-R 375 Winery and Food Tourism (3 cr.)
- SPH-R 410 Event Planning & Program Development (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)

Human Development and Family Studies

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- Alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor: Ms. Janet Donley at jdonley@indiana.edu.

Requirements

This undergraduate minor program is intended for students in degree programs other than the human development and family studies major, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Human Development and Family Studies Core Courses (6 cr.):

Complete the following two courses:

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

Human Development Elective Course (3 cr.)

Complete one of the following courses:

- SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)
- SPH-F 348 Human Development III—Early, Middle, and Late Adulthood (3 cr.)

Human Development and Family Studies Elective Courses (6 cr.)

Complete two of the following courses:

- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-F 370 Family Health and the Media (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 457 Stress and Resilience in the Family (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 may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Janet Donley for academic advising.

Janet Donley
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jdonley@indiana.edu

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: (12 cr.)

Complete each of the following courses:

- SPH-F 255 Human Sexuality (3 cr.) **+S&H**

- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 395 Practicum in College Sex Education (3 cr.)

Human Sexuality Elective Courses (3 cr.)

Complete one of the following elective courses:

- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 330 Teaching Sexuality Education in Diverse Settings (3 cr.)
- SPH-B 491 Readings in Public Health Education (3 cr.)
- SPH-B 492 Research in Public Health Education (3 cr.)
- GNDR-G 225 Gender, Sexuality, and Popular Culture (3 cr.)
- GNDR-G 250 Race, Sexuality, and Culture (3 cr.)
- GNDR-G 335 Explaining Sex/Gender Differences (3 cr.)
- SOC-S 321 Sexual Diversity (3 cr.)
- SOC-S 422 Constructing Sexuality (3 cr.)
- A 3 credit 300 or 400-level sexually-related course from Criminal Justice, Gender Studies, Sociology, or other College of Arts and Sciences academic department approved by the student's Department of Applied Health Science minor advisor (3 cr.)

+ 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.

Minors

- Coaching
- Environmental Health
- Epidemiology
- Event Planning
- Exercise Science
- Fitness Instruction
- Healthy Aging
- Global Health Promotion
- Health Studies
- Hospitality Services
- Human Development and Family Studies
- Human Sexuality
- Kinesiology
- Nutrition
- Obesity and Health
- Outdoor Recreation, Parks, and Human Ecology
- Parks and Recreation Administration
- Personal Well-Being
- Public Health
- Recreational Sport Management
- Safety
- Sport Marketing and Management
- Tourism, Hospitality, and Event Management
- Youth Development

Kinesiology

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it.

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

Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
Academic Advisor
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cmmoore@indiana.edu

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 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C in each course required

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

Required Class:

- SPH-I 119 Personal Fitness (3 cr.) -or- K216 Foundations of Physical Activity and Public Health (3 cr.)

Choose 12 hours from the following courses in any combination within and across topic areas. At least nine hours must be from the 300-400 level.

Exercise Science

- SPH-K 205 Structural Kinesiology (3 cr.) (N&M)
- SPH-K212 Introduction to Exercise Science (3 cr.) (N&M)
- SPH K305 Mechanical Basis of Human Movement (3 cr.)
- SPH-K 391 Biomechanics (3 cr.)
- SPH-K 405 Introduction to Sport Psychology (3 cr.)
- SPH-K 409 Basic Physiology of Exercise (3 cr.) (P: ANAT-A 215 or SPH-K 205; PHSL-P 215)
- SPH-K 412 Exercise in Health and Disease (3 cr.) (P: P409 and PHSL-P215)
- SPH-K 450 Special Topics in Kinesiology (1-3 cr.)
- SPH-K 452 Motor Learning (3 cr.)
- SPH-K 490 Motor Development and Learning (3 cr.)

Fitness and Wellness

- SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)
- SPH-K 316 Theories of Advanced Conditioning (2 cr.) (Fall only)
- SPH-K 317 Theory and Practice of Resistance Training (2 cr.) (Spring only)
- SPH-K319 Physical Activity and Exercise Leadership (3 cr.)
- SPH-K327 Behavioral Aspects of Physical Activity (3 cr.)
- SPH-K 416 Physical Activity/Fitness Administration (3 cr.)
- SPH-K 417 Physical Activity and Disease (3 cr.) (P: K409) (Fall only)
- SPH-K 419 Fitness Testing and Interpretation(3 cr.) (P: K409) (Fall only)

Sport Management

- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M304 Sport Industry Studies (3 cr.) (class can only be taken once)
- SPH-M 318 Management of the Sport Enterprise (3 cr.)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 Sport in American Society (3 cr.)
- SPH-M 404 Sport Management Colloquium (3 cr.) (Class can only be taken once)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.)
- SPH-M 415 Sport Promotions and Public Relations (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)

Additional Courses

SPH K 150 Introduction to Kinesiology and Public Health (3 cr.) (S&H)
 SPH-K 280 Principles of Athletic Training and Emergency Care (3 cr.)
 SPH-K 398 Adapted Physical Activity (3 cr.)

Obesity and Health

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Angela Taylor for academic advising.

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tayloane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs who wish to add an obesity and health 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.

Obesity and Health Minor Core Courses (12 cr.):

Complete each of the following courses:

- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 334 Heart Health and Diabetes (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M or** SPH-N 331 Life Cycle Nutrition (3 cr.)

Obesity and Health Minor Elective Course (3 cr.):

Complete one of the following courses:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-B 416 Introduction to Health Counseling (3 cr.)
- SPH-E 311 Introduction to Epidemiology (3 cr.)
- SPH-H 304 Healthy Children: Breastfeeding Promotion in Global Communities (3 cr.)
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)
- SPH-K 412 Exercise in Health and Disease (3 cr.)
- SPH-N 336 Public Health Nutrition (3 cr.)
- ANTH-P 380 Prehistoric Diet and Nutrition (3 cr.)
- GEOG-G 369 The Geography of Food (3 cr.)
- PSY-P 303 Health Psychology (3 cr.)
- SOC-S 365 Social Foundations Behavior: Applications for Health Settings (3 cr.)
- Other obesity-related, 300 or 400-level course with approval of the academic advisor at the Department of Applied Health Science (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.

Nutrition

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it.

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

Students considering this minor may visit Jim Sizemore for academic advising.

Jim Sizemore
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C002
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
sizemor@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the dietetics and nutrition science majors, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Nutrition Core Courses (6 cr.):

Complete the following two courses:

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

Nutrition Elective Courses (9 cr.)

Complete three of the following courses:

- SPH-N 305 Applied Sports Nutrition (3 cr.)
- SPH-N 320 Food Chemistry (3 cr.)
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Public Health Nutrition (3 cr.) (P: SPH-N 231) **--or--** SPH-N 350 Topical Seminar in Nutrition/Dietetics: Nutrition in the Community (3 cr.)
- SPH-N 430 Advanced Nutrition I (3 cr.)
- SPH-N 432 Advanced Nutrition II (3 cr.)
- SPH-N 480 Mechanisms of Nutrient Action (3 cr.)

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

Outdoor Recreation, Parks, and Human Ecology

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Janet Donley (jdonley@indiana.edu).

Requirements

This undergraduate minor program is intended for students in degree programs outside the Outdoor Recreation, Parks and Human Ecology major. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

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

Outdoor Recreation, Parks, and Human Ecology Core Courses (6 cr.):

Complete each of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-O 244 Natural History and Field Ecology (3 cr.) **or** SPH-O 279 Outdoor Adventure Education (3 cr.)
-

Outdoor Recreation, Parks, and Human Ecology Elective Courses (9 cr.):

Complete three of the following courses:

- SPH-O 305 Integrated Resource Management (3 cr.)
- SPH-O 313 Wilderness and Protected Lands (3 cr.)
- SPH-O 318 Outdoor Recreation Consortium (3 cr.)
- SPH-O 324 Outdoor Experiential Education: Instructional Techniques (3 cr.)
- SPH-O 340 Interpretation and Tour Guiding (3 cr.)
- SPH-O 341 Field Techniques in Environmental Education (3 cr.)
- SPH-O 360 Human Health and Natural Environments (3 cr.)
- SPH-O 413 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.)

Parks and Recreation Administration

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.

- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Janet Donley (jdonley@indiana.edu).

Requirements

This undergraduate minor program is intended for students who wish to add a parks and recreation administration specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

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

Parks and Recreation Administration Core Courses (12 cr.):

Complete each of the following courses:

- SPH-R 220 Foundations of Parks, Recreation, and the Outdoors (3 cr.)
- SPH-R 311 Management in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 413 Fiscal Management of Leisure Services Organizations (3 cr.)
- SPH-R 414 Legal Aspects of Recreation (3 cr.)

Parks and Recreation Administration Elective Courses (3 cr.):

Complete one of the following courses:

- SPH-O 210 Introduction to Outdoor Recreation, Parks, and Human Ecology (3 cr.)
- SPH-R 101 Introduction to Resource Development and Fundraising (3 cr.)
- SPH-R 200 Health & Wellness by Design (3 cr.) **+S&H**
- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.)
- SPH-R 221 Recreation Facilities Management (3 cr.)
- SPH-R 230 Recreational Sport Programming (3 cr.)
- SPH-R 315 Leadership Strategies and Diversity Applications (3 cr.)
- SPH-R 426 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.

Public Health

Description of Program

With a minor in public health, you will be prepared to help promote and protect the health of people where they live, work, and play. You will learn and develop skills related to the disciplines of public health: epidemiology, social

and behavioral health, public health policy, environmental health, and biostatistics. The coursework focuses on public health at the community level – planning, developing, implementing, and evaluating interventions that contribute to improving health equity and health outcomes across diverse populations.

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact Angela Taylor for academic advising.

Angela Taylor
Academic Advisor
Department of Applied Health Science
School of Public Health - Bloomington
SPH C020
1025 E. 7th St.
Bloomington, IN 47405-7109
(812) 855-3627
taylorane@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the community health major, who wish to add public health to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Public Health Core Courses: (12 cr.)

Complete the following four courses:

- SPH-B 150 Introduction to Public Health (3 cr.)
- SPH-B 366 Community Health (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-E 311 Human Disease and Epidemiology (3 cr.)

Public Health Elective Course (3 cr.)

Complete one of the following electives:

- SPH-B 310 Health Care in Diverse Communities (3 cr.)
- SPH-B 354 Multidisciplinary Perspectives on Gerontology (3 cr.)
- SPH-F 150 Introduction to Life Span Human Development (3 cr.) **+S&H**
- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**

- SPH-F 350 Topical Seminar in Human Development and Family Studies (3 cr.)
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent/Child Relations (3 cr.)
- SPH-F 355 Leading Family Process Discussion Groups (3 cr.)
- SPH-H 172 International Health and Social Issues (3 cr.) **+S&H**
- SPH-H 174 Prevention of Violence in American Society (3 cr.) **+S&H**
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-H 263 Personal Health (3 cr.) **+S&H**
- SPH-H 305 Women's Health (3 cr.)
- SPH-H 306 Men's Health (3 cr.)
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 326 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 334 Heart Health and Diabetes (3 cr.)
- SPH-H 350 Topical Seminar in Health Education (3 cr.)
- SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.)
- SPH-H 381 Introduction to Health Information and Statistics (3 cr.)
- SPH-H 385 Practicum in College Health Education (3 cr.)
- SPH-H 395 Practicum in College Sex Education (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)
- SPH-H 445 Travel Study (3 cr.)
- SPH-H 464 Coordinated School Health Programs (3 cr.)
- SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) **or** SPH-N 231 Human Nutrition (3 cr.) **+N&M**
- SPH-N 331 Life Cycle Nutrition (3 cr.)
- SPH-N 336 Community Nutrition (3 cr.)
- SPH-S 350 Topical Seminar in Safety Education (3 cr.)

Recreational Sport Management

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Janet Donley (jdonley@indiana.edu)

Requirements

This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

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

Recreational Sport Management Courses (12 cr.)

Complete each of the following courses:

- SPH-R 230 Recreational Sport Programming (3 cr.) **or** SPH-K 206 Recreational Sport Programming (3 cr.)
- SPH R 410 Event Planning and Program Development (3 cr.)
- SPH R 414 Legal Aspects of Recreation (3 cr.)
- SPH-R 431 Youth Sport Management (3 cr.)

Recreational Sport Management Electives (3 cr.)*

Complete one course from the following list:

- SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.) **or** SPH-K 398 Adapted Physical Activity (3 cr.) #
- SPH-R 200 Health & Wellness by Design (3 cr.) **+S&H**
- SPH-R 221 Creating a Sense of Place through Design (3 cr.) #
- SPH-R 235 Sport and Violence (3 cr.)#
- SPH-R 426 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.

* Students majoring in Tourism, Hospitality, and Event Management must take one recreational sport management elective course which is not required for that major. Courses which are not required by the Tourism, Hospitality, and Event Management major are marked with a #.

Safety

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Jim Sizemore for academic advising.

Jim Sizemore
Academic Advisor
Department of Applied Health Science

School of Public Health - Bloomington
 SPH C002
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-3627
sizemor@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs outside the safety major, who wish to add a safety specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Safety Core Courses (9 cr.):

Complete each of the following courses:

- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 251 Incident Investigation and Analysis (3 cr.)
- SPH-S 345 Safety Program Management (3 cr.)

Safety Elective Courses (6 cr.)

Complete two of the following courses:

(At least one course must be at the 300 level or above.)

- SPEA-E 311 Introduction to Risk Assessment and Risk (3 cr.)
- SPEA-E 452 Solid and Hazardous Waste Management (3 cr.)
- SPEA-E 476 Environmental Law and Regulation (3 cr.)
- SPH-B 403 Public Health Program Planning (3 cr.)
- SPH-H 460 Practicum in First Aid Instruction (3 cr.)
- SPH-S 332 Ergonomics and Human Factors (3 cr.)
- SPH-S 336 Emergency Management (3 cr.)
- SPH-S 415 Safety Education and Training (3 cr.)
- SPH-S 491 Readings in Safety Education (3 cr.)
- SPH-S 492 Research in Safety Education (3 cr.)
- Other course elective at the 300/400 level as approved by advisor

Sport Marketing and Management

Admission

Undergraduate students may earn this minor in addition to the baccalaureate degree. A student who decides to pursue this minor should visit <https://sph.indiana.edu/academics/public/selectMinor.html> to declare it. Alternatively, the student may visit the records office of his or her degree-granting school/unit to have this minor officially added as an academic objective. Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may visit Cindy Moore for academic advising.

Cindy Moore
 Academic Advisor

Department of Kinesiology
 School of Public Health - Bloomington
 SPH C012
 1025 E. 7th St.
 Bloomington, IN 47405-7109
 (812) 855-5538
cmmoore@indiana.edu

Requirements

This undergraduate minor program is intended for students in degree programs other than the sport marketing and management major, who wish to add this specialty to their studies. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each minor course.

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

Sport Marketing and Management Core Courses (9 cr.)

Complete each of the following courses:

- SPH-M 211 Introduction to Sport Management (3 cr.)
- SPH-M 318 Management of the Sport Enterprise (3 cr.)
- SPH-M 418 Sport Marketing (3 cr.)

Specialized Electives (6 cr.)

Complete two of the following courses:

- SPH-C 213 Introduction to Sport Communication (3 cr.)
- SPH-C 329 Issues in Sport Communication (3 cr.)
- SPH-M 304 Sport Industry Studies (3 cr.)
- SPH-M 328 Issues in Intercollegiate Athletics (3 cr.)
- SPH-M 333 Sport in America: Historical Perspectives (3 cr.)
- SPH-M 382 Sport in American Society (3 cr.)
- SPH-M 404 Colloquium in Sport Management (3 cr.)
- SPH-M 411 Legal Issues in Sport Settings (3 cr.) **or** SPH-R 411 Legal Issues in Sport Setting (3 cr.)
- SPH-M 415 Sport Promotion and Public Relations (3 cr.)
- SPH-M 423 Financial Principles in Sport (3 cr.)
- SPH-M 426 Sales Management in Sport (3 cr.)
- SPH-M 428 Strategic Management in the Sport Industry (3 cr.)

Recommended (not required)

- SPH-M 495 Practicum in Sport Studies (P: 2.3 CGPA) (1-3 cr.)

Tourism, Hospitality, and Event Management

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.

- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Barbara Grinder (bgrinder@indiana.edu)

Requirements

This undergraduate minor program is intended for students in degree programs other than those with a tourism, hospitality, and event management major. This minor requires:

- successful completion of 15 credit hours prescribed below.
- a minimum cumulative minor GPA of 2.0.
- a minimum grade of C- is required in each course used in this minor.

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

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

Complete each of the following courses:

- SPH-T 201 Introduction to Tourism, Hospitality, & Event Management Industries (3 cr.)
- SPH-T 203 Principles of Lodging Management (3 cr.) or SPH-T 211 International Tourism (3 cr.)

Tourism, Hospitality, and Event Management Elective Courses (9 cr.)

Complete one course from EACH of the following areas:

Event Management (Choose one of the following:)

- SPH-T 311 Convention & Meeting Planning (3 cr.)
- SPH-T 323 Festival and Event Management (3 cr.)
- SPH-T 345 Special Event Production (3 cr.)

Hospitality Services (Choose one of the following:)

- SPH-T 302 Management of Food and Beverage Operations (3 cr.)
- SPH-T 321 Resort Management (3 cr.)
- SPH-T 336 Systems Integration (3 cr.)
- SPH-T 431 Green Operations in Hospitality Services (3 cr.)

Global Tourism (Choose one of the following:)

- SPH-R 375 Wine Tourism (3 cr.)
- SPH-T 301 Sustainable Tourism (3 cr.)
- SPH-T 389 Global Destination Management (3 cr.)
- SPH-T 418 Public Health in Global Travel & Tourism (3 cr.)

Youth Development

Admission

Undergraduate students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.

- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Janet Donley (jdonley@indiana.edu).

Requirements

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

- successful completion of **16 credit hours** prescribed below.
- a minimum grade of C- in each course used in the minor.
- a minimum cumulative minor GPA of 2.0.

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

Youth Development Core Courses (13 cr.)

Complete the following five courses:

- SPH-F 150 Introduction to Life Span Development (3 cr.) **+S&H**
- SPH-F 180 Survey of Practice with Youth and Families (3 cr.)
- SPH-F 330 Leadership Theory and Practice in Youth Development (3 cr.)
- SPH-F 410 Positive Youth Development (3 cr.)
- SPH-L 102 Participant Leadership Development (1 cr.)

Youth Development Elective Courses (3 cr.)

Complete one of the following courses:

- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-F 346 Human Development I: Conception through Early Childhood (3 cr.)
- SPH-F 347 Human Development II: Middle Childhood through Adolescence (3 cr.)
- SPH-F 417 African American and Latino Families (3 cr.)
- SPH-F 457 Stress and Resilience in the Family (3 cr.)
- SPH-F 458 Family Law and Policy (3 cr.)
- SPH-H 350 Topical Seminar in Health Education, TOPIC: Teaching Methods in Human Sexuality Education (3 cr.)

+ Courses followed by the S&H notation may apply to both the minor requirements and to the general education, social and historical studies requirement for bachelor's degree students.

Personal Well-Being

Admission

Students wanting to declare this minor may do so in one of two ways:

- by completing the online form at <https://sph.indiana.edu/academics/public/selectMinor.html>.
- alternatively, by contacting the records office of their degree-granting school/unit to have this minor officially added as an academic objective.

Students are responsible for checking with their degree-granting schools/units to determine whether or not this minor may be officially recorded on their transcripts.

Students considering this minor may contact SPH academic advisor, Janet Donley (jdonley@indiana.edu).

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Requirements

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.

Foundational Courses: (9 cr.)

Complete one course from each of the following three choices. Complete total of three courses:

- SPH-I 119 Personal Fitness and Wellness (3 cr.) or SPH-R 142 Living Well (3 cr.) **(+S&H)** or SPH-H351 Complementary and Alternative Approaches to Health (3 cr.)
- SPH-N 220 Nutrition for Health (3 cr.) or SPH-N 231 Human Nutrition (3 cr.) **(+N&M)** or SPH-N331 Life Cycle Nutrition (3 cr.)
- SPH-H 263 Personal Health (3 cr.) **(+S&H)** or SPH-H 305 Women's Health (3 cr.) or SPH-H 306 Men's Health (3 cr.)

Advanced Coursework (min 3 cr. and up to 6 cr. if not taking Applied Coursework)

Complete at least one of the following electives:

- SPH-F 255 Human Sexuality (3 cr.) **+S&H**
- SPH-F 258 Marriage and Family Interaction (3 cr.) **+S&H**
- SPH-F 341 Effects of Divorce on Children (3 cr.)
- SPH-F 345 Parent-Child Relations (3 cr.)
- SPH-F150 Introduction to Life Span and Development (3 cr.) **+S&H**
- SPH-H 150 Children's Health (3 cr.)
- SPH H-160 First Aid and Emergency Care (3 cr.)
- SPH-H 170 Health and Surviving the College Years (3 cr.)
- SPH-H 180 Stress Prevention and Management (3 cr.)
- SPH-H 220 Death and Dying (3 cr.) **+S&H**
- SPH-H 235 Obesity and Health (3 cr.) **+S&H**
- SPH-H 315 Consumer Health (3 cr.)
- SPH-H 318 Drug Use in American Society (3 cr.)
- SPH-H 320 The Nature of Cancer (3 cr.)
- SPH-H 334 Heart Health and Diabetes (3 cr.)
- SPH-H 418 The Nature of Addiction (3 cr.)
- SPH-S 217 Safety: A Personal Focus (3 cr.)

Applied Coursework (max 3 cr.)

Complete one of the following electives:

- SPH-I 100 or 200 level or SPH-W 100 level course:
- SPH-I 100 or 200 level or SPH-W 100 level course:
- SPH-I 100 or 200 level or SPH-W 100 level course:
- SPH-L 102 Participant Leadership Development (1 cr.)
- SPH-R 145 Multidisciplinary Approach to Wellness (2 cr.)
- SPH-K 199 Careers in Helping Professions (2 cr.)

Advising & Registration

Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, School of Public Health - Bloomington students are required to meet with their assigned School of Public Health - Bloomington academic advisors before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded in the student information system's ADRX advising contacts system. When the prescribed schedule is entered into ADRX, the advisor will contact the School of Public Health - Bloomington records office, and the student will be given clearance to register. (Additional registration information is available at <http://studentcentral.indiana.edu/register/index.shtml>.)

Online academic advisement reports and degree requirement tab sheets are two effective tools used by advisors and students to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at <https://one.iu.edu>. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, the academic program requirements in this bulletin are reproduced with extra academic advising information on degree requirement tab sheets. The degree requirement tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, and suggested electives in an abbreviated format. This document also includes course sequencing information for each bachelor's degree program. Degree requirement tab sheets may be viewed at "[Current SPH Students](#)" tile on one.iu.edu. 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.

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 <https://publichealth.indiana.edu/admissions/cost/index.html>

Student Research 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).

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 Admission, Degree Programs, Undergraduate Minors, or Undergraduate Certificates.

Admission

Becoming a student in the School of Public Health Bloomington

There are a few ways that you can apply and be accepted into the School of Public Health Undergraduate Programs. All of them start with applying to Indiana University Bloomington. For detailed information about undergraduate admission to our School of Public Health, please visit one of the pages below:

- Direct Admission for First-Year Students
- Current IU Students
- Transfer Students
- Second Bachelor's Degree

Direct Admission for First-Year Students

As a Bloomington School of Public Health Direct Admit, you will bypass the admissions requirements current IU students must meet to be accepted into the program. This means you will start working with academic advisors and career coaches from the first day you arrive. Direct admission is only offered to first-year students who are entering in the fall semester. Students who matriculate in the spring semester, transfer students, and students not intending to major in a School of Public Health undergraduate degree are not eligible for direct admission.

Each year, qualified high school seniors are offered the opportunity to enter the School of Public Health based on their performance while in high school. To be eligible for Direct Admission for First-Year Students visit: <https://publichealth.indiana.edu/admissions/apply/undergraduate.html>

Students must:

1. Be admitted, as a first-year student, to IU Bloomington for the Fall semester.
2. List any School of Public Health major as the intended major on the IU Bloomington application.
3. Meet additional academic standards, as listed here: <https://publichealth.indiana.edu/admissions/apply/undergraduate.html>

For additional information, please contact sphadmit@indiana.edu.

Transfer Students

Students currently pursuing a degree at another Indiana University campus or at another college or university will need to apply for admission to the IU Bloomington campus through the Office of Admissions: <https://admissions.indiana.edu/apply/transfer/index.html>. Admitted transfer students who meet the School of Public Health Bloomington's transfer entrance requirements will immediately certify into the School of Public Health.

Immediate certification to the School of Public Health requires that transfer students:

- Meet transfer admission criteria for IU Bloomington: <https://admissions.indiana.edu/apply/transfer/step-one-get-ready.html>
- Indicate a School of Public Health program as their intended academic major on the IU Bloomington admissions application.
- Complete 26 credit hours of transferrable coursework.
 - o Credit must be from a regionally accredited institution.
 - o Credit cannot include developmental courses.

o Credit must be transferable to IUB based on our transfer policies.

Those who have not met the immediate certification requirements will enter University Division (<https://ud.indiana.edu/>) where they will remain until they meet the entrance requirements.

Second Bachelor's Degree

There are two types of second degrees, concurrent and sequential. A concurrent degree is one earned simultaneously with a first degree. A sequential degree is one earned subsequent to a first degree (earned at IUB or elsewhere).

Students interested in pursuing a concurrent second degree must meet the School of Public Health's entrance requirements. Questions about pursuing a concurrent degree should be directed to sphadvr@indiana.edu. If you are currently a School of Public Health student and you want to complete a second, concurrent degree in another school at IU, then you should meet with an academic advisor from that school to learn more.

The School of Public Health at IU Bloomington does not offer sequential bachelor's degrees. Students, instead, are encouraged to pursue graduate work (<https://publichealth.indiana.edu/academics/masters/index.html>) in their desired area of interest.

Current IU Students

Most students admitted to Indiana University Bloomington (IUB) first enter University Division (<https://ud.indiana.edu/>), where they must complete a specific set of requirements if they are interested in gaining admittance to the School of Public Health Bloomington. Although University Division provides advising services, students who are considering a degree from the School of Public Health should also meet, early in their time at IUB with our School of Public Health academic advisors: <https://publichealth.indiana.edu/student-portal/advising/index.html>

For additional information on applying to IUB, please visit the Office of Admissions website: <https://admissions.indiana.edu/>

Entrance requirements

Apart from students who are admitted to the School of Public Health directly through the Direct Admission process or Immediate Certification transfer process, students who wish to pursue a School of Public Health undergraduate major must have:

1. Successful completion of at least 26 credit hours.
2. Minimum 2.0 cumulative grade point average (GPA) at IUB.

Most School of Public Health undergraduate majors require the completion of 26 credit hours and a 2.0 IU campus GPA for admission. The following majors also have additional requirements:

- Dietetics - requires a 3.0 IU campus GPA and C or higher in both CHEM-C117 and C127
- Sport Marketing & Management - requires a 2.0 IU campus GPA and a C- or higher in SPH-M211
- Exercise Science - requires a 2.0 IU campus GPA and a C or higher in both SPH-I119 and SPH-K212

Students in University Division must also declare their intention to major within the School of Public Health to the University Division Records Office. If a student earns less than a 2.0 semester GPA for the term before entering the School of Public Health, the student may be admitted on academic probation if the student has completed 26 credits and has at least a 2.0 cumulative GPA.

When students in the University Division have satisfied the School of Public Health's entrance requirements, they will be certified to the School of Public Health in the major indicated as the primary major. Certification takes place three times a year, usually around the third week of each semester (Summer, Fall, and Spring) and students are sent a notification when this happens. Students should ensure their records reflect their intended major well in advance of the certification period each semester.

For more information, check the Course Degree Requirements (requires CAS login): <https://uisapp2.iu.edu/confluence-prd/pages/viewpage.action?pageId=510820980> for the program you are pursuing.

Application for Admission

Application

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to graduate degree programs through the Schools of Public Health Application Service (SOPHAS) at sophas.org. The application for fall 2022 admission will be available through the SOPHAS portal on August 15, 2021. It is important to thoroughly read and complete all sections in the SOPHAS application (four quadrants). If you have questions during the SOPHAS application, you may contact the SOPHAS student help link at: sophasinfo@liaisoncas.com.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at: <https://graduate.indiana.edu/admissions/non-degree.html>.

This supplemental application is managed by the same company who manages the SOPHAS application. It will look very similar to the SOPHAS application. Please be sure to complete all four quadrants. You will not be required to upload any documents to this application but doing so is still allowed. This secondary application will not cost applicants any additional fees (SPH covers the cost of these fees on the applicant's behalf). This duplication of application information is required for admission.

For Students wishing to apply to any of our Graduate Certificate programs (Public Health-Bloomington Nondegree), applicants will need to complete the SOPHAS Express application by visiting: <https://sophasexpress.liaisoncas.com/applicant-ux/#/login>

For answers to questions about our degree programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Graduate Admissions, Nelda Montemayor, at sphgrad@indiana.edu.

Deadlines

- **Spring 2022 Admission:** Admission for the spring semester is possible for all School of Public Health

- Bloomington graduate programs with exception of the following: All MPH degree programs, MS in Kinesiology degree program in Athletic Training, MS Athletic Training degree program. The following PhD programs do not admit for spring terms: PhD Epidemiology, PhD Environmental & Occupational Health, PhD Health Behavior, PhD Human Performance Exercise Physiology, PhD Human Performance Biomechanics. The following programs will not be accepting applications for the spring 2022 term: MS Nutrition Science, MS School & College Health, MSR Park & Public Lands Management. For all other programs, applicants are encouraged to apply as early as possible. October 15, 2021 is the priority application deadline for spring semester admission. The application system closes on November 15, 2021.
- **Summer 2022 Admission:** Admission for the summer term is possible for all School of Public Health - Bloomington graduate programs with exception of the following: All MPH degree programs, MSK degree program in Athletic Training, all PhD programs. The following programs will not be accepting applications for the summer 2022 term: MS Nutrition Science, MS School & College Health, MSR Park & Public Lands Management. For all other programs, applicants are encouraged to apply as early as possible. January 15, 2022 is the deadline to apply for summer 2022.
- **Fall 2022 Admission:** Admission for the fall semester is possible for all School of Public Health - Bloomington graduate programs with exception of the following: MS in Athletic Training degree program (admits for summer only). The following programs will not be accepting applications for fall 2022: PhD in Human Performance Biomechanics and the MSR in Public Lands Management, MS Nutrition Science, MS School & College Health. Applicants are encouraged to apply as early as possible, particularly those students who intend to apply for an assistantship. Applicants must have a completed application submitted in SOPHAS by January 15, 2022 in order to receive full consideration for an assistantship. International students, regardless of intention to apply for an assistantship, should also submit a completed application by February 1, 2022 to allow for additional processing time for international transcripts as well as the time needed to complete immigration processes. The application portal will close on April 1, 2022 for fall admissions with the exception of the MPH degree program. That deadline is April 15, 2022. Applications completed by this date will receive full consideration for admission.

Required Materials

All applicants must complete the School of Public Health Application Service Application. It can be found at: www.sophas.org.

Other Requirements:

A statement of purpose (600 word maximum) Students should upload a pdf or word doc of their statement of purpose to their SOPHAS application. The statement of purpose should include:

- reasons or interest in the program you are applying to.
- research/professional interests.
- career goals.
- reason(s) for interest in Indiana University.

Official US transcripts from all post-secondary institutions must be sent from each institution's registrar directly to SOPHAS. Official transcripts are required from all previously attended colleges and universities. Photocopies of official transcripts or unofficial records will not be accepted. Students can't mail in official copies of transcripts. You can print an Official Transcript Request Form(s) from your online SOPHAS application and have your school's Registrar forward official transcripts to SOPHAS. **SOPHAS only accepts electronic transcripts** from Credentials Solutions, Parchment, and National Student Clearinghouse. If your school does not offer any of these services, your **transcript** must be sent by mail to the address listed below:

SOPHAS
P.O. Box 9111
Watertown, MA 02471-9111

International Transcripts

All non-US transcripts must be evaluated by the World Education Service (WES) using their ICAP Course-by-course evaluation service. For further instructions, visit <http://www.wes.org/sophas>. Non-US transcripts are evaluated exclusively through WES. Please add your SOPHAS ID on your WES evaluation request form so that your evaluation electronically matches your application. **Please note that we do not accept other evaluation services other than WES services, nor do we waive this requirement regardless of prior degrees obtained.**

In addition to submitting your transcripts to WES, all international applicants are required to submit an additional set of all official transcripts (with English translation when applicable) and a photocopy of their diploma(s) at the time of their application to the Office of International Services. International students who have completed all their coursework/earned a degree in the U.S., should also submit official copies of those transcripts/photocopy of their diploma(s) to the Office of International Services. This Office processes the I-20 form needed to process student Visa and SEVIS forms.

Office of International Services:
Indiana University
Poplars 221
400 E. Seventh Street

Three Letters of Recommendation (SOPHAS refers to them as Evaluators) from those who are best able to assess your ability to be successful in a graduate degree program. Ideally, your recommenders are recent professors, researchers or employers in a related field.

GRE Scores are required from all applicants for admission to IU School of Public Health-Bloomington graduate degree programs with the following exceptions:

- GRE scores will not be required for any applicant applying to the MPH degree program. This includes both domestic and international applicants.

- Applicants who are applying for any of the Masters in Recreation degrees who are US citizens with a minimum undergrad GPA of 3.0 or higher.
- Applicants who are applying to the Online MS Safety Management who are US citizens with a minimum GPA of 2.8 or higher.

All other applicants, please have Educational Testing Services (ETS) send official GRE scores to the IU School of Public Health-Bloomington institution code: **6979**.

All international students are required to submit official GRE scores except if applying to the MPH degree program.

English Proficiency Exam

All international applicants are required to submit official language proficiency test scores. We accept a minimum TOEFL score of 80, or a minimum IELTS score of 7. Please have Educational Testing Services (ETS) send official scores to the institution code: 5688.

Note: We will not process any application with TOEFL or IELTS scores below these minimum scores.

Exemptions:

1. You have completed a degree in the United States (last 2-5 years).
2. You are an applicant whose citizenship is from one of the recognized English-Speaking countries on our list. Please refer to list at this link (scroll down to general admissions requirements): <https://publichealth.indiana.edu/admissions/apply/graduate.html>

A Curriculum Vitae or Resume

Important Notes:

- All application requirements must be received by IU SPH before an application will be assigned to a committee for review.
- If an assistantship is desired, please complete and submit the online assistantship application at: <https://publichealth.indiana.edu/admissions/cost/index.html>.
- Please note that the typical timeline for an application to be fully reviewed by the admissions committee takes approximately 6-8 weeks. SOPHAS will collect the required application materials and will conduct the initial application review to ensure that all materials have been received. **Applications will initially reside with SOPHAS for the first 7-21 days.** International applications will take longer due to the collection of international coursework through World Education Services (WES). Their review process can take up to 3 weeks. IU's SPH Admission's office will not begin to formally review an application until the application has been "verified" by SOPHAS. Students should log into their SOPHAS account frequently to monitor the status of their application and to ensure that there are no messages regarding missing documents/materials from SOPHAS.

Application Deadlines

All Graduate Degree Programs

- **Spring 2022 Admission:** Admission for the spring semester is possible for all School of Public Health

- Bloomington graduate programs with exception of the following: All MPH degree programs, MS in Kinesiology degree program in Athletic Training, MS Athletic Training degree program. The following PhD programs do not admit for spring terms: PhD Epidemiology, PhD Environmental & Occupational Health, PhD Health Behavior, PhD Human Performance Exercise Physiology, PhD Human Performance Biomechanics. The following programs will not be accepting applications for the spring 2022 term: MS Nutrition Science, MS School & College Health, MSR Park & Public Lands Management. For all other programs, applicants are encouraged to apply as early as possible. October 15, 2021 is the priority application deadline for spring semester admission. The application system closes on November 15, 2021.

- **Summer 2022 Admission:** Admission for the summer term is possible for all School of Public Health - Bloomington graduate programs with exception of the following: All MPH degree programs, MSK degree program in Athletic Training, all PhD programs. The following programs will not be accepting applications for the summer 2022 term: MS Nutrition Science, MS School & College Health, MSR Park & Public Lands Management. For all other programs, applicants are encouraged to apply as early as possible. January 15, 2022 is the deadline to apply for summer 2022.
- **Fall 2022 Admission:** Admission for the fall semester is possible for all School of Public Health - Bloomington graduate programs with exception of the following: MS in Athletic Training degree program (admits for summer only). The following programs will not be accepting applications for fall 2022: PhD in Human Performance Biomechanics and the MSR in Public Lands Management, MS Nutrition Science, MS School & College Health. Applicants are encouraged to apply as early as possible, particularly those students who intend to apply for an assistantship. Applicants must have a completed application submitted in SOPHAS by January 15, 2022 in order to receive full consideration for an assistantship. International students, regardless of intention to apply for an assistantship, should also submit a completed application by February 1, 2022 to allow for additional processing time for international transcripts as well as the time needed to complete immigration processes. The application portal will close on April 1, 2022 for fall admissions with the exception of the MPH degree program. That deadline is April 15, 2022. Applications completed by this date will receive full consideration for admission.

Master's Degree Programs with Earlier Application Deadlines

For admission to the following master's degree programs, all required application materials must be received by the dates specified below.

- **Athletic training Master's degree program**— Admission for fall term only. Review of applications for fall-term admission begins December 15, 2021. (Highly selective; fewer than 10 applicants admitted annually.)

Ph.D. Degree Programs

In general, fall-term doctoral admission decisions are made by the end of April. The doctoral admissions committee does not normally meet in May, June, July, or August. Therefore, all required application materials must be received and reviewed with a resulting admission decision by April 30.

Assistantships, Fellowships, or Scholarships

Master's and doctoral applicants seeking consideration for assistantships, fellowships, or scholarships must be admitted before January 15, 2022 to be considered for the 2022-2023 academic year. Only the credentials of admitted students will be reviewed for assistantship appointments. This review begins February 1, 2022.

Students with Disabilities

We would like to make reasonable accommodations for people with documented disabilities. If you have a documented disability for which you believe you may require assistance, please contact the Indiana University Office of Disability Services for Students, located in the Herman B. Wells Library, Room W302, or call (812) 855-7578.

Students who have, or believe they may have, a learning disability that affects their capacity to complete basic requirements for a degree in the School of Public Health-Bloomington should contact the Office of Disability Services for Students for information about services and accommodations for students with learning disabilities.

Admission to Doctoral Degree Program

Prerequisites Although most applicants for the doctorate generally have backgrounds in the area of specialty, the possession of degrees in these fields is not a prerequisite to admission. However, qualified applicants who have deficiencies in academic or professional background may be required to take specific courses or acquire specific experience as prerequisites to degree course work. Credit hours earned in courses prescribed for this purpose ordinarily cannot be included in the 90 credit hours required for the degree.

English Language Proficiency A basic proficiency in the English language is required of all students. For international students whose primary language is not English, a TOEFL score of at least 80 is required on the Internet-based test. The International English Language Testing System (IELTS) offers an alternative to the TOEFL. A minimum IELTS score of 7 is required for direct admission to the School of Public Health-Bloomington. All entering international students whose primary language is not English will be required to take the Indiana University English language examination before registering for course work. Appropriate remedial English courses may be prescribed on the basis of test results.

Academic Admission Standards

Academic Standards for Admission to the Ph.D. Degree Program in Environmental Health in the Department of Environmental Health

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0

- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5

Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Epidemiology in the Department of Epidemiology and Biostatistics

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5
- Meet or exceed at least one of the following GRE score minimums: Verbal: 50th percentile; Quantitative: 50th percentile; Analytical: 50th percentile; or Analytical Writing: 4.5

Admission to the doctoral program is dependent on the availability of a faculty advisor in the area of study.

Academic Standards for Admission to the Ph.D. Degree Program in Health Behavior in the Department of Applied Health Science

Greatest consideration for admission will be given to applicants who:

- Possess an undergraduate GPA of at least 3.0
- Possess a graduate GPA of at least 3.5 (a master's degree is required for admission)
- 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.

Admission

- Application for Graduate Program Admission
- Students with Disabilities
- Application Deadlines
- Admission Status
- Admission to Master's Degree Program
- Admission to Doctoral Degree Program

Admission to Master's Degree Program

Individuals holding bachelor's degrees from accredited institutions, or who are within one semester of meeting degree requirements, are eligible to apply for admission to master's degree programs. Applicants often apply for admission to Master's degree programs, and are admitted, before the requirements for the Bachelor's degree are completed. However, before a student may earn a Master's degree through the School of Public Health-Bloomington, an official transcript, displaying the student's Bachelor's degree must be sent from the degree institution to the SPH Records Office, Room 123.

Criteria that are considered for admission to master's degree programs include:

- Undergraduate education and grade point average (GPA)
- Scores on the Graduate Record Examination (GRE) for many 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 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 as a non-degree graduate student before formal admission to a degree program in the school, may be used to satisfy requirements for the degree.

Transient Students Students in good standing in any recognized graduate school who plan to return to their former university may enroll as nondegree students. A statement from the dean or departmental chairperson of the home institution verifying graduate status will be accepted in lieu of transcripts and letters of recommendation.

Audit Status A student who wants to enroll in a School of Public Health-Bloomington graduate course as an auditor must complete the Permission to Audit Form and return it to the Records Office, School of Public Health-Bloomington, Indiana University, SPH 123, 1025 E. Seventh Street, Bloomington, IN 47405-7109; phone (812) 855-1561. The privilege of auditing a course is awarded only under special circumstances. Course instructors have the final right of approval on any such arrangement. Credit may not be awarded for any course taken as an audit.

Biostatistics Certificate

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

Description of Program

A graduate Certificate in Biostatistics is offered, through the Department of Epidemiology and Biostatistics, for Indiana University Bloomington students who are admitted to a graduate degree program. It provides a functional foundation in biostatistics, and is especially valuable to students working in public health as well as in the social, life, and physical sciences. It may also be useful for those with an undergraduate degree in public health, or in social, life, and physical sciences, who are now working towards a non-science based graduate degree, but who still utilize biostatistical techniques.

Admission

Applicants for admission to this graduate certificate program must:

- be a currently enrolled student, admitted to a graduate degree program at Indiana University, Bloomington.
- have a minimum cumulative IU graduate GPA of 3.0.
- have completed SPH-Q 501, Introduction to Statistics in Public Health or an equivalent course in statistics or biostatistics.
- submit a personal statement, describing career goals and how the Biostatistics Certificate will enable the attainment of these goals. Graduate degree program students wishing to earn this certificate should send an E-mail message requesting to be admitted, including a personal statement, to Dr. Nianjun Liu by E-mail at liunian@indiana.edu

Students satisfying these admission criteria will be notified of an admission decision. Each admitted student will have this certificate added to her or his Indiana University academic program objective.

For additional information, contact:

Dr. Nianjun Liu
Department of Epidemiology and Biostatistics
Indiana University
1025 East 7th Street, SPH C111
Bloomington, IN 47405

Phone: (812) 855-7605

E-mail: liunian@indiana.edu

Certificate Requirements (12 cr.)

The Graduate Certificate in Biostatistics requires successful completion of the following package of four courses totaling 12 credits. A minimum cumulative GPA of 3.0 is required in all courses used in this certificate program. A minimum grade of C is required in each graded course used in this certificate program. A student earning a grade lower than a C in a required course must retake the class.

Complete each of the following courses:

- SPH-Q 603 Categorical Data Analysis (3 cr.)
- SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.)
- SPH-Q 612 Survival Analysis (3 cr.)
- SPH-Q Elective course at the 600-level or above, excluding independent study courses and field experiences, or culminating experiences.

Recommended elective courses include:

- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-Q 604 Applied Linear Regression (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Special Opportunities

The Biostatistics Certificate program is designed to enhance the knowledge and skills of students seeking graduate degrees in Public Health, and related programs.

Careers

Completion of this certificate program will greatly improve the research and analytical abilities of future public health professionals. Training and credentialing in advanced quantitative methods not only improves the quality of the research that graduates will conduct, but also their marketability and competitiveness in the job market. For students outside IU the School of Public Health-Bloomington, these courses will provide the necessary training in to advanced biostatistical techniques and the Public Health contexts in which they are applied most frequently.

Online Graduate Certificate in Safety Management

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

Description of Program

The online graduate Certificate in Safety Management will enhance expertise in safety management for working

professionals, and provide advanced knowledge and skills to students with an undergraduate degree in safety.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to this certificate program through the Schools of Public Health Application Service (SOPHAS) at sophas.org. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2022 admission will be available through the SOPHAS on August 15, 2021. Be sure to thoroughly read all directions in the SOPHAS Express application. Please contact SOPHAS at sophasinfo@liaisoncas.com, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at [Online Graduate and Professional Admissions Application](#). This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Safety Management*.

Deadlines to apply for admission to the Graduate Certificate in Safety program:

- Spring 2021 deadline is December 15, 2021
- Summer 2021 deadline is April 15, 2022
- Fall 2021 deadline is August 1, 2022

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Admissions, Nelda Montemayor, at nmontema@indiana.edu.

For more information about this certificate program, you may contact:

- Dr. Lesa Huber
Department of Applied Health Science
Indiana University
1025 East 7th Street, SPH 116
Bloomington, IN 47405
Phone: (812) 855-1733
E-mail: lehuber@indiana.edu

Students are encouraged to contact Dr. Huber before applying for admission to this program. Students will be notified of the admission decision by SPH Office of Graduate Admissions.

Certificate Requirements (12 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 12 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following courses (12 cr.):

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety and Health Program Design (3 cr.)

Special Opportunities

Students do not need to be in residence in Bloomington to complete any part of this certificate. All of the coursework is online and may be completed at a distance.

Careers

The online graduate Certificate in Safety Management prepares safety professionals 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 Professionals, the largest employer groups are manufacturing, construction, consulting firms, insurance, service industries, health care, transportation, utilities, and nonprofit and government organizations.

Gerontology and Health Certificate

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

Description of Program

The reality of our aging society has resulted in increased demand for professionals with knowledge and expertise in the field of aging. There are expanding career opportunities ranging from working with active adults in the community to assisting frail elders in residential settings. Graduates of this program have careers in settings such as health care, wellness, finance, housing, education, recreation, law, and counseling. As new technologies change the way people age, many people are starting their own businesses to help people to age well and maintain their independence. The online Graduate Certificate in Gerontology and Health provides graduate students, individual practitioners, and professionals working with older adults with skills and knowledge to advance careers in the aging services field. The curriculum includes 9 credits of course work and a 3-credit career-building practicum.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to this certificate program through the Schools of Public Health Application Service (SOPHAS) at sophas.org. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2022 admission will be available through SOPHAS Express on August 15, 2021. Be sure to thoroughly read all directions in the SOPHAS Express application. Please contact

SOPHAS at sophasinfo@liaisoncas.com, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://graduate.indiana.edu/admissions/apply.shtml>

This supplemental application is brief and will not cost applicants any additional fees, but does require duplication of application information. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Gerontology and Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Graduate Admissions, Nelda Montemayor, at nmontema@indiana.edu. You will be notified of a decision by the School of Public Health Office of Graduate Admissions. For more information about this certificate program, please visit <https://gero.indiana.edu/about/index.html>. Students are encouraged to contact the program advisor before applying for admission to this program.

you may contact:

- Dr. Lesa Huber
Department of Applied Health Science
Indiana University
1025 East 7th Street, SPH 116
Bloomington, IN 47405

Phone: (812) 855-1733

E-mail: lehuber@indiana.edu

Certificate Requirements (12 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 12 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following two courses (6 cr.)

- SPH-H 524 -- or -- EDUC P513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health

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

- EDUC-D 505 Adult Learning through the Lifespan (3cr.)
- EDUC-D 506 Adult Education Planning and Development (3cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health, Longevity, and Integrative Therapies for the Later Years (3 cr.)

Special Opportunities

The certificate consists of 9 credit hours and a 3-credit practicum. All coursework and the practicum

can be completed online. The courses address the social, cultural, biological, and psychological aspects of aging. Students explore current issues in diverse aging populations, ageism, social isolation, and age-friendly communities are featured. The interactive, multimedia courses include community-based, career building learning opportunities. Students work closely with faculty to design and conduct a practicum that meets academic and professional goals. Examples of recent practicum projects include designing interventions to address social isolation among aging adults, publishing a paper on theories of adoption and use of technologies to support aging well, and preparing a presentation on supporting sexual health for the residents of retirement communities.

Careers

The reality of our aging society is resulting in a demand for professionals with knowledge and expertise in the field of aging. The Department of Labor predicts that careers in aging will be a high growth area for the next 10 years. Graduate students find careers in gerontology, social work, health and wellness, and other aging-related fields. Recent graduates work in academia, private industry, research institutes, government agencies, community-based organizations, health care, and professional organizations.

Graduate Certificates

- Graduate Certificate in Biostatistics
- Online Graduate Certificate in Gerontology and Health
- Online Graduate Certificate in Public Health
- Online Graduate Certificate in Safety Management
- Online Graduate Certificate in Sexual and Reproductive Health
- Online Graduate Certificate in Addiction Intervention

Public Health Certificate

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

Description of Program

The online Graduate Certificate in Public Health will provide graduate students and working professionals a solid foundation in the core disciplines of public health. The Graduate Certificate program at IU is accredited by the Council for Education in Public Health (CEPH). Students are trained in 22 core competencies through coursework in epidemiology, population health determinants, assessment, and health policy. All courses count toward an MPH for students who choose to continue their graduate studies. Certificate students work closely with faculty to jumpstart their public health career through community-based practicum experiences. Graduates are qualified for leadership positions in clinics, local and state public health departments, nonprofit organizations, and laboratories.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to this certificate program through the Schools

of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2022 admission will be available through the SOPHAS on August 15, 2021. Be sure to read all directions in the SOPHAS Express application thoroughly. Please contact SOPHAS at: sophasinfo@sophas.com, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://graduate.indiana.edu/admissions/apply.shtml>.

This supplemental application is brief and will not cost applicants any additional fees. However, this duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Public Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Admissions, Nelda Montemayor, at nmontema@indiana.edu. Students will be notified of the admission decision by SPH Office of Graduate Admissions. For more information about this Certificate program: please visit the Website for the online graduate Certificate in Public Health <https://mypublichealthdirect.indiana.edu/programs/grad-cert-ph.html>

You may also contact:
Amaury de Siqueira
Director, Office of Online Education
School of Public Health

1025 East 7th Street, SPH 111
Phone: (812) 855-6812
Email: adesique@indiana.edu

Certificate Requirements (15 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 15 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following courses (15 cr.):

- SPH-X 650 Evidence-Based Approaches to Public Health (3cr.)
- SPH-X 660 Population Health Determinants (3 cr.)
- SPH-X 685 Public Health Policy & Politics (3 cr.)
- SPH-X 601 Assessment & Public Health (3 cr.)
- SPH-B 675 Practicum (3 cr.)

Special Opportunities

The certificate is 15 credit hours; 12 credits of course work and a 3-credit practicum. All courses count toward an MPH for students who choose to continue their graduate study. Certificate students work closely with faculty to jumpstart their public health careers through community-based practicum experiences. Students do not need to

be in residence in Bloomington to complete any part of the Certificate. All coursework is available online and the practicum may be completed at a distance.

Careers

The pandemic has created a global awareness of the importance of public health. The Bureau of Labor Statistics projects a 14% increase in public health-related jobs from 2018 – 2028. Careers in public health can be found in local, state, and federal government; nonprofit organizations; businesses and corporations; hospitals; county health departments; universities; and health foundations and health-based grant projects. A Graduate Certificate in Public Health can lead or enhance careers in positions including:

- Community Health Educator
- Disease Prevention Manager
- Health Promotion Specialist
- Intervention Designer
- Maternal and Child Health Specialist
- Obesity Prevention Coordinator
- Public Health Educator
- Public Health Program Manager
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Sexual and Reproductive Health Certificate

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

Description of Program

The online graduate Certificate in Sexual and Reproductive Health will provide graduate students and working professionals with a solid foundation in core competencies related to sexual and reproductive health. With a focus on enhancing sexuality knowledge, strengthening research skills, and expanding teaching methods, the certificate provides an opportunity to advance training essential to sexual and reproductive health professionals across diverse geographic areas, topics, and cultures.

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to the Sexual and Reproductive Health certificate program through the Schools of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. Graduate certificate program admission is through a streamlined version of the SOPHAS application, called SOPHAS Express. The application for fall 2022 admission will be available through the SOPHAS on August 15, 2021. Be sure to thoroughly read all directions in the SOPHAS Express application. Please contact SOPHAS

at: sophasinfo@liaisoncas.com, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at <https://graduate.indiana.edu/admissions/apply.shtml>. This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Public Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Graduate Admissions, Nelda Montemayor, at nmontema@indiana.edu.

For more information about this certificate program:

- Please visit the Website for the online Graduate Certificate in Sexual and Reproductive Health at <https://mypublichealthdirect.indiana.edu/>
- Dr. Heather Eastman-Mueller
Department of Applied Health Science
Indiana University
1025 East 7th Street, SPH 116
Bloomington, IN 47405
Phone: (812) 855-4851
E-mail: heastman@indiana.edu

Students are encouraged to contact Dr. Heather Eastman-Mueller before applying for admission to this program. Admissions will be reviewed by certificate director. Students will be notified of the admission decision by SPH Office of Graduate Admissions.

Certificate Requirements (15 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 15 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0. No course with a grade below C- will count toward requirements for this certificate.

Complete the following courses (15 cr.):

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-X 660 Population Health Determinants (3 cr.)

Special Opportunities

The certificate is 15 credit hours. Students do not need to be a residence in Bloomington to complete any part of the certificate. All of the coursework is online.

Careers

Virtually every community in the world struggles with the public health impacts of sexual and reproductive health issues. As such, professionals across the spectrum who work with individuals, couples, and communities on complex issues related to sexuality can benefit from the career enhancements that come with graduate training of this nature. The competencies gained in this program will be beneficial to those who are currently working, or who have a career goal to work as a sexual and reproductive health focused individual in a range of professions such as:

- Community health educator
- Physician, nurse practitioner, midwife, nurse, physician assistant
- Public health researcher
- School health educator
- Community health educator
- Sexuality educator
- Technical advisors and consultants
- Policy makers and community leaders
- Managers in community-based organizations
- Government

Addiction Intervention Certificate

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

Description of Program

The Online Graduate Certificate in Addiction Intervention is a 15 credit, online graduate program that will prepare non-clinical professionals (e.g. Public Health, Education, Psychology, Corrections, Law Enforcement, & etc.) to act as professionally trained intermediaries between individuals seeking addiction services and professionals providing evidence based practices in both prevention and treatment. Twelve Credits will be given to students who enroll and complete the following courses: (3 credits each) "Public Health Approaches to Substance Abuse Prevention" (2) "Substance Abuse Treatment in a Public Health Context", (3) "Introduction to Co-Occurring Substance Use and Mental Health Disorders", and (4) "History of Public Health Approaches to Addiction Treatment and Recovery for Public Health". The remaining three credits will be awarded to students who take the Cap Stone course of the Certificate, (5) "Introduction of Motivational Interviewing". The Certificate will be awarded by the Indiana Counselors Association for Drug Use and Alcohol (ICAADA).

Admission

The Indiana University School of Public Health-Bloomington exclusively accepts applications for admission to Addiction Intervention certificate program through the Schools of Public Health Application Service (SOPHAS) at <http://www.sophas.org>. Graduate certificate program admission is through a streamlined

version of the SOPHAS application, called SOPHAS Express. The application for fall 2022 admission will be available through the SOPHAS on August 15, 2021. Be sure to thoroughly read all directions in the SOPHAS Express application. Please contact SOPHAS at: sophasinfo@liaisoncas.com, if you have questions regarding their online application.

In addition to completion and submission of the SOPHAS application, all applicants must also complete and submit the Indiana University Bloomington Online Graduate and Professional Admissions Application at https://graduate.indiana.edu/admissions/apply_shtml. This supplemental application is brief and will not cost applicants any additional fees. This duplication of application information is required for admission. The Indiana University Bloomington Online Graduate and Professional Admissions Application requires completion of an "Application Information" section. In the drop-down box for "Academic Program," select *Public Health-Bloomington Nondegree* for certificate program admission. In the drop-down box for academic plan, select *Online Graduate Certificate in Public Health*.

For answers to questions about our degree and certificate programs, our Indiana University Bloomington Online Graduate and Professional Admissions Application, or your complete SOPHAS Express application, please contact our Director of Graduate Admissions, Nelda Montemayor, at nmontema@indiana.edu.

For more information about this certificate program:

- Please visit the Website for the online Graduate Certificate in Addiction Intervention at <https://mypublichealthdirect.indiana.edu/>

you may also contact:

- Dr. Daniel Agley
Department of Applied Health Science
Prevention Insights
School of Public Health Indiana University
501 N. Morton Street, Suite 110
Bloomington, IN 47404
Phone: (812) 855-9221
E-mail: dagley@

Students are encouraged to contact Dr. Agley before applying for admission to this program. Students will be notified of the admission decision by SPH Office of Graduate Admissions.

Certificate Requirements (15 cr.)

Students in the Certificate program must be admitted to or currently enrolled at Indiana University. The certificate requires 15 credit hours of graduate course work with a minimum cumulative GPA in certificate courses of 3.0.

Complete the following courses (15 cr.):

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.) (fall)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.) (spring)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.) (summer)

- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.) (fall)
- SPH-H 668 Motivational Interviewing (3 cr.) (fall, spring, summer)

Special Opportunities

The certificate is 15 credit hours, and includes a 3 credit Motivational Interviewing. Students do not need to be in residence in Bloomington to complete any part of the certificate. All of the coursework is online.

Careers

In 2018, the combined Federal Drug Control budget request was \$27.57 billion and 50% of that value is devoted to treatment and prevention. The Graduate Online Certificate in Addiction Intervention is targeting non-clinical graduate students and give each person who enrolls in the program essential evidenced based tools with which he/she can effectively refer anyone, using or affiliated with Substance Use, to prevention and treatment programs that have proven effective. Building the U.S. workforce with information and skills for effective referral is the targeted outcome of the program. Any graduate student from any of the following disciplines, but not limited to, would benefit from the Certificate Program. The Certificate will be awarded by the Indiana Counselors Association for Drug Use and Alcohol (ICAADA). A Graduate Certificate in Public Health can lead or enhance careers in positions including:

- o Community Health Educator
- o Disease Prevention Manager
- o Health Promotion Specialist
- o Intervention Designer
- o Maternal and Child Health Specialist
- o Obesity Prevention Coordinator
- o Public Health Educator
- o Public Health Program Manager
- o Public Health Researcher
- o Sexual Health Educator
- o Technical Advisor for HIV/AIDS Programs
- o Vaccine Advisor and Program Manager
- o Youth Tobacco Prevention Coordinator
- o Social Worker
- o Law Enforcement
- o Teacher
- o Education Administrator
- o Education Counselors
- o School Nurses
- o Nurse Educator
- o Corrections Officer
- o Criminal Justice
- o Social Services professionals
- o Public Health Policy professionals
- o Lawyers
- o Political Science

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

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Requirements for the Ph.D. in Environmental Health

All Ph.D. in Environmental Health degree students in the School of Public Health-Bloomington are required to complete the following four requirements:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*
- SPH-E 651, Epidemiology (3 cr.), or its equivalent.
- SPH V-733 Research Methods in Environmental Health (3 cr.)
- SPH-V 792 Advanced Environmental Health Readings (3 cr.)

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of

study requirement, contingent upon the committee's approval.

- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students have the opportunity to enhance skills by participating in research activities independently or in collaboration with faculty members and other graduate students. Assistantships are available through our school for students admitted to doctoral degree programs on the Bloomington campus, and many doctoral students also gain experience in teaching various health topics in different settings. Students are strongly encouraged to publish research results in professional peer-reviewed journals and present their research at local and national conferences. Fellowships and scholarships are available to highly qualified students.

Careers

Graduates with PhDs in environmental health pursue careers in all sectors of the workforce including academia, government and industry. Professionals trained in environmental health, including those in toxicology, occupational health and risk assessment, will see job opportunities grow over the next several decades due to an increase in retirements and challenges in the chemical, physical, built and social environments. The increasing societal trend towards improving human health has led analysts to conclude that the job market for PhD-level individuals in environmental health and toxicology will continue to grow.

Epidemiology Major

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

Description of Program

This PhD program is designed to train next-generation of epidemiologists, who will study the distributions of diseases in populations, their causes, and their prevention and controls. The students are expected to gain mastery of epidemiological and biostatistical skills required for the highest level of scholarship, investigation and leadership in public health research; to design and complete their own investigator-initiated research projects in not only the biological origins of disease, but also the impact of social, economic, genetic and environmental exposures that contribute to the risk of disease; and to compete for research grants supported by research agencies, such as the National Institute of Health.

Common Ph.D. Degree Requirements

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.

- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Required Components for the Ph.D. Degree in Epidemiology:

All Ph.D. in Epidemiology degree students in the School of Public Health-Bloomington are required to complete the following two requirements:

- **Public Health Foundations Requirement (0 credits)** *|| School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*
- SPH-E 651, Epidemiology (3 cr.), or its equivalent.

Research Skills (13 credits minimum)

These courses provide required skills to conduct research. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.

Complete the following research skill courses for the Ph.D. degree in Epidemiology:

- Courses providing required skills to conduct research such as E-670 Meta-analysis and Systematic Review, Q-604 Applied Linear Regression, or other advanced biostatistics course. (9 cr.)
- SPH-E 794 Doctoral Seminar in Epidemiology (a minimum 4 cr., 1 cr. per semester)

Qualifying Exam

Each Ph.D. degree student in Epidemiology must pass a doctoral qualifying exam that assesses the extent to which the student has attained the program's required competencies. The qualifying exam includes a standardized written portion administered by the Department of Epidemiology and Biostatistics, and an individualized oral portion administered by the student's advisory committee. The student must be satisfactory in both portions to pass the qualifying exam.

Major Area of Study (30 credits minimum)

The following courses must be taken within the School of Public Health-Bloomington. No substitutions and transfer equivalency will be allowed for the following courses.

- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-E 758 Advanced Epidemiology (3 cr.)
- SPH-E 759 Advanced Epidemiological Methods (3 cr.)
- SPH-E 790 Scientific Writing and Proposal Development for Epidemiologic Research (3 cr.)

The following courses should be taken within School of Public Health-Bloomington or transferred from previous

graduate work contingent upon approval of advisory committee.

- SPH-Q 612 Survival Analysis (3 cr.)
- SPH-Q 603 Categorical Data Analysis (3 cr.)
- SPH-Q 605 Statistical Analysis of Multi-level and Longitudinal Data (3 cr.)
- Epidemiology major coursework prescribed by the doctoral advisory committee (6 cr.)

Minor Area of Study (9 credits minimum)

A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.

Electives (0 to 28 credits)

Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.

Dissertation (20 – 30 credits)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities independently or in collaboration with faculty members and other graduate students. Through funded associate instructor (AI) appointments, most doctoral students also acquire essential skills and experience in teaching various health topics in different settings. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences. A limited number of fellowships and scholarships are available to the best qualified students.

Careers

The growing aging population will increase the need for scientists skilled in the research and prevention of disease. The rapidly expanding health field will also spur the need for researchers who can provide information to help governments, health agencies, health care providers and communities deal with epidemics.

The salary range, \$38,175 - \$136,237, reflects the actual salaries earned (adjusted for inflation using the national CPI - Bureau of Labor Statistics) within one year of graduation as reported by the most recent national survey of graduates conducted by the American Public Health Association (APHA).

Health Behavior Major

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

Description of Program

The Ph.D. in Health Behavior is a highly regarded, nationally recognized program with a strong history of preparing graduates to conduct scholarly inquiry in a broad spectrum of areas emphasizing health promotion and prevention of health problems. Research and creative activities include both basic and applied work in program planning and development; health policy management, evaluation of the program effectiveness; and examination of lifestyle and health behavior in relation to nutrition, exercise, stress, alcohol, tobacco and other drug abuse,

individual development and family health, communicable disease, human sexuality, aging, and related areas.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Requirements for the Ph.D. in Health Behavior

All Ph.D. in Health Behavior degree students in the School of Public Health-Bloomington are required to complete the following two requirements:

- **Public Health Foundations Requirement (0 credits)** // *School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*
- SPH-E 651, Epidemiology (3 cr.), or its equivalent.

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities independently or in collaboration with faculty members and other graduate

students. Through funded associate instructor (AI) appointments, most doctoral students also acquire essential skills and experience in teaching various health topics in different settings. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences. A limited number of fellowships and scholarships are available to the best qualified students.

Careers

Most graduates pursue careers in higher education as professors and researchers while some complete postdoctoral fellowships or pursue research or executive careers in governmental agencies such as the Centers for Disease Control and Prevention and voluntary health agencies.

Human Performance Major, Emphasis: Biomechanics

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

Description of Program

The Doctoral program in biomechanics takes an interdisciplinary approach to the mechanical aspects of human movement, with the particular focus on gait, gait energetics, and mechanisms for lower extremity injury. Students take a variety of courses related to human movement mechanics and the physiological and neuromuscular aspects of human movement. In addition to taking classroom-based courses, most learning will be conducted through hands-on experiences in the research laboratory. The research conducted in the biomechanics laboratory focuses on the gait mechanics and energetics of running and the mechanisms for running related overuse injuries.

New graduate Biomechanics students (both M.S. and Ph.D.) are admitted when space is available. Students start attending classes in the Fall of the year they are admitted; Applications should be completed by the end of December of the previous year.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Public Health Foundations Requirement for the Ph.D. in Human Performance degree in Biomechanics

All Ph.D. degree students in the School of Public Health-Bloomington, who have not completed an MPH degree, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the Biomechanics Laboratory.

Careers

- Careers for the M.S. degree — Students pursuing the M.S. degree are well prepared for positions at private industry, clinical, and academic research labs. Career opportunities are also available in research and development of equipment used in the sports industry, research labs, and clinical settings. The M.S. degree also serves as preparation for pursuing Ph.D. programs.
- Careers for the Ph.D. degree—Students earning the Ph.D. in biomechanics are well prepared for faculty and teaching positions as well as research in clinical or private industry settings.

Human Performance Major, Emphasis: Exercise Physiology

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

Description of Program

Exercise physiology is broadly based on basic sciences: human anatomy, physiology, chemistry, and biology. The primary goal of this field is to understand how the various cells, tissues, organs, and organ systems respond to challenges posed by exercise and physical training. Exercise physiology focuses on optimal performance such as that attained by elite and highly trained athletes. Unlike many fields, exercise physiology has remained integrative, examining how the failure or enhancement of one physiological system can influence another. The field also considers how the environment imposes limits on the body during exercise through such means as heat, cold, humidity, and altitude.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Public Health Foundations Requirement for the Ph.D. in Human Performance degree in Exercise Physiology

All Ph.D. degree students in the School of Public Health-Bloomington, who have not completed an MPH degree, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.

- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the exercise physiology laboratories.

Careers

- Careers for M.S.: Preparation toward Ph.D. programs; research-related positions at research laboratories.
- Careers for Ph.D.: Graduates are qualified for research and teaching positions at universities, sports organizations, and medical centers.

Human Performance Major, Emphasis: Motor Learning/Control

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

Description of Program

The program in motor learning and control focuses on the neuromuscular aspects related to the execution of human movement and learning. Students take a variety of neuroscience courses related to the control of human movement. General research topics include strength acquisition, goal-directed movement control, and the effects of human aging on movement execution with emphasis given to postural control and balance.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Public Health Foundations Requirement for the Ph.D. in Human Performance degree in Motor Learning/Control

All Ph.D. degree students in the School of Public Health-Bloomington, who have not completed an MPH degree, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course*

can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Students at the undergraduate and graduate levels can assist in a wide variety of ongoing research experiments in the motor control laboratories.

Careers

- Careers for the M.S. degree—Students pursuing the M.S. degree are well prepared for research-related positions at research laboratories and/or research rehabilitation clinics. The M.S. degree also serves as preparation for pursuing the Ph.D. degree.
- Careers for the Ph.D. degree—Students earning the Ph.D. in motor control are well prepared for faculty research and teaching positions at colleges and universities.

Human Performance Major, Emphasis: Sport Management

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

Description of Program

The doctoral sport management program at Indiana University was founded in response to a growing demand for researchers and professors in sport management. This doctoral program has produced several scholars who are professors at universities across the United States and around the world from South Korea to Australia. The Ph.D. program is focused on developing in doctoral students the research, critical thinking, and teaching skills necessary for them to be successful in academia. Students in the doctoral program are generally interested in pursuing

professorial or administrative careers in the academic field of sport management. The coursework in the Ph.D. program provides an interdisciplinary approach to the study of sport management intended to build upon the each student's interest and thorough foundation in sport. Through elective coursework and doctoral seminars taught by graduate sport management faculty members, the program allows flexibility for students to explore a wide variety of opportunities and interests within the field of sport management (i.e., business, communication, history). Admission into the program is highly competitive, and courses are research intensive. For more information about this program, please visit the [program Webpage](#) or contact the sport management doctoral program coordinator, Dr. Antonio Williams, at aw22@indiana.edu or the director of the sport management undergraduate and graduate programs, Dr. Paul M. Pedersen, at ppederse@indiana.edu.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Public Health Foundations Requirement for the Ph.D. in Human Performance degree in Sport Management

All Ph.D. degree students in the School of Public Health-Bloomington, who have not completed an MPH degree, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of

study requirement, contingent upon the committee's approval.

- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Doctoral students are selected to work on a myriad of ongoing research projects at the discretion of their program advisors. The [doctoral students](#) in the sport management program have a wide variety of interests and backgrounds (click on the "doctoral students" link to read more about the current students).

Careers

The Ph.D. in Sport Management prepares students for research and teaching careers in academia. Please click on this link to learn more about [alumni](#) of the program.

Doctoral Degree Program (PhD)

Majors:

- Biostatistics
- Environmental Health
- Epidemiology
- Health Behavior
- Human Performance, Emphasis: Biomechanics
- Human Performance, Emphasis: Exercise Physiology
- Human Performance, Emphasis: Motor Learning/Control
- Human Performance, Emphasis: Sport Management
- Leisure Behavior

Minors:

- Doctoral Minor Requirements

Leisure Behavior Major

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

Description of Program

This Ph.D. program prepares candidates for a career in research and teaching focused within the area of leisure behavior and its associated inquiry methodologies. The emphasis is on research related to the student's specific area of interest in the field of leisure behavior, connections to resident faculty, and an in-depth investigation of a cognate field. As is the case with the pursuit of a terminal degree, this program is individualized to meet each student's personal career goals.

Degree Requirements

Courses required for this degree are prescribed by an advisory committee for each individual student. Degree requirements include:

- A minimum of 90 graduate-level credits beyond the bachelor's degree are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the major, minor, and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the research skills requirement of the course prescription.

Public Health Foundations Requirement for the Ph.D. in Leisure Behavior degree

All Ph.D. degree students in the School of Public Health-Bloomington, who have not completed an MPH degree, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Common Course Prescription Components

The elements of the course prescription for all Ph.D. degree students in the School of Public Health are arranged as follows:

- **Research Skills** (9 credits minimum). A minimum of 9 credits of coursework providing required skills to conduct research, such as advanced courses in biostatistics. These credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study** (30 credits minimum). A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health-Bloomington. Courses transferred from previous graduate work outside the School of Public Health-Bloomington, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the committee's approval.
- **Minor Area of Study** (9 credits minimum). A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives** (0 to 28 credits). Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation** (20 – 30 credits)

Special Opportunities

Graduate academic appointments are available for students pursuing graduate studies in the Department of Health & Wellness Design. 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 research, teaching or other departmental duties. Other special assignments may also be made.

Careers

The degree program is designed for graduate students wishing to pursue careers in higher education with a research and/or teaching focus. Career doors are also open to positions with city, state, private, and non-profit organizations.

Minors

Ph.D. Minors Offered by the School of Public Health-Bloomington

The School of Public Health-Bloomington offers doctoral minors which may be completed by Ph.D. degree students in departments other than that of the minor. Approved doctoral minors and their requirements are described below, ranging in size from 9 credits to 15 credits. A doctoral student may work with the minor advisor to develop an individualized minor which differs in title and requirements from the approved doctoral minors listed below. In such a case, a proposal for the individualized minor must be approved by the student's doctoral advisory committee, and by the associate dean of the University Graduate School.

Options for an Outside Doctoral Minor in the Department of Applied Health Science

Addictive Behaviors Complete 9 credits as follows:

Complete each of the following courses:

- SPH-B 518 The Nature of Addictive Disorders (3 cr.)
- SPH-H 518 Alcohol and Drug Education (3 cr.)

Complete 3 credits from the following elective courses in consultation with the minor advisor to include a selective topic directly related to addictive behaviors:

- SPH-B 701 Advanced Health Behavior Theory for Research (3 cr.)
- SPH-B 702 Advanced Evaluation and Research in Public Health (3 cr.)
- SPH-B 703 Acquiring External Funds for Research (3 cr.)
- SPH-H 791 Readings in Health Behavior (1-10 cr.)
- SPH-H 792 Research in Health Behavior (1-10 cr.)

Health Behavior Complete 12 health behavior graduate-level credits in consultation with the minor advisor.

Health Promotion Complete 15 credits as follows:

Complete the following course:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)

Complete one of the following courses:

- SPH-H 500 Philosophy and Principles of Health Education (3 cr.)
- SPH-H 635 Health Promotion in the 21st Century (3 cr.)

Complete 9 additional graduate-level credits, selected in consultation with the minor advisor.

Human Development and Family Studies Complete 9 credits as follows:

Complete the following courses:

- SPH-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.)
- SPH-F 656 Families and Health (3 cr.)

Complete 3 additional graduate-level SPH-F credits to be selected in consultation with the minor advisor.

Human Sexuality Education Complete 15 credits as follows:

Complete the following courses:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-H 515 Human Sexuality Education in Schools (3 cr.)
- SPH-H 595 Practicum in College Sex Education (3 cr.)
- SPH-H 555 Issues in Sexuality and Health (3 cr.)

Complete 3 additional graduate-level credits to be selected in consultation with the minor advisor.

Nutrition Science Complete 12 credits as follows:

Complete the following courses:

- SPH-N 530 Advanced Human Nutrition (3 cr.)
- SPH-N 532 Advanced Human Nutrition II (3 cr.)
- BIOT-T 540 Structure, Function, and Regulation of Biomolecules (3 cr.)

Complete one course selected, in consultation with the minor advisor, from the following:

- SPH-N 520 Food Chemistry (3 cr.)
- SPH-N 531 Medical Nutrition Therapy (3 cr.)
- SPH-N 536 Applied Public Health Nutrition (3 cr.)
- SPH-N 600 Nutrigenomics (3 cr.)
- SPH-N 601 Phytonutrients (3 cr.)
- SPH-N 620 Nutrition in Sports (3 cr.)
- SPH-N 691 Readings in Nutrition Science (1-5 cr.)
- SPH-N 692 Research in Nutrition Science (1-5 cr.)

Public Health Complete 12 credits with a minimum cumulative doctoral minor GPA of 3.0 in the following courses:

- SPH-B 589 Social Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-V 541 Environmental Health (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Public Health and Aging Complete 9 credits including 3 courses from the following list of options to be selected in consultation with the minor advisor:

- SPH-B 535* Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 589* Social and Behavioral Determinants of Health (3 cr.) -or- SPH-X 660 Population Health Determinants (3 cr.)
- SPH-B 615* Health, Longevity, and Integrative Therapies for the Later Years (3 cr.)
- SPH-H 520 Death Education (3 cr.)
- SPH-H 524* Gerontology: Multidisciplinary Perspective (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Safety Management Complete 9 safety management graduate-level credits in consultation with the minor advisor.

School and College Health Education Complete 15 credits as follows:

Complete each of the following courses:

- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-H 510 Organization of School Health Programs (3 cr.)
- SPH-H 623 School Health Program Management (3 cr.)
- SPH-H 635 Health Promotion in the 21st Century (3 cr.)

Complete one course from:

- SPH-H 500 Philosophy and Principles of Health Education (3 cr.)
- SPH-H 502 Instructional Strategies for School and College Health (3 cr.)

Sexual and Reproductive Health Complete 12 credits from the following list of courses.

A minimum cumulative GPA of 3.0 is required courses taken to complete this minor.

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 526 AIDS and Other Sexually Transmitted Diseases (3 cr.)
- SPH-H 555 Issues in Sexuality and Health (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Option for an Outside Minor in the Department of Environmental Health

Environmental Health Complete 9 credits as follows:

Complete the following course:

- SPH-V 541 Environmental Health (3 cr.)

Complete 6 credits from the following courses:

- SPH-V 510 Human Health and the Natural Environment (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure, Assessment, and Control (3 cr.)
- SPH-V 546 Risk Assessment Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)
- SPH-V 741 Molecular Toxicology (3 cr.)
- SPH-V 743 Environmental Health Sampling (3 cr.)
- SPH-V 745 Advanced Toxicology (3 cr.)
- SPH-V 747 Carcinogenesis (3 cr.)

Options for an Outside Minor in the Department of Epidemiology and Biostatistics

Biostatistics Complete 9 credits as follows:

Complete the following two required courses:

- SPH-Q 603 Categorical Data Analysis (3 cr.)
- SPH-Q 604 Applied Linear Regression (3 cr.)

Complete a third 3-credit course, to be selected in consultation with the minor advisor. Options any any SPH-Q course at the 600-level or above, excluding independent study courses, field experiences, or culminating experiences. Recommended 600-level choices include:

- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-Q 605 Analysis of Multilevel and Longitudinal Data (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)
- SPH-Q 612 Survival Analysis (3 cr.)

Epidemiology Complete 9 credits as follows:

Complete the following courses:

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.) or an equivalent course contingent upon approval from the minor advisor.

Complete a third 3 credits course in consultation with the minor advisor. Options include any SPH-E course at 600-level or above, excluding independent study courses, field experiences, or culminating experiences. Recommended 600-level choices include:

- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 654 Psychiatric and Drug Use Disorder Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-E 670 Meta-analysis and Systematic Review (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

Option for an Outside Minor in the Department of Kinesiology

Human Performance Complete 12 credits of graduate-level human performance courses to be selected in consultation with the minor advisor.

Option for an Outside Minor in the Department of Recreation, Park, and Tourism Studies

Leisure Behavior Complete 10 credits as follows:

Complete the following 3 courses:

- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 782 Advanced Research Inquiry in Recreation, Park, and Tourism Studies (2 cr.)

- SPH-R 794 Doctoral Seminar: Leisure Behavior (2 cr.)

Complete 3 additional graduate-level credits to be selected, in consultation with the student's Leisure Behavior Minor advisor, from other Department of Recreation, Park, and Tourism Studies courses.

Biostatistics Major

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

Description of Program

The PhD program in Biostatistics is designed train independent researchers who will advance the field of biostatistics, including the development of innovative methodologies and the application of new and existing methods to health-related questions. The students will receive fundamental training in probability and statistical theory, regression models, and statistical computing. They will also gain expertise in modern topics such as statistical learning, statistical genetics and genomics, high-dimensional models, clinical trials, and research rigor and reproducibility. Our program also emphasizes research in interdisciplinary areas, effective collaboration and communication with scientists and practitioners, and ability to teach biostatistics. The training and experience of our students will prepare them to be application savvy and leadership-ready for careers in academia, government and industry.

Common Ph.D. Degree Requirements

- A minimum of 90 graduate-level credits are required.
- A minimum 3.0 GPA is required for graduation.
- A minimum grade of C is required in each course used to satisfy the minor and elective requirements of the course prescription.
- A minimum grade of B is required in each course used to satisfy the major and research skills requirement of the course prescription.

Required Components for the Ph.D. Degree in Epidemiology:

All Ph.D. in Biostatistics degree students in the School of Public Health-Bloomington are required to complete the following two requirements:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*
- SPH-E 651, Epidemiology (3 cr.), or its equivalent. *(The credits may be counted towards either major, minor or elective area of study described below)*

Research Skills (13 credits minimum)

The following courses must be taken within the School of Public Health-Bloomington. No substitutions and transfer equivalency will be allowed for the following courses.

- SPH-Q 794 Doctoral Seminar in Biostatistics (a minimum 4 cr., 1 cr per semester)
- SPH-Q 711 Advanced Biostatistical Computing (3 cr.)

The following courses should be taken within the School of Public Health-Bloomington, or transferred from previous graduate work contingent upon approval of advisory committee.

- Additional coursework prescribed by the doctoral advisory committee (6 cr.)

Qualifying Exam (0 credits)

Each Ph.D. degree student in biostatistics must pass a doctoral qualifying exam that assesses the extent to which the student has attained the program's required competencies. The qualifying exam includes a standardized written portion administered by the Department of Epidemiology and Biostatistics, and an individualized oral portion administered by the student's advisory committee. The student must be satisfactory in both portions to pass the qualifying exam.

Major Area of Study (30 credits minimum)

The following courses must be taken within the School of Public Health-Bloomington. No substitutions and transfer equivalency will be allowed for the following courses.

- SPH-Q 703 Generalized Linear Models (3 cr.)
- SPH-Q 752 Advanced Biostatistical Inference (3 cr.)

The following courses should be taken within the School of Public Health-Bloomington, or transferred from previous graduate work contingent upon approval of the doctoral advisory committee.

- SPH-Q 651 Applied Probability and Distribution Theory (3 cr.)
- SPH-Q 652 Biostatistical Inference (3 cr.)
- SPH-Q 604 Applied Linear Regression (3 cr.)
- SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.)
- SPH-Q 612 Survival Analysis (3 cr.)
- Additional major coursework prescribed by the doctoral advisory committee (9 cr.)

Minor Area of Study (9 credits minimum)

A minimum of 9 credits of coursework in a designated area other than biostatistics

Electives (0 to 18 credits)

Elective credits may range between 0 and 18. An optional second minor may be included in the elective credit hours. Courses are recommended to provide background knowledge for areas where biostatistical methods are applied, such as biology, genetics, psychology, etc.

Dissertation (20 – 30 credits)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities supervised by faculty members or in collaboration with other graduate students. Through funded graduate assistantship (GA) appointments, doctoral students may also have the

opportunities to work with our external industry partners and to acquire essential skills and experience in teaching. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences. A limited number of financial packages are available to the best qualified students.

Careers

The field of biostatistics is unique in that it combines elements of the medical field with that of math, statistics, and science, offering a wide array of different types of jobs in biostatistics. The Bureau of Labor Statistics predicts the job outlook for biostatistics to grow 30% from 2018 to 2028, much faster than the average for all occupations (i.e., 5%). Biostatisticians are hired by a wide variety of industries and institutions:

- State and local health departments (e.g., the Indiana State Health Department and Monroe, Mario, and Morgan County Health Departments).
- Federal government agencies (e.g., the National Institutes of Health, the Department of Health and Human Services, the Centers for Disease Control and Prevention, and the U.S. Food and Drug Administration).
- Pharmaceutical companies (e.g., Pfizer, Merck, Eli Lilly, Bristol-Myers Squibb).
- Technology companies (e.g., Google, Microsoft, Amazon).
- Medical device companies (e.g., Abbott, Cook).
- Insurance companies (e.g., Anthem Insurance Companies, Inc., and Cigna Corporation).
- Institutes of higher education (e.g., the University of Michigan and the University of Chicago).
- International agencies (e.g., the World Health Organization and the U.S. Agency for International Development).
- Consulting firms.
- Medical centers and health care facilities.

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
- Environmental Health
- Online Environmental Health
- Epidemiology
- Online Epidemiology
- Online Parks and Recreation
- Physical Activity
- Online Physical Activity
- Online Public Health Administration

Master of Science Degree (MS)

Majors:

- Biostatistics

Master of Science in Applied Health Science Degree (MSAHS)

Majors:

- Health Promotion
- Nutrition Science
- Online Safety Management
- School and College Health Education

Master of Science in Environmental and Occupational Health Degree (MSEOH)

Major:

- Environmental and Occupational Health

Master of Science in Athletic Training Degree (MSAT)

Major:

- Athletic Training

Master of Science in Kinesiology Degree (MSK)

Majors:

- Athletic Administration/Sport Management
- Athletic Training
- Kinesiology

Master of Science in Recreation Degree (MSR)

Majors:

- Outdoor Recreation
- Online Outdoor Recreation
- Online Park and Public Lands Management
- Online Recreation Administration
- Online Recreational Therapy
- Online Tourism Management

Joint Graduate Degrees

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 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Public Health Administration Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

Option1: Additional MPH Concentration or Graduate Certificate (12-15 credits)

Complete all courses in one of the eight following choices. (12 credits)

MPH concentration in Social, Behavioral, and Community Health (12 credits)

Successful completion of the following four courses earns the student a second concentration in Social, Behavioral, and Community Health.

- SPH-X 660 Population Health Determinants (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-____ A Behavioral, Social, and Community Health Elective Approved by the MPH Advisor (3 cr.)

MPH concentration in Physical Activity (12 credits)

Successful completion of the following four courses earns the student a second concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)

- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Epidemiology (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following course.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)

Complete three (9 cr.) courses from the following.

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-X 660 Population Health Determinants (3 cr.)

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor.

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 Public Health Degree (MPH), Behavioral, Social, and Community Health Major

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

Description of Program

The MPH in Behavioral, Social, and Community Health trains students to research, analyze and address the social and behavioral factors that influence health and health outcomes at the individual, community, and population levels. Students work collaboratively with faculty and community stakeholders to find solutions for critical issues in population health and health equity. The program of study includes the core disciplines in public health, courses in social and behavioral health, and options for elective courses tailored to students' interest. Program graduates will have knowledge and skills in the design, development, implementation, and evaluation of public health interventions as well as in acquiring and managing funds to support interventions and programming. Alumni work in settings ranging from the CDC and state health departments to non-profit and private sector organizations. The flexible program allows students to choose a second MPH concentration or a graduate certificate in a range of specialized public health areas.

Degree Requirements

A minimum of 44 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.

MPH Master of Public Health Degree Requirements (44 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)

- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Behavioral, Social & Community Health Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design in Public Health (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

Option 1: Additional MPH Concentration or Graduate Certificate (12 - 15 credits)

Complete all courses in one of the eight following choices. (12 credits)

MPH concentration in Public Health Administration (12 credits)

Successful completion of the following four courses earns the student a second concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)
- SPH-____ A Public Health Administration Elective approved by the MPH academic advisor (3 cr.)

MPH concentration in Physical Activity (12 credits)

Successful completion of the following four courses earns the student a second concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Epidemiology (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)

- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Note: SPH-B 589 Theories and Conceptual Frameworks in Public Health, which is required for this certificate, is already completed as one of the required BSCH concentration courses.

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor. XXXX-X XXX (3 cr.) P: Prior permission of advisor XXXX-X XXX (3 cr.) P: Prior permission of advisor XXXX-X XXX (3 cr.) P: Prior permission of advisor XXXX-X XXX (3 cr.) P: Prior permission of advisor

Special Opportunities

The MPH program at IU balances theoretical knowledge with a professional practice experience and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program at IU is accredited by the Council for Education in Public Health (CEPH). Examples of current research and community engagement include:

- The Person to Person Health Interview Study - This project aims to understand and improve the physical and mental health of Indiana residents, bringing the voice of the people to Indiana public health policy.
- O.A.L. Get Onboard Active Living – A collaborative project between SPH, local healthcare, and Parks and Recreation. Students work with school-age children in a multi-level program to encourage physical activity and good nutrition.
- Project UNITE - Uncovering new Initiatives for Teen Empowerment – Working within a rural community, researchers work with community members to design and implement a multi-level teen pregnancy intervention that fits the cultural preferences of teens, parents, and caregivers.
- IN-PORT: Indiana Networks of Prescribers of Opioids and Related Treatments – Research project examining how physician networks affect HIV prophylaxis prescribing in the U.S.
- Mexico's Physical Activity Report Card - The Report Card is a knowledge translation tool summarizing current evidence around physical activity of children

and youth in Mexico. The Report Card is part of the Global Matrix Project, a global evaluation focused on assessing physical activity levels and opportunities among children and youth.

- Dig It – Health coaching to prevent diabetes for pre-adolescents. Includes screening and interventions that address food insecurity.
- Tracking Together – Research project examining the impact of simultaneous Use of Human and Dog Activity Trackers. Funded by Purina
- Ad-Vance/Greene County Kids! – a formative study that uses community-engaged approaches to inform the development of a rural, multi-level community community-based intervention to prevent obesity in preschool-aged children.
- CACFP Disparities Study - a project to assess drivers of the disparities in child care center participation in the USDA-funded Child and Adult Care Food Program (CACFP) across four states with high poverty levels.

Careers

Growing public interest in optimal and equitable health outcomes for all 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; health foundations and health-based grant projects. Graduates of this program assume leadership roles that influence education, policy development, advocacy efforts, research, program development, implementation, and evaluation. A Master of Public Health degree with a concentration in Behavioral, Social and Community Health can lead to career positions such as:

- Case Manager Specialist
- Community Health Worker
- Contact Tracer
- Community Health Educator
- Disease Intervention Specialist
- Global Health Worker
- Health Program Evaluator
- Health Promotion Specialist
- Maternal and Child Health Specialist
- Obesity Prevention Coordinator
- Program Director
- Public Health Educator
- Public Health Program Manager
- Public Health Researcher
- Sexual Health Educator
- Technical Advisor for HIV/AIDS Programs
- Vaccine Advisor and Program Manager
- Youth Tobacco Prevention Coordinator

Master of Public Health Degree (MPH), 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 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (23 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (15 credits)

Complete each of the following courses.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Biostatistics Concentration (12 credits)

Required Concentration Course (12 credits)

Complete the following courses.

- SPH-Q 604 Applied Linear Regression (3 cr.) P: SPH-Q 501
- SPH-Q 603 Categorical Data Analysis (3 cr.) P: SPH-Q 501
- SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.) P: SPH-Q 501
- SPH-Q 612 Survival Analysis (3 cr.) P: SPH-Q 501

Additional 12 Credit MPH concentration in Epidemiology, or 9 Credits of Other Electives to be

Selected with the Student's Graduate Advisor. (9-12 credits)

Complete one of the following options.

Option One (12 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

Complete the three following courses.

- SPH-E 658 Intermediate Epidemiology (3 cr.) P: SPH-E 651
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.) P: SPH-E 651
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one of the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.) P: SPH-E 651
- SPH-E 655 Infectious Disease Epidemiology (3 cr.) P: SPH-E 651
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.) P: SPH-E 651
- SPH-E 680 Nutritional Epidemiology (3 cr.)
- SPH-E 670 Meta-analysis and Systematic Review for Public Health Research (3 cr.) P: SPH-E 651 & SPH-Q 501

Option Two (9 credits)

Successful completion of 9 graduate-level credits of electives to be chosen in consultation with the student's MPH advisor.

Complete the 9 credits of elective courses.

- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor

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 44 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.

MPH Master of Public Health Degree Requirements (44 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Environmental Health Concentration (24 credits)**Required Concentration Courses (15 credits)**

Complete each of the following courses.

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Option 1: Additional MPH Concentration or Graduate Certificate (12 - 15 credits)

Complete all courses in one of the eight following choices.

MPH concentration in Behavioral, Social, and Community Health (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Behavioral, Social, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Physical Activity (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Epidemiology (15 credits) Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3 cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)

- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual & Reproductive Health (15 credits) Successful completion of the following requirements earns the student an online graduate Certificate in Sexual & Reproductive Health when it is approved and in the IU system.

- SPH-B 589 Theories & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Online Graduate Certificate in Safety Management (12 credits) Successful completion of the following courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)

- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (9 credits)

Complete nine credits of graduate-level electives selected in consultation with the student's advisor.

- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor

Special Opportunities

Graduates with environmental health degrees are more likely to get hired soon after graduation. There is a national shortage of trained environmental health professionals. The number of environmental health threats continues to grow: E-coli outbreaks, West Nile Virus, devastating events such as September 11th, & Hurricane Katrina, bring about environmental health threats that calls for an increase in the number of people trained to address these issues. We need more people to choose a career in environmental health to protect human health and the environment.

Careers

Environmental health professionals are everywhere and hold a variety of job titles. Below are just a few of the settings in which you could work:

- State, county and city health agencies
- Environmental consulting companies
- Private corporations
- Federal government
- International organizations
- Nonprofit organizations
- Academia (colleges and universities)

An environmental health specialist is a general term for someone who inspects environmental health systems to make sure they are in compliance with local, state and federal regulations. These regulations are set by the government to keep citizens safe and healthy. Responsibilities often include:

- Reviewing permits
- Collecting and interpreting data
- Investigating complaints
- Monitoring
- Educating
- Performing inspections

Master of Public Health Degree (MPH), Epidemiology Major

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

Description of Program

The MPH in Epidemiology prepares students to assume a leadership role in public health, academia or the private sector. Graduates will be able to perform epidemiologic

analyses that impact health and disease management by contributing to the understanding of disease etiologies. Epidemiology students will develop skills in study design and research methodology while gaining knowledge of the social and lifestyle determinants that affect health. The graduate will leave with extensive training in epidemiologic methods that will enable them to improve public health through excellence in research and practice.

Degree Requirements

A minimum of 44 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 (44-50 credits)

MPH Degree Core (23 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (15 credits)

Complete each of the following courses.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Epidemiology Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete the following courses.

- SPH-E 658 Intermediate Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.) (p: SPH-E 651)
- SPH-Q 611 Statistical Packages in Research (3 cr.)
- SPH-E 670 Meta-analysis and Systematic Review for Public Health Research (3 cr.) (P: SPH-E 651 & SPH-Q 501)

Option 1: Additional MPH Concentration or Graduate Certificate (12 - 15 credits)

Complete all courses in one of the nine following choices.

MPH concentration in Biostatistics (12 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Biostatistics.

Complete the following course. (3 cr.)

- SPH-Q 604 Applied Linear Regression (3 cr.) (p: SPH-Q 501)

Complete three of the following courses. (9 cr.)

- SPH-Q 601 Experimental Analysis & Design (3 cr.) (p: SPH-Q 501)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.) (p: SPH-Q 501)
- SPH-Q 603 Categorical Data Analysis (3 cr.) (p: SPH-Q 501)
- SPH-Q 605 Statistical Analysis of Multi-Level and Longitudinal Data (3 cr.) (p: SPH-Q 501)
- SPH-Q 612 Survival Analysis (3 cr.) (p: SPH-Q 501)

MPH concentration in Behavioral, Social, and Community Health (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Behavioral, Social, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration (12 credits) Successful completion of the following four courses earns the student a second concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Physical Activity (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Environmental Health (15 credits) Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)

- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Note: SPH-B 589 Theories and Conceptual Frameworks in Public Health, which is required for this certificate, is already completed as one of the required BSCH concentration courses.

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)

- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option Two: Other Electives (9 credits)

Complete 9 graduate-level credits of electives to be chosen in consultation with the student's MPH advisor.

- XXX-X XXX (3 cr.) (p: Prior permission of advisor)
- XXX-X XXX (3 cr.) (p: Prior permission of advisor)
- XXX-X XXX (3 cr.) (p: Prior permission of advisor)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Graduates with epidemiology degrees are likely to get hired soon after graduation. Emergent infectious diseases and the need to improve health of an aging nation require an understanding of the epidemiology of both infectious and chronic diseases. Moreover, as the emphasis of obesity reduction and other lifestyle related health issues continues to increase, there are special opportunities for epidemiologists who are familiar with health maintenance and wellness strategies. The relationships that epidemiologists identify among healthy lifestyles and positive outcomes will shape the wellness programs of the future. Epidemiology is a field that often has international opportunities, even for recent graduates.

Careers

Epidemiologists are everywhere and hold a variety of job titles. Many have learned the discipline on the job so candidates with formal training will have a competitive edge in the marketplace. The following is a list (not by any means exhaustive) of possible job settings:

- State, county and city health agencies
- Environmental consulting companies
- Private corporations
- Federal government
- International organizations
- Nonprofit organizations
- Academia (colleges and universities)

Epidemiologists study patterns of disease. Epidemiology is an expanding field that also now includes the study of disease prevention and wellness. The variety of tasks in which an epidemiologist may be engaged is extensive. As a result, this is a career that can be flexible and continually evolving. Some typical job responsibilities include:

- Collection of disease outbreak data
- Study design development
- Data analysis
- Program evaluation design
- Study coordination

Master of Public Health Degree (MPH), Parks and Recreation Major - Online

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

Description of Program

The content of the online Master of Public Health (MPH) degree with a major in Parks and Recreation, is designed to expose students to public health approaches in the management of recreation services and resources in a wide variety of settings. This degree is for students interested in public agencies, private/commercial agencies, or general park administration and management. Students in this program will learn about the linkages between recreation and public health, while acquiring administration and leadership skills for developing, delivering, and administering recreational programs and resources with specific public health outcomes in mind.

Students in this program will master competencies in public health core areas including epidemiology, biostatistics, social and behavioral sciences, environmental health, and health policy and management. The concentration courses, field experience, and capstone experience all prepare the student to address public health issues within the parks and recreation sector.

Degree Requirements

A minimum of 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)

- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Parks and Recreation Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-O 510 Human Health, Quality of Life, and Natural Environments (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Administrative Theory and Management Practices in Leisure Services (3 cr.)
- SPH-R 585 Leisure as a Determinant of Public Health (3 cr.)

Additional Graduate Certificate (12-15 credits)

Complete all courses in one of the following certificate programs. (12-15 credits)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or-- EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Note: SPH-B 589 Theories and Conceptual Frameworks in Public Health, which is required for this certificate, is already completed as one of the required BSCH concentration courses.

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor.

- XXXX-X XXX (3 cr.) P: Prior permission of advisor
- XXXX-X XXX (3 cr.) P: Prior permission of advisor
- XXXX-X XXX (3 cr.) P: Prior permission of advisor
- XXXX-X XXX (3 cr.) P: Prior permission of advisor

Special Opportunities

The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH). The curriculum has been designed to provide students with a solid background in public health, leisure philosophy, park and recreation administration, program development in leisure services, with options for specialized ecosystem management and tourism. The field and integrated learning experiences are further designed, such that students are able to utilize and gain mastery of the competencies learned from coursework.

Careers

School of Public Health-Bloomington graduates with a MPH degree in Parks and Recreation will most likely work in administrative positions within municipal and public park sectors, and be able to: (1) effectively develop programs with overarching goals to improve the status of their community's public health, (2) eloquently articulate the significant role parks and recreation have in supporting public health, and (3) interface with traditional public health professionals (and others) to develop and coordinate innovative and collaborative solutions to community public health challenges. Example positions for graduates of this proposed program include the following:

- Municipal park superintendent or director
- Program coordinator/director for park agency
- Program coordinator/director for the National Park Service's Healthy Parks-Healthy People program
- Proprietor of a private recreation facility or service provider
- State park program director/coordinator
- Local (county or city) health department associate
- Extension agent (health and human services position)

Master of Public Health Degree (MPH), Physical Activity Major

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

Description of Program

Public health organizations have recently turned their attention to physical inactivity, a modifiable behavior, as it has been recognized as a major risk factor for chronic diseases. The Master of Public Health concentration in Physical Activity trains professionals to effectively quantify physical activity, monitor populations, and design interventions focused on improving health through the promotion of physical activity. You will learn how to assess physical activity behavior, to apply behavioral theories when designing physical activity interventions, use epidemiology techniques to describe the relationship between physical activity and health and to develop public health policies aimed at impacting physical activity behavior. You will have the opportunity to work with faculty with interdisciplinary interests such as health games, worksite wellness, recreation, and disabilities.

Degree Requirements

A minimum of 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the *Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinants (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Physical Activity Concentration (24-27 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-K 553 Physical Activity and Health (3 cr.)
- SPH-K 556 Physical Activity Assessment in Public Health (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

Option 1: Additional MPH Concentration or Graduate Certificate (12-15 credits)

Complete all courses in one of the eight following choices. (12-15 credits)

MPH concentration in Social, Behavioral, and Community Health (12 credits)

Successful completion of the following four courses earns the student a second concentration in Social, Behavioral, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration (12 credits)

Successful completion of the following four courses earns the student a second concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Epidemiology (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)

- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 589 Theories and Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor.

Special Opportunities

Faculty will identify opportunities to work within the academic and broader community to allow for skill building, networking, research, and practical experience. Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Public interest in a healthy lifestyle is increasing the demand for public health professionals. Below is a list indicating a few of the settings in which you could work:

- Centers for Disease Control and Prevention
- Local, state, and federal government
- Nonprofit organizations
- Businesses and corporations
- County and state health departments
- Universities
- Health foundations and health-based grant projects.

Individuals who earn a public health degree with a concentration in physical activity will be well suited to play an integral role in multidisciplinary team centered on health promotion and disease prevention. A public health degree in physical activity can lead to career positions such as the following:

- Community Health Promotion Specialist
- Community Physical Activity Specialist
- Physical Activity Epidemiologist
- Nutrition and Physical Activity Program Manager

- Physical Activity Policy Analyst
- Public Health Advisor

Master of Science in Environmental and Occupational Health Degree

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

Description of Program

The Master of Science (MS) in Environmental and Occupational Health is a research-focused degree, designed to be completed in two years, with either a thesis or a graduate research project that is typically completed during the final year in the program. The MS in Environmental and Occupational Health degree will provide graduate students with training in important analytic and technical skills and cutting-edge research methods in environmental and occupational health. Students who graduate from this program will be prepared to enter the job market, where there are a wide range of opportunities in environmental health and related fields. Furthermore, this degree will prepare students to enter advanced graduate programs focused on research in environmental, occupational and other public health disciplines (PhD, DrPH), as well as other health-related academic and professional disciplines (MD, DO, DVM).

Degree Requirements

A minimum of 36 credit hours is required to complete this degree program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course.

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the *Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Environmental and Occupational Health Core: (15 credits)

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

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (or equivalent)
- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 549 Public Health Biology (3 cr.)
- SPH-V 692 Research in Environmental Health (3 cr.)

Environmental and Occupational Health Electives: (9 credits)

Complete 9 credits from the following courses (15 cr.):

- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy, and Toxic Regulations (3 cr.)
- SPH-V 522 Global Environmental Health Issues (3 cr.)

- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)
- SPH-V 532 Foundations of Global Environmental Health (3 cr.)
- SPH-V 533 Human Health Assessment Methods in Global Settings (3 cr.)
- SPH-V 633 Field Research Methods in Global Environmental Health (3 cr.)
- SPH-V 635 Interdisciplinary Field Research in Global Environmental Health (3 cr.)
- SPH-V 5__ Other advisor approved Environmental and Occupational Health course at the 500-level or higher (3 cr.)

Required Research Option: (3-6 credits)

Complete one of the following courses:

- SPH-V 599 Masters Thesis (6 cr.)

OR

- SPH-V 598 Graduate Research Project in Environmental and Occupational Health (3 cr.)

Multidisciplinary Electives: (6-9 credits)

Complete between 6 and 9 credits from the following courses, or from the *Environmental and Occupational Health Electives from above which are in addition to the required 9 credits above:*

- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-V 560 Environmental Justice in the Anthropocene (3 cr.)
- SPH-V 625 Integrated Models for Environmental Health Research (3 cr.)
- SPH-V 650 Special Topics in Environmental Health (3 cr.)
- SPH-V 691 Readings in Environmental Health (3 cr.)
- SPEA-E 536 Environmental Chemistry (3 cr.)
- SPEA-E 539 Aquatic Chemistry (3 cr.)
- SPEA-E 542 Hazardous Materials (3 cr.)
- SPEA-E 543 Environmental Management (3 cr.)
- SPEA-E 552 Environmental Engineering (3 cr.)
- SPEA-E 560 Environmental Risk Analysis (3 cr.)
- SPEA-E 562 Solid and Hazardous Waste Management (3 cr.)
- SPEA-E 564 Organic Pollutant Environmental Chemicals and Fate (3 cr.)
- BIOC-B 501 Integrated Biochemistry (3 cr.)
- BIOC-B 530 Macromolecular Structure/Function (1.5 cr.)
- BIOC-B 531 Biomolecular Analysis/Interact (1.5 cr.)
- BIOC-B 580 Intro to Biochemical Research (3 cr.)
- Others as approved by the student's faculty committee (3 cr.)

Special Opportunities

The Department of Environmental and Occupational Health is committed to promoting and protecting the health and well-being of human populations. Our department is comprised of diverse faculty who are engaged in multidisciplinary research, teaching and service in Indiana and globally. The research of faculty within the Department of Environmental and Occupational Health is broadly focused on understanding how environmental risks impact human health. We seek to provide students with the necessary skills and knowledge in toxicology, occupational health, and global environmental health to solve environmental health challenges locally and globally.

Careers

The MS in Environmental and Occupational Health degree will serve both a national and a state labor market need. The job outlook for Environmental Health scientists and specialists is strong. The Bureau of Labor Statistics estimates an approximate 11% increase in employment of environmental scientists and specialists from 2014 to 2024 (<https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>). The Indiana Department of Workforce Development (DWD) estimates an 17.7% increase in jobs for environmental scientists and specialists, and a 16.4% increase in jobs for environmental science and protection technicians between now and 2024.

Students who graduate with an MS in Environmental and Occupational Health degree will be prepared to enter the job market where there are a wide range of opportunities. Individuals holding an earned MS in Environmental and Occupational Health degree are employed in virtually every sector of the workforce including employment in:

- State and local health departments, for example the Indiana State Health Department or Marion County Health Department
- Federal government agencies such as the Environmental Protection Agency, National Institutes of Health, Department of Health and Human Services, and the Centers for Disease Control and Prevention
- Pharmaceutical and chemical companies such as Cook, Bristol-Myers Squibb, Chevron Corporation, DowAgro Corporation, Dupont, and Eli Lilly
- International agencies and organizations such as the World Health Organization, Pan American Health Organization, United Nations Environment Programme, and World Bank
- Consulting firms
- National and global organizations such as the Bill and Melinda Gates Foundation, Kaiser Foundation, CARE, Save-the-Children, UNICEF, and the World Health Organization
- Academia, including medical centers and biomedical research laboratories

This research-intensive degree, the MS in Environmental and Occupational Health degree, will also prepare students to enter advanced graduate programs focused on research in environmental, occupational, and other public health disciplines, (PhD, DrPH), environmental science, biology, and health-related professions including

medicine, nursing, and veterinary medicine, and other health professions.

Master of Science in Applied Health Science Degree (MSAHS), Nutrition Science Major

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

Description of Program

Nutrition science integrates nutrition with biochemistry, epidemiology, and research methods, including dietary assessment, statistics, and presentation skills to prepare students for doctoral study in nutrition, environmental health, nutritional epidemiology or health behavior. Specialization courses can be selected from food chemistry, medical nutrition therapy, nutrigenomics, phytonutrients, nutrition for sports, community nutrition, or behavioral theory to add depth to your program of study.

Competencies:

1. Identify key sources of data for epidemiologic purposes.
2. Apply the basic terminology and definitions of epidemiology.
3. Evaluate the strengths and limitations of epidemiologic reports.
4. Use biochemical mechanisms of nutrient metabolism to explain contributions of nutrients to health and disease.
5. Demonstrate command of elective area of specialization in nutrition science.
6. Demonstrate command of structures, chemical properties, and interrelationships of biological substances.
7. Demonstrate command of ethical principles in designing and conducting research and presenting and publishing findings.
8. Critically synthesize scientific literature to evaluate research findings.
9. Select, apply and interpret appropriate statistical methods of analysis to data.
10. Conduct nutrition science research project.
11. Synthesize and summarize nutrition research in an effective presentation.
12. Demonstrate proficiency with Nutrient Data System for Research software to analyze food intake.
13. Demonstrate command of methods and techniques of research.

Degree Requirements

A minimum of 35 graduate credit hours is required for the nutrition science graduate program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course. The sequence of courses for completing the degree must be approved each semester by the advisor.

Complete the following list of requirements to reach a total of 35 graduate credits:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the

end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Complete each of the following public health core courses (6 cr.):

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

Complete each of the following nutrition science core courses (6 cr.):

- SPH-N 530 Advanced Nutrition I (3 cr.)
- SPH-N 532 Advanced Nutrition II (3 cr.)

Complete the following nutrition science core biochemistry course (3 cr.):

- BIOT-T 540 Structure, Function, and Regulation of Biomolecules (3 cr.)

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

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-N 520 Food Chemistry (3 cr.)
- SPH-N 525 Food Chemistry Laboratory (3 cr.)
- SPH-N 531 Medical Nutrition Therapy (3 cr.)
- SPH-N 533 Medical Nutrition Therapy Application (2 cr.)
- SPH-N 536 Applied Public Health Nutrition (3 cr.)
- SPH-N 600 Nutrigenomics (3 cr.)
- SPH-N 601 Phytonutrients (3 cr.)
- SPH-N 620 Nutrition in Sports (3 cr.)

Complete each of the following research and research techniques courses (5 cr.):

- SPH-N 517 Research Presentations Nutrition Science (1 cr.) (S/F grade)
- SPH-N 550 Dietary Assessment Techniques (1 cr.) (S/F grade)
- SPH-Q 502 Intermediate Statistics in Public Health (3 cr.)

Complete one of the following advanced statistics course (3 cr.):

- SPH-Q 601 Experimental Analysis & Design (3 cr.) (p: SPH-Q 502 with a minimum grade of B)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-Q 603 Categorical Data Analysis (3 cr.)
- SPH-Q 604 Linear Regression Analysis (3 cr.)

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

Complete a master's thesis.

- SPH-H 599 Masters Thesis (6 cr.)

OR

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

- SPH-N 691 Readings in Nutrition Science (3 cr.)
or
• SPH-N 539 Special Problems: Nutrition & Food Science (3 cr.)

- SPH-N 692 Research in Nutrition Science (3 cr.)

Special Opportunities

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

Careers

The study of nutrition science lays a solid foundation for further study in doctoral programs, or professional schools that train doctors, dentists, physicians' assistants, and other professionals. Graduates with an M.S. in Nutrition Science can also work in related government agencies or food industry, health-related companies, or pharmaceutical sales. Graduates with an MS in Nutrition Science can conduct research in nutrition, food science, or health.

Master of Science in Applied Health Science Degree (MSAHS), Online Safety Management Major

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

Description of Program

Protecting America's work force, the general public, and the environment from injury and illness in today's age of technological and scientific advancement has become one of the most challenging and rewarding career fields available. The Safety and Safety Management Graduate and Undergraduate Programs in School of Public Health prepare students to respond to the needs of employees and the public, analyze hazardous situations, and research government regulations to determine which problems pose significant hazards. Safety managers recognize and devise methods to control hazards with management skills and techniques needed to administer a department or facility.

Degree Requirements

A minimum of 30 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.

Complete the following requirements to reach a minimum total of 30 graduate credits:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Required Safety Management Program Courses (27 credits)

Complete the following research course (3 cr.):

- SPH-S 590 Introduction to Research in Safety Management (3 cr.)

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

- SPH-S 650 Seminar in Safety Education, TOPIC: Metrics in Safety Management (3 cr.) (Recommended)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)

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

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 514 Safety Standards for Industry and Construction (3 cr.)
- SPH-S 515 Safety Performance Measures and Leadership (3 cr.)
- SPH-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety and Health Program Design (3 cr.)

Elective Course (3 cr.)

Complete a 3 credit graduate-level elective course to be selected in consultation with the Safety Management program academic advisor, based on student career goals and interests. (3 cr.)

Special Opportunities

Working professionals may become admitted to the degree program, and complete it without ever having to step foot on campus. Students will have access to the [IU Safety & Industrial Hygiene Laboratory](#)

The MSAHS in Safety Management Program is a Qualified Academic Program by the Board of Certified Safety Professionals. A Qualified Academic Program (QAP) is an academic degree program in safety, health, and/or environmental practices meeting BCSP standards and whose curriculum has been reviewed as showing a substantial match with the Associate Safety Professional (ASP) examination blueprint. As a result, upon graduation, students can apply and receive the Graduate Safety Professional Designation (GSP) through the Board of Certified Safety Professionals.

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 Professionals, 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.

Master of Science in Applied Health Science Degree (MSAHS), School and College Health Education Major

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

Description of Program

School and college health education is designed to be both comprehensive and coordinated, with the goal of promoting the health of children and young adults. Students in this major accrue professional skills required to design, deliver, and assess effective health education programs in preschools, schools, and colleges.

Degree Requirements

A minimum of 30 graduate credit hours is required for the school and college health education major. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course. A minimum of 20 credits must be in the Department of Applied Health Science. Electives for completing the degree must be approved by the advisor.

Required Courses (24 cr.)

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Complete the following research course (3 cr.):

- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Complete each of the following school and college health education core courses (6 cr.):

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 Cr.)
- SPH-H 500 Philosophy and Principles of Health Education (3 Cr.)

Complete each of the following school and college health education major courses (12 cr.):

- SPH-H 502 Instructional Strategies for School and College Health (3 Cr.)
- SPH-H 510 Organization of School Health Programs (3 Cr.)
- SPH-H 562 Health Program Evaluation (3 Cr.)
- SPH-H 662 Acquiring and Managing External Funds for Health and Human Services (3 cr.)

Complete one of the following capstone project/experience options (3 cr.):

- SPH-H 599 Master's Thesis (3 cr.)
- SPH-H 685 Practicum in Health (3 cr.)

Elective Courses (6 cr.)

Complete 6 credits of graduate-level elective course work to be determined in consultation with the academic

advisor, based on student career goals and interests. If completing a master's thesis, a 3 credit statistics course is required. (3 cr.)

Special Opportunities

Students develop professional skills through required internships near the end of the program of study that can be completed in one of a number of local school corporations. They can also be involved in research with faculty members and fellow students.

Careers

Sources of potential employment for program graduates are numerous and varied and include public and private schools and colleges; local, state, and federal agencies; international agencies; voluntary health agencies; and professional associations. Prospects for employment are excellent, especially if the individual is willing to relocate.

Master of Science in Athletic Training Degree (MSAT)

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

Description of Program

The Master of Science in Athletic Training (MSAT) program is a CAATE-accredited two-year professional degree program that prepares students for a career as an athletic trainer. The program includes a rigorous combination of classroom, clinical, and research experiences that expose students to the continuum of care of the athletic training profession. Students who earn an M.S. in Athletic Training degree are prepared to sit for the Board of Certification (BOC) examination.

Degree Requirements

A minimum of 47 credit hours is required to complete the professional athletic training program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course.

Complete the following list of requirements:

Public Health Foundations Requirement (0 credits)

Students in the MS in Athletic Training degree program must complete the Public Health Foundations online prerequisite prior to the first day of classes. Complete details and registration information for this experience can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Complete each of the following core courses (31 cr.):

- SPH-A 510 Emergency Response for the Athletic Trainer (3 cr.)
- SPH-A 520 Principles & Techniques of Therapeutic Intervention I (4 cr.)
- SPH-A 530 Principles & Techniques of Therapeutic Intervention II (3 cr.)
- SPH-A 540 Orthopedic Principles of Musculoskeletal Injuries I (4 cr.)
- SPH-A 550 Orthopedic Principles of Musculoskeletal Injuries II (4 cr.)

- SPH-A 560 General Medical Conditions in Athletic Healthcare (3 cr.)
- SPH-A 570 Healthcare Organization & Administration (3 cr.)
- SPH-A 581 Athletic Training Principles for the Spine (3 cr.)
- SPH-A 588 Anatomical Basis of Athletic Injury (4 cr.)

Complete each of the following research competency courses (4 cr.):

- SPH-A 512 Critical Inquiry in Athletic Healthcare I (1 cr.)
- SPH-A 522 Critical Inquiry in Athletic Healthcare II (1 cr.)
- SPH-A 532 Critical Inquiry in Athletic Healthcare III (1 cr.)
- SPH-A 542 Critical Inquiry in Athletic Healthcare IV (1 cr.)

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

- SPH-A 501 Introduction to Clinical Practice in Athletic Training (1 2 cr.)
- SPH-A 511 Applied Clinical Practice in Athletic Training I (1 cr.)
- SPH-A 521 Applied Clinical Practice in Athletic Training II (1 cr.)
- SPH-A 531 Applied Clinical Practice in Athletic Training III (1 cr.)
- SPH-A 541 Applied Clinical Practice in Athletic Training IV (1 cr.)
- *SPH-A 695 Athletic Training Practicum (6 cr.)

*repeatable course taken throughout the program

Special Opportunities

Facilities: The majority of required classes are located in the Doster Athletic Training Education Suite in the School of Public Health. The suite includes a classroom, conference room, clinical laboratory, and office space specifically dedicated for the athletic training programs.

Clinical Experiences: Students complete a progressive sequence of clinical education experiences under the supervision of experienced athletic trainers and physicians designed to lead to autonomous patient care as an athletic trainer. The program provides opportunities with various patient populations across multiple practice settings including Indiana University football, Indiana University athletics, local high schools, the performing arts, the United States military, and physician offices.

Interprofessional Education: The program is an active participant in the TEACH! curriculum developed and implemented by the Indiana University Center for Interprofessional Practice and Education. Students will work collaboratively with other healthcare professionals, and pre-professional healthcare students, throughout the program.

Research Opportunities: Students will have the opportunity to participate in research experiences alongside program faculty. Faculty research lines include lower extremity injury prevention, performing arts injury prevention and treatment, and concussion prevention and evaluation.

Careers

Athletic trainers (ATs) are highly qualified, multi-skilled, health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers treat a range of patients and can work in a variety of settings including: secondary schools, colleges and universities, professional and Olympic sports, youth leagues and youth sports facilities, physician practices, hospitals, emergency rooms, urgent and ambulatory care centers, clinics, occupational health departments, police and fire departments, municipal departments, the military, and the performing arts. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes. According to the National Bureau of Labor Statistics, employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

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 \$510 billion sport industry demands sport communicators, marketers, administrators, and managers with a specialized combination of functional business and sport management skills, the athletic administration and sport management program at IU is intended to serve students who have a desire to be involved in any aspect of the commercial sport-related enterprise.

Click on this link to learn more about the [M.S. in Athletic Administration/Sport Management](#) at Indiana University. For more information about this program, please visit the program Webpage or contact the sport management Master's degree coordinator, Dr. Juha Yoon at juhayoon@indiana.edu, or the director of the sport management undergraduate and graduate programs, Dr. Antonio S. Williams at aw22@indiana.edu.

Degree Requirements

The Master of Science in Kinesiology degree must include a minimum of 36 credits from within the Athletic Administration/Sport 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. All electives for completing the degree must be

approved by the advisor. The requirements for this degree are as follows.

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Athletic Administration/Sport Management Foundation Courses (6 cr.)

Complete the two courses (6 cr.):

- SPH-M 520 Research Methods in Sport Management (3 cr.)
- SPH-M 688 Sport Strategy and Application (3 cr.)

Sport Management Emphasis Courses (30 cr.)

Complete 10 of the 11 courses listed below for a total of 30 credits.

- SPH-C 580 Sport Communications (3 cr.)
- SPH-M 511 Legal Issues in the Sport Environment (3 cr.)
- SPH-M 512 Issues in Commercial Sports (3 cr.)
- SPH-M 513 Sport in Higher Education (3 cr.)
- SPH-M 514 Sport Marketing and Sponsorship (3 cr.)
- SPH-M 515 Principles of Management in the Sport Industry (3 cr.)
- SPH-M 518 Governance in Sport Management (3 cr.)
- SPH-M 522 The Role of Sport in Society (3 cr.)
- SPH-M 581 Sales and Service Management in Sport (3 cr.)
- SPH-M 611 NCAA Compliance (3 cr.)
- SPH-M 615 Financial Analysis in Sport (3 cr.)

Electives:

Electives must be chosen in consultation with the student's major advisor. Students have access to graduate courses within the School of Public Health-Bloomington and outside the School.

Special Opportunities

Faculty members share industry expertise and research opportunities with the students. In order to gain professional or research experience, many students complete SPH-K 605: Internships in Sports Management or SPH-K 693: Independent Study and Research (maximum of 3 credits), respectively. SPH-K 605, however, does not count toward the 36 credits required for graduation.

Careers

Majors in athletic administration and sport management are prepared to enter the many areas of the multifaceted sport industry. These areas include careers in sport media and sports information (e.g., media relations, public relations, new media management, advertising sales), professional sport management (e.g., promotions, concessions, ticketing, operations, human resource management), event and facility management and marketing, collegiate and interscholastic athletic administration (e.g., compliance, fundraising, academic counseling, facilities), and marketing and sales (e.g.,

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 of Science in Kinesiology with emphasis in Athletic Training is a two-year post-professional degree program. The program consists of a combination of didactic coursework in both the classroom and laboratory settings, advanced clinical appointments, and research experiences. The structure of the program provides the student with the unique opportunity to be exposed to different philosophies and techniques taught by a talented and experienced faculty and professional staff. The graduate assistant clinical assignments provide an array of experiences with positions in Division I Intercollegiate Athletics, area high schools and middle schools, military medicine (Army and Air Force), and the performing arts (ballet, contemporary dance and Jacobs School of Music). Research conducted in the Athletic Training Research Laboratory will primarily focus on concussion, and the assessment, treatment, and rehabilitation of lower extremity orthopedic pathologies, with emphasis on chronic ankle instability. Partial tuition-remission and financial stipends are awarded to those students admitted.

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 the following requirements.

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Athletic Training Core Courses (31 credits)

Complete each of the following courses.

- SPH-A 581 Athletic Training Principles for the Spine (3 cr.)
- SPH-A 582 Current Topics in Athletic Training (3 cr.)
- SPH-A 583 General Medical Conditions in Athletic Training (4 cr.)
- SPH-A 585 Rehabilitation and Conditioning of Athletes (4 cr.)
- SPH-A 587 Athletic Training Principles for Upper Extremities (3 cr.)
- SPH-A 588 Anatomical Basis of Athletic Injuries (4 cr.)

- SPH-A 589 Rehabilitation Principles and Techniques in Athletic Training II (3 cr.)
- SPH-A 590 Athletic Training Principles for Lower Extremities (3 cr.)
- SPH-A 695 Practicum in Athletic Training (4 cr.)

Research Competency Courses (8 credits)

Complete each of the following courses.

- SPH-A 610 Introduction to Athletic Training Research (2 cr.)
- SPH-A 610 Introduction to Athletic Training Research (2 cr.)
- SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.)
- SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.)

Capstone Project (5 credits)

Complete one of the following courses.

- SPH-K 599 Master's Thesis (5 cr.)
- SPH-K 693 Independent Study and Research (5 cr.)

Special Opportunities

Classroom Experiences: Our program has the advantage of having all but one of the required classes housed in the Doster Athletic Training Education Classroom. A clinical laboratory is located adjacent to the Doster classroom allowing students to immediately practice the advanced manual skills that are being introduced in the didactic courses.

Research Experiences: The Post-Professional Athletic Training program has an 800-square foot research laboratory that is specifically allocated for the faculty and students of the program. Research, as it is applied to the athletic populations, is conducted on: 1) Assessment of lower extremity pathologies, 2) Proprioceptive and functional deficits associated with lower extremity pathologies, 3) Prevention of ankle instability through taping and bracing procedures, and 4) Treatment and rehabilitation procedures, with a particular emphasis on instrument assisted soft tissue mobilization. In addition, we apply these investigative principles to other "non-traditional" athletic training populations such as military and dance medicine. Testing equipment in the laboratory includes: 2D and 3D motion capture systems, 8-channel EMG, force plates, pressure mats, isokinetic dynamometer, treadmill, load cells, multi-joint arthrometer, accelerometers, goniometers, dynamic perturbation walkway, and other laboratory equipment used for proprioception and neuromuscular testing.

Clinical Experiences: There are five different athletic training rooms on campus utilized for clinical experiences. These are located in: Assembly Hall, School of Public Health, University Gymnasium, Student Recreational Sports Center, and Musical Arts Center. Graduate students also have the opportunity to work with 13 staff athletic trainers, team physicians, a registered dietitian, and sports psychologist.

Careers

Board certified athletic trainers can be found working in a multitude of employment environments, including traditional college and university environments, industrial

health settings, numerous health care environments, and areas such as performing arts, motor sports, and rodeo. They can also work as physician extenders and as clinic outreach athletic trainers.

Master of Science in Kinesiology Degree (MSK), Kinesiology Major

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

Description of Program

The Master of Science degree in Kinesiology requires a 17-credit core, combined with the student's choice of one of the following five, 18 credit tracks: Biomechanics; Exercise Physiology; Exercise and Sport Psychology; Motor Control; and Sport and Coaching Science. Thesis and non-thesis options are offered. The thesis option is for those who wish to engage in research or planning on pursuing a doctoral degree. The non-thesis option will prepare students for professional employment by providing them with an appreciation for the research process, so they can be a consumer of research.

Degree Requirements

A minimum of 35 credit hours is required to complete the Kinesiology program. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course.

Complete the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Kinesiology Core Courses (17 credits)

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

- SPH-A 611 Advanced Topics in Athletic Training Research (2 cr.)
- SPH-K 530 Mechanical Analysis of Human Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-M 525 Psychological Foundation of Exercise and Sport (3 cr.)

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

- SPH-K 542 Neuromuscular Control of Movement (3 cr.)
- SPH-K 543 Cortical Control of Human Movement (3 cr.)

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

- SPH-K 599 Master's Thesis (3 cr.)
- SPH-K 693 Independent Study and Research (3 cr.)
- SPH-K 697 Internship in Kinesiology (3 cr.)

Kinesiology Tracks: Complete 18 credits in any one of the following tracks. (18 cr.)

Biomechanics Track(18 credits)

Complete the following course (3 cr.):

- SPH-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.)

Complete 15 credits from the following: (15 cr.):

- SPH-K 630 Biomechanics of Human Performance (3 cr.)
- SPH-K 520 MATLAB for Data Analysis (3 cr.)
- SPH-K 705 Experimental Laboratory Techniques (3 cr.)
- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 602 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.)

Exercise Physiology Track(18 credits)

Complete 18 credits from the following (18 cr.):

- SPH-K 636 Cardiopulmonary Assessment Lab (3 cr.)
- SPH-K 633 Factors Affecting Human Performance (3 cr.)
- SPH-K 634 Respiratory Physiology of Exercise (3 cr.)
- SPH-K 635 Cardiovascular Physiology of Exercise (3 cr.)
- SPH-K 638 Biochemical Adaptations to Exercise (3 cr.)
- SPH-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.)
- SPH-K 694 Seminar in Human Performance (3 cr.)
- SPH-N 530 Advanced Human Nutrition (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Nutrition in Human Performance (3 cr.)

Exercise and Sport Psychology Track(18 credits)

Complete 18 credits from the following (18 cr.):

- EDUC-G 509 Counseling Student Athletes (3 cr.)
- SPH-K 533 Advanced Theories in High Level Performance (3 cr.)
- SPH-K 633 Factors Affecting Human Performance (3 cr.)
- SPH-K 541 Nature and Basis of Motor Skills (3 cr.)
- PSY-P 504 Learning and Motivation (3 cr.)
- Remaining credits to be determined with academic advisor.

Motor Control Track(18 credits)

Complete one of the following courses which was not completed in the Kinesiology Core above. (3 cr.):

- SPH-K 542 Neuromuscular Control Movement (3 cr.) (If not completed above)
- SPH-K 543 Cortical Control Movement (3 cr.) (If not completed above)

Complete the following course: (3 cr.):

- SPH-K 641 Topics in Motor Integration (3 cr.)

Complete 12 credits from the following: (12 cr.):

- SPH-K 541 Nature and Basis of Motor Skills (3 cr.)
- SPH-K 520 MATLAB for Data Analysis (3 cr.)
- COGS-Q 500 Intro to Cognitive Science (3 cr.)

- COGS-Q 551 The Brain and Cognition (3 cr.)
- MSCI-M 555 Medical Neuroscience (3 cr.)
- NEUS-N 500 Neural Science I (4 cr.)
- NEUS-N 501 Neural Science II (4 cr.)
- PSY-P 503 Complex Cognitive Processes (3 cr.)
- PSY-P 504 Learning and Motivation (3 cr.)

Sport and Coaching Science Track(18 credits)

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

- SPH-K 533 Advanced Theories in High Level Performance (3 cr.)
- SPH-K 633 Factors Affecting Human Performance (3 cr.)

Complete the following course: (3 cr.):

- SPH-K 550 Special Topics in Kinesiology, TOPIC: Strength Training and Conditioning (3 cr.)

Complete 12 credits from the following: (12 cr.):

- SPH-K 694 Seminar in Human Performance (3 cr.)
- SPH-K 541 Nature and Basis of Motor Skill (3 cr.)
- SPH-M 611 NCAA Compliance (3 cr.)
- SPH-M 510 Administrative Theory of Competitive Sport Programs (3 cr.)
- SPH-M 511 Legal Issues in the Sport Environment (3 cr.)
- SPH-M 513 Sport and Higher Education (3 cr.)
- SPH-K 697 Internship in Kinesiology (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Professional Development (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Secondary Sport Science (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Human Relations (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Children in Sport (3 cr.)
- SPH-K 550 Special Topics in Kinesiology, TOPIC: Nutrition in Human Performance (3 cr.)

Special Opportunities

This program gives students a solid kinesiology core. Additionally, students choose and complete any one of the following six tracks.

Biomechanics Track: The biomechanics track takes an interdisciplinary approach to the mechanical aspects of human movement, with the particular focus on gait, gait energetics, and mechanisms for lower extremity injury. Students take a variety of courses related to human movement mechanics, data analysis and processing, and the physiological and neuromuscular aspects of human movement. The research conducted in the biomechanics laboratory focuses on the gait mechanics and energetics as well as the mechanisms for running related overuse injuries. Enrollment for the MSK Biomechanics is very limited. It is recommended that you contact Dr. Allison Gruber about availability before applying to the program. Please visit the Biomechanics Laboratory website for more information about the graduate program and research areas: <https://iubiomechanicslab.weebly.com/graduate-program.html>.

Exercise Physiology Track: The exercise physiology track is broadly based upon basic sciences: human anatomy, physiology, chemistry, and biology. The primary

goal of this concentration area is to understand 'how things work'; the various cells, tissues, organs, and organ systems that necessarily respond to challenges posed by intensive exercise and physical training. The exercise physiology track primarily focuses on optimal physiological performance such as that attained by elite and highly trained athletes during competition. Unlike many fields, exercise physiology at Indiana University 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.

Exercise and Sport Psychology Track: The Exercise and Sport Psychology specialization in the Master of Kinesiology degree program is for students who wish to focus on scholarship and research that emphasizes the interaction of mind and body in sport and exercise. Accordingly, the coursework in this specialization includes both psychology and selected aspects of biology. Topical areas include exercise and mental health, exercise behavior from sedentary to active, personality, mood and athlete performance, and the neurobiological basis for athlete pacing, performance and placebo effect.

Motor Control Track: The motor control track 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. Students in the motor control program are encouraged to take courses offered through the Program in Neural Science and the Department of Psychology to further enhance their understanding of the discipline.

Sport and Coaching Science Track: In the sport and coaching science track the student will learn about the cutting-edge science that underpins diverse aspects of coaching, e.g. tapering and peaking to optimize performance, the coach-athlete relationship, and factors that limit performance. The classes taken in this track will provide a learning environment that facilitates the comparison and contrast of theories and ideas from a range of relevant disciplines in order to integrate them into personal coaching practice. The sport and coaching science track provides a broad knowledge base for individuals aspiring to enter the field of sport science and performance coaching. Students will study all major areas of kinesiology, such as exercise physiology, biomechanics, motor control, and exercise and sport psychology. Students will incorporate the theories of many kinesiology disciplines to evaluate and create training programs for athletes and clients; e.g., physiology of warm-ups, development of mesocycles leading to a taper/peaking, resistance training programming, etc. Students will study a wide range of course's allowing them to tailor their studies to best prepare them for their chosen career path in sport science and performance coaching.

Careers

Text for this careers section is coming from Brian Moscicki.

Online Master of Science in Recreation Degree (MSR), Recreational Therapy Major

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

Description of Program

The online 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 Health & Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Recreational Therapy Foundation Courses (12 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Administration Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 590 Introduction to Research in Health & Wellness Design (3 cr.)

Recreational Therapy Emphasis Courses (15 credits)

Complete each of the following courses:

- SPH-Y 560 Professional Development of Therapeutic Recreation (3 cr.)
- SPH-Y 561 Social Psychology of Therapeutic (3 cr.)
- SPH-Y 562 Advanced Assessment & Documentation in Recreation Therapy (3 cr.)
- SPH-Y 563 Advanced Facilitation Techniques in Recreational Therapy (3 cr.)
- SPH-Y 564 Therapeutic Communication & Group Counsel in Recreation Therapy (3 cr.)

- SPH-Y 565 Evidence Based Practice in Recreational Therapy (3 cr.)

Capstone Courses (3-5 credits)

Complete one of the following courses:

- SPH-R 599 Master's Thesis (5 cr.)
- SPH-R 697 Internships in Recreation and Parks (3 cr.)
- SPH-R 598 Master's Project in Admin (3-4 cr.)

Remaining Electives (3 – 5 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Recommended but not required:

- EDUC-G 522 Counseling Theories (3 cr.)
- EDUC-P 514 Lifespan Development: Life to Death (3 cr.)
- SPH-H 524 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-R 510 Human Health, Quality of Life & Natural Environments (3 cr.)
- SPH-R 544 Legal Aspects of Recreation (3 cr.)
- SPH-R 542 Fiscal Management in Recreation Administration (3 cr.)
- SPH-R 574 Human Resource Management in Recreation (3 cr.)

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 an internship. 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), 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 Health & Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Outdoor Recreation Foundation Courses (17-20 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 511 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 525 Foundations of Conservation in Parks and Recreation (3 cr.)
- SPH-R 590 Introduction to Research in Health & Wellness Design (3 cr.)

Capstone Courses (2-5 credits)

Complete one of the following courses:

- SPH-R 598 Master's Project in Administration (2-4 cr.)
- SPH-R 599 Master's Thesis (5 cr.)

Specialization Courses (12 credits)

Students must complete a minimum of 12 credits of specialization courses within the Department of Recreation, Park, and Tourism Studies. Choose from one of the four specialization areas: (1) Outdoor Interpretation, (2) Resource Management, (3) Outdoor Leadership, (4) Outdoor Recreation. Course selection must be approved by graduate advisor.

Remaining Electives (3 – 6 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Special Opportunities

Graduate academic appointments are available for students pursuing graduate studies in the Department of Health & Wellness Design. 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.

Online Master of Science in Recreation Degree (MSR), Park and Public Lands Management Major

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

Description of Program

The online Master of Science in Recreation degree with a major in Park and Public Lands Management provides students with approaches to managing land-based operations at the national, state, regional and local levels. The program emphasizes the stewardship of lands entrusted to many public agencies and private enterprises in order to improve the environment, sustain public enjoyment of parks and facilities by employing contemporary management practices, and balancing resource protection with recreation and use of lands. This program is offered online. **Important Note:** This program is not accepting admission applications for the 2019-2020 academic year.

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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Park and Public Lands Management Foundation Courses (15 credits)

Complete each of the following courses:

- SPH-R 511 Organizational Leadership of Leisure Services (3 cr.)
- SPH-R 512 Administrative Theory and Management Practices of Leisure Services (3 cr.)
- SPH-R 525 Foundations of Conservation, Parks, and Recreation (3 cr.)

- SPH-R 698 Capstone Studies in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Emphasis Courses (12 credits)

Complete each of the following courses:

- SPH-O 517 Advanced Ecosystem Management in Outdoor Recreation (3 cr.)
- SPH-O 541 Visitor Behavior (3 cr.)
- SPH-R 524 Fundraising for Public and Nonprofit Agencies (3 cr.)
- SPH-R 531 Planning and Design for the Built Environment (3 cr.)

Remaining Electives (8 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

- SPH-O 510 Human Health, Quality of Life, and Natural Environments (3 cr.)
- SPH-O 512 Ecotourism: Management and Systems (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 691 Readings in Recreation (2-3 cr.)
- SPH-R 693 Independent Study and Research (3 cr.)

Special Opportunities

The graduate program offers opportunities to learn from a dedicated faculty of land management educators and professionals who are committed to the success of their students. Students are given a wide variety of research and practical opportunities from the faculty and through exposure to excellent examples of park and land management systems both nationally and internationally.

Careers

Following are some typical job descriptions for career positions in park and public lands management:

Recreation and Parks Director: manages both recreation and park functions, including recreation programs, recreation areas, and facilities. Also serves as the technical advisor to the recreation and parks commission, board, or other authority responsible to the public for recreation and park services.

Park Planner/Compliance and Environmental Planner: responsible for professional planning work including gathering, compiling, and analyzing resource data, ensuring compliance with environmental, historic, and other review processes in order to prepare proposed solutions to problems and designs and/or authorize project execution.

Park and Facility Manager: directs the operational and developmental phases of parks, boulevards, recreation areas, and facilities including maintained landscapes, resource areas, trails, and dedicated facilities. Also plans, directs, and participates in maintenance and construction including inspection of grounds, direction of property security, and providing information and services to visitors. Leads asset management, resource management, and environmental teams in ensuring protection, maintenance, renovations, and visitor use.

Park and/or Public Land Superintendent/Manager:

directs all activities of a geographic location or locations of public lands including parks, reserves, preserves, units, and other areas to including protection, management, access, recreation and use. Conducts strategic, long range asset, program, and annual budget planning including budget submissions. Also responsible to lead partners, volunteers, donors and concession operators in mission oriented relationships that benefit the park –public lands and visitor experience.

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, sports, and recreation activities than ever before, the job outlook for recreation administration graduates is excellent. This option is for students interested in public agencies, private/commercial organizations, campus recreation, military recreation, or general park administration/management. All degree candidates in this program complete a capstone experience - an intensive master's project that summarizes the knowledge and skills obtained from coursework, an internship through which concepts and principles learned from coursework is applied, 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the *Public Health Foundations* online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Recreation Administration Foundation Courses (21 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)

- SPH-R 512 Administrative Theory & Management Practices in Leisure Services (3 cr.)
- SPH-R 542 Fiscal Management in Recreation Administration (3 cr.)
- SPH-R 544 Legal Aspects of Recreation (3 cr.)
- SPH-R 585 Leisure as a Determinant of Health (3 cr.)
- SPH-R 590 Research Methods in Recreation, Parks, and Tourism Studies (3 cr.)

Capstone Courses (2-5 credits)

Complete one of the following courses:

- SPH-R 598 Master's Project in Administration (2-4 cr.)
- SPH-R 599 Master's Thesis (5 cr.)
- SPH-R 697 Internships in Recreation and Parks (3 cr.)

Remaining Electives (9 – 12 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Management and Administration

- SPH-R 531 Planning and Design for the Built Environment (3 cr.)
- SPH-R 574 Human Resource Management in Recreational Sports (3 cr.)
- SPH-R 695 Practicum in Recreation and, Parks (1 – 3 cr.)

Theory and Foundations

- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- SPH-R 685 Survey Methodology in Public Health Research (3 cr.)
- SPH-R 691 Readings in Recreation (2 – 3 cr.)
- SPH-X 580 Qualitative Research in Public Health (3 cr.)

Topics and Trends

- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-K 560 Corporate Fitness and Wellness (3 cr.)
- SPH-R 524 Fundraising for Public and Nonprofit Agencies (3 cr.)
- SPH-R 573 Seminar in Recreational Sports, TOPIC: Current Events in Recreation Administration (2 cr.)
- SPH-R 693 Independent Study and Research (3 cr.)
- SPH-T 513 Economics and Marketing for Leisure and Tourism (3 cr.)

Special Opportunities

The graduate program offers opportunities to learn from a dedicated faculty of recreation professionals who are committed to the success of their students. Students also have a wide variety of research opportunities with the faculty. Classroom learning is enhanced by a variety of functioning recreation programs that provide many learning opportunities such as a diverse and comprehensive campus recreational sports program, a local parks and recreation program including 40 park

sites, a golf course, ice arena, two pools, three community centers, and over 30 miles in trails. Additionally, there are outstanding commercial, non-profit, youth and family recreation and sports programs and facilities available for learning opportunities both 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.

Campus Recreation Program Director: manages the comprehensive administrative functions of personnel, budget, facilities, and programming for intramural, informal, aquatics and sport clubs in student recreational sport facilities at colleges and universities.

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.

Online Master of Science in Recreation Degree (MSR), Recreation Administration Major

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

Description of Program

The Master of Science in Recreation Administration degree 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, sports, and recreation activities than ever before, the job outlook for recreation administration graduates is excellent. By fostering healthier lifestyles and promoting the value of staying well, organizations are learning they can slow the pace of rising health insurance premiums and improve the attendance and productivity of their employees. But to achieve this healthy ROI, organizations need qualified professionals with the training to manage engaging and effective health and wellness programs that have a beneficial and lasting effect on both the organization's culture and profitability.

This option is for students interested in public agencies,

private/commercial organizations, campus recreation, military recreation, or general park administration/management.

All degree candidates in this program complete a capstone experience. This can be either an intensive master's project that summarizes the knowledge and skills obtained from coursework, an internship through which concepts and principles learned from coursework is applied, 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 Health & Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Recreation Administration Foundation Courses (21 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Administrative Theory & Management Practices in Leisure Services (3 cr.)
- SPH-R 542 Fiscal Management in Recreation Administration (3 cr.)
- SPH-R 544 Legal Aspects of Recreation (3 cr.)
- SPH-R 585 Leisure as a Determinant of Health (3 cr.)
- SPH-R 590 Introduction to Research in Health & Wellness Design (3 cr.)

Capstone Courses (2-5 credits)

Complete one of the following courses:

- SPH-R 598 Master's Project in Administration (2-4 cr.)
- SPH-R 697 Internships in Recreation and Parks (3 cr.)

Remaining Electives (9 – 12 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Management and Administration

- SPH-R 574 Human Resource Management in Recreational Sports (3 cr.)
- SPH-R 695 Practicum in Recreation and, Parks (1 – 3 cr.)

Theory and Foundations

- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- SPH-R 685 Survey Methodology in Public Health Research (3 cr.)
- SPH-R 691 Readings in Recreation (2 – 3 cr.)

Topics and Trends

- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-R 524 Fundraising for Public and Nonprofit Agencies (3 cr.)
- SPH-R 573 Seminar in Recreational Sports, TOPIC: Current Events in Recreation Administration (2 cr.)
- SPH-R 693 Independent Study and Research (3 cr.)

Special Opportunities

A Master of Science in Recreation Administration is designed for students and/or working professionals interested in gaining advancement to administrative positions in public agencies, private/commercial organizations, campus recreation, military recreation, or general park administration/management. According to the National Recreation & Park Association, "the average park and recreation agency employs four executive personnel, seven administrative personnel, and three planning/development personnel." Under succession planning, working professionals earning an advanced degree in recreation administration are better positioning themselves to move up into those executive and administrative positions.

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.

Campus Recreation Program Director: manages the comprehensive administrative functions of personnel, budget, facilities, and programming for intramural, informal, aquatics and sport clubs in student recreational sport facilities at colleges and universities.

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.

Health and Wellness Designer: designs engaging and effective health and wellness programs that have a beneficial and lasting effect for participants. Positions are available with corporations, fitness clubs, rehabilitation facilities, and non-profit, community health organizations. In many organizations, wellness is managed by human resources, giving designers with health and wellness preparation an opportunity to expand programs. Duties include developing and leading exercise programs, providing information about preventative care and nutrition, performing management tasks such as tracking and reporting on program goals, overseeing a budget, and managing staffing requirements.

Director of Community Health: leads the development of community programs through strategic planning with organizational partners and program funders usually overseeing the implementation of new community improvement initiatives. Conduct regular planning sessions to build a cooperative culture with key partners, businesses and government agencies. A director of community health will ensure that the organization's strategic plan seeks to identify opportunities for closing gaps, reaching standards, soliciting funds and helping the public.

Master of Science in Recreation Degree (MSR), Recreational Therapy Major

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

Description of Program

The major in recreational therapy prepares students to assume positions as recreational therapists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions. All students graduating from the major are eligible to sit for the National Council on Therapeutic Recreation Certification (NCTRC) examination. This degree program may be completed online.

Degree Requirements

A minimum of 35 credit hours is required for this program. The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Recreation, Park, and Tourism Studies. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course. All electives for completing the degree must be approved by the advisor.

Complete the following list of requirements: Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Recreational Therapy Foundation Courses (12 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Administration Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Recreational Therapy Emphasis Courses (15 credits)

Complete each of the following courses:

- SPH-Y 560 Professional Development of Therapeutic Recreation (3 cr.)
- SPH-Y 561 Advanced Therapeutic Recreation Processes (3 cr.)
- SPH-Y 562 Social Psychology of Therapeutic Recreation (3 cr.)
- SPH-Y 563 Program Development and Consultation in Therapeutic Recreation (3 cr.)
- SPH-Y 564 Advanced Facilitation Techniques in Recreational Therapy (3 cr.)

Capstone Courses (3-5 credits)

Complete one of the following courses:

- SPH-R 599 Master's Thesis (5 cr.)
- SPH-R 697 Internships in Recreation and Parks (3 cr.)

Remaining Electives (3 – 5 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Recommended but not required:

- SPH-R 550 Special Concerns in Parks and Recreation (3 cr.)

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 an internship. Students who do not have a background or preliminary coursework in recreational therapy may be required to take Anatomy and Physiology, Life Span Development, Abnormal Psychology, and Techniques in Recreational Therapy.

Special Opportunities

The major in recreational therapy provides students with opportunities for direct experience with clients with disabilities through local agencies. Through class practica, projects, internship opportunities, and field

experiences, students learn intervention planning, therapeutic communication skills, service planning, and intervention techniques. Students in both undergraduate and graduate programs have opportunities to participate in faculty research.

Careers

Careers for M.S. degree-Graduates with an M.S. degree may assume positions as master clinicians who work directly in client care services as well as administrative positions supervising departments or service lines.

Master of Science in Recreation Degree (MSR), Tourism Management Major

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

Description of Program

The tourism management program prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and expectations of visitors. This program focuses on the marketing to and management of tourists, tourist facilities, and destinations. These include government and non-government tourism organizations, hotels, resorts, convention centers, theme parks, visitor centers, cruises, airlines, and other tourist businesses.

The tourism management program may also serve as a stepping-stone to a doctoral program. Students interested in eventually pursuing a Ph.D. degree are encouraged to complete a Master's Thesis, SPH-R 599, which will enhance their ability to conduct timely and useful research to further the field of tourism. Students are provided the necessary tools and encouraged to both initiate research projects and work with faculty on existing projects. Check with your academic advisor for more information including the opportunity to apply for department, school, and university grants to support your research interests.

Degree Requirements

A minimum of 35 credit hours is required for this program. The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Health and Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Tourism Management Foundation Courses (24 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)

- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 511 Organizational Leadership for Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 512 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 542 Fiscal Management in Recreation Administration (3 cr.) -or- SPH-X 561 Finance and Budgeting (3 cr.)
- SPH-T 550 Foundational Issues in Research in Tourism (3 cr.)
- SPH-T 552 Contemporary Issues in Tourism Studies (3 cr.)
- SPH-R 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.)

Capstone Courses (2-5 credits)

Complete one of the following courses:

- SPH-R 598 Master's Project in Administration (2-4 cr.)
- SPH-R 599 Master's Thesis (5 cr.)
- SPH-R 697 Internships in Recreation and Parks (3 cr.)

Remaining Electives (6 – 8 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

- SPH-O 512 Ecotourism: Management and Systems
- SPH-R 522 Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 544 Legal Aspects of Recreation
- SPH-R 585 Leisure as a Determinant of Health
- SPH-T 513 Economics and Marketing for Leisure and Tourism (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.

Online Master of Public Health Degree (MPH), Environmental Health Major

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

Description of Program

Students in this online MPH 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 44 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.

MPH Master of Public Health Degree Requirements (44 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the *Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Environmental Health Concentration (24 credits)

Required Concentration Courses (15 credits)

Complete each of the following courses.

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)

- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Option 1: Additional MPH Concentration or Graduate Certificate (12 - 15 credits)

Complete all courses in one of the eight following choices.

MPH concentration in Behavioral, Social, and Community Health (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Behavioral, Social, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Physical Activity (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Epidemiology (15 credits) Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual & Reproductive Health (15 credits) Successful completion of the following requirements earns the student an online graduate Certificate in Sexual & Reproductive Health when it is approved and in the IU system.

- SPH-B 589 Theories & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Online Graduate Certificate in Safety Management (12 credits) Successful completion of the following courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (9 credits)

Complete nine credits of graduate-level electives selected in consultation with the student's advisor.

- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor
- XXX-X XXX (3 cr.) P: Prior permission of advisor

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

Online Master of Public Health Degree (MPH), Epidemiology Major

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

Description of Program

The online MPH in Epidemiology prepares students to assume a leadership role in public health, academia or the private sector. Graduates will be able to perform epidemiologic analyses that impact health and disease management by contributing to the understanding of disease etiologies. Epidemiology students will develop skills in study design and research methodology while gaining knowledge of the social and lifestyle determinants that affect health. The graduate will leave with extensive training in epidemiologic methods that will enable them to

improve public health through excellence in research and practice.

Degree Requirements

A minimum of 44 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 (44-50 credits)

MPH Degree Core (23 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the *Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>*

Integrated Public Health Core (15 credits)

Complete each of the following courses.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Epidemiology Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete the following courses.

- SPH-E 658 Intermediate Epidemiology (3 cr.) (p: SPH-E 651)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.) (p: SPH-E 651)
- SPH-Q 611 Statistical Packages in Research (3 cr.)
- SPH-E 670 Meta-analysis and Systematic Review for Public Health Research (3 cr.) (P: SPH-E 651 & SPH-Q 501)

Option 1: Additional MPH Concentration or Graduate Certificate (12 - 15 credits)

Complete all courses in one of the nine following choices.

MPH concentration in Biostatistics (12 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Biostatistics.

Complete the following course. (3 cr.)

- SPH-Q 604 Applied Linear Regression (3 cr.) (p: SPH-Q 501)

Complete three of the following courses. (9 cr.)

- SPH-Q 601 Experimental Analysis & Design (3 cr.) (p: SPH-Q 501)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.) (p: SPH-Q 501)
- SPH-Q 603 Categorical Data Analysis (3 cr.) (p: SPH-Q 501)
- SPH-Q 605 Statistical Analysis of Multi-Level and Longitudinal Data (3 cr.) (p: SPH-Q 501)
- SPH-Q 612 Survival Analysis (3 cr.) (p: SPH-Q 501)

MPH concentration in Behavioral, Social, and

Community Health (12 credits) Successful completion of the following four courses earns the student a second MPH concentration in Behavioral, Social, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration

(12 credits) Successful completion of the following four courses earns the student a second concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Physical Activity (12

credits) Successful completion of the following four courses earns the student a second MPH concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or-- EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Note: SPH-B 589 Theories and Conceptual Frameworks in Public Health, which is required for this certificate, is already completed as one of the required BSCH concentration courses.

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)

- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option Two: Other Electives (9 credits)

Complete 9 graduate-level credits of electives to be chosen in consultation with the student's MPH advisor.

- XXX-X XXX (3 cr.) (p: Prior permission of advisor)
- XXX-X XXX (3 cr.) (p: Prior permission of advisor)
- XXX-X XXX (3 cr.) (p: Prior permission of advisor)

Complete six credits of graduate-level electives selected in consultation with the student's advisor (6 cr.):

Special Opportunities

Graduates with epidemiology degrees are likely to get hired soon after graduation. Emergent infectious diseases and the need to improve health of an aging nation require an understanding of the epidemiology of both infectious and chronic diseases. Moreover, as the emphasis of obesity reduction and other lifestyle related health issues continues to increase, there are special opportunities for epidemiologists who are familiar with health maintenance and wellness strategies. The relationships that epidemiologists identify among healthy lifestyles and positive outcomes will shape the wellness programs of the future. Epidemiology is a field that often has international opportunities, even for recent graduates.

Careers

Epidemiologists are everywhere and hold a variety of job titles. Many have learned the discipline on the job so candidates with formal training will have a competitive edge in the marketplace. The following is a list (not by any means exhaustive) of possible job settings:

- State, county and city health agencies
- Environmental consulting companies
- Private corporations
- Federal government
- International organizations
- Nonprofit organizations
- Academia (colleges and universities)

Epidemiologists study patterns of disease. Epidemiology is an expanding field that also now includes the study of disease prevention and wellness. The variety of tasks in which an epidemiologist may be engaged is extensive. As a result, this is a career that can be flexible and continually evolving. Some typical job responsibilities include:

- Collection of disease outbreak data
- Study design development
- Data analysis
- Program evaluation design
- Study coordination

Online Master of Public Health Degree (MPH), Physical Activity Major

- Description of Program
- Degree Requirements

- Special Opportunities
- Careers

Description of Program

Public health organizations have recently turned their attention to physical inactivity, a modifiable behavior, as it has been recognized as a major risk factor for chronic diseases. The online MPH concentration in Physical Activity trains professionals to effectively quantify physical activity, monitor populations, and design interventions focused on improving health through the promotion of physical activity. You will learn how to assess physical activity behavior, to apply behavioral theories when designing physical activity interventions, use epidemiology techniques to describe the relationship between physical activity and health and to develop public health policies aimed at impacting physical activity behavior. You will have the opportunity to work with faculty with interdisciplinary interests such as health games, worksite wellness, recreation, and disabilities.

Degree Requirements

A minimum of 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinants (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Physical Activity Concentration (24-27 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-K 553 Physical Activity and Health (3 cr.)
- SPH-K 556 Physical Activity Assessment in Public Health (3 cr.)

- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

Option 1: Additional MPH Concentration or Graduate Certificate (12-15 credits)

Complete all courses in one of the eight following choices. (12-15 credits)

MPH concentration in Social, Behavioral, and Community Health (12 credits)

Successful completion of the following four courses earns the student a second concentration in Social, Behavioral, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

MPH concentration in Public Health Administration (12 credits)

Successful completion of the following four courses earns the student a second concentration in Public Health Administration.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

MPH concentration in Epidemiology (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)

- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following courses.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)
- SPH-B 675 Practicum in Public Health (3 cr.)

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

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 589 Theories and Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)

- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option 2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor.

Special Opportunities

Faculty will identify opportunities to work within the academic and broader community to allow for skill building, networking, research, and practical experience. Degree programs in public health balance theoretical knowledge with professional experience through internships and opportunities to work with faculty on research, teaching, and service projects. The Master of Public Health (MPH) degree program is accredited by the Council for Education in Public Health (CEPH).

Careers

Public interest in a healthy lifestyle is increasing the demand for public health professionals. Below is a list indicating a few of the settings in which you could work:

- Centers for Disease Control and Prevention
- Local, state, and federal government
- Nonprofit organizations
- Businesses and corporations
- County and state health departments
- Universities
- Health foundations and health-based grant projects.

Individuals who earn a public health degree with a concentration in physical activity will be well suited to play an integral role in multidisciplinary team centered on health promotion and disease prevention. A public health degree in physical activity can lead to career positions such as the following:

- Community Health Promotion Specialist
- Community Physical Activity Specialist
- Physical Activity Epidemiologist
- Nutrition and Physical Activity Program Manager
- Physical Activity Policy Analyst
- Public Health Advisor

Online Master of Public Health Degree (MPH), Public Health Administration Major

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

Description of Program

The online MPH in Public Health Administration 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 44 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.

MPH Master of Public Health Degree Requirements (44-47 credits)

MPH Degree Core (20 credits)

Public Health Foundations Requirement (0 credits)

All MPH students must complete the *Public Health Foundations* online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Integrated Public Health Core (12 credits)

Complete each of the following courses.

- SPH-X 601 Assessment and Public Health (3 cr.)
- SPH-X 650 Evidence-Based Approaches to Public Health (3 cr.)
- SPH-X 660 Population Health Determinates (3 cr.)
- SPH-X 685 Public Health Policy and Politics (3 cr.)

Professional Development and Practical Experiences (8 credits)

Complete each of the following courses.

- SPH-X 610 Professional Development Seminar 1 (2 cr.)
- SPH-X 611 Professional Development Seminar 2 (2 cr.)
- SPH-X 696 Professional Practice Experience in Public Health (4 cr.)

Public Health Administration Concentration (12 credits)

Required Concentration Courses (12 credits)

Complete each of the following courses.

- SPH-H 661 Legal Issues in Public Health (3 cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)
- SPH-P 680 Public Health Economics (3 cr.)
- SPH-X 561 Finance and Budgeting (3 cr.)

Option1: Additional MPH Concentration or Graduate Certificate (12-15 credits)

Complete all courses in one of the eight following choices. (12 credits)

MPH concentration in Social, Behavioral, and Community Health (12 credits)

Successful completion of the following four courses earns the student a second concentration in Social, Behavioral, and Community Health.

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 602 Intervention Design (3 cr.)
- SPH-H 562 Health Program Evaluation (3 cr.)
- SPH-____ A Behavioral, Social, and Community Health Elective Approved by the MPH Advisor (3 cr.)

MPH concentration in Physical Activity (12 credits)

Successful completion of the following four courses earns the student a second concentration in Physical Activity.

- SPH-K 553 Physical Activity & Health (3 cr.)
- SPH-K 556 Physical Activity Assessment (3 cr.)
- SPH-K 557 Physical Activity Across the Lifespan (3 cr.)
- SPH-K 565 Physical Activity Behavioral Interventions (3 cr.)

MPH concentration in Epidemiology (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Epidemiology.

- SPH-E 651 Epidemiology (3 cr.)
- SPH-E 658 Intermediate Epidemiology (3 cr.)
- SPH-E 659 Intermediate Epidemiological Methods (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)

Complete one course (3 credits) from the following courses.

- SPH-E 650 Special Topics in Epidemiology (3cr.)
- SPH-E 653 Chronic Disease Epidemiology (3 cr.)
- SPH-E 655 Infectious Disease Epidemiology (3 cr.)
- SPH-E 656 Genetic Epidemiology (3 cr.)
- SPH-E 657 Social Epidemiology (3 cr.)
- SPH-E 680 Nutritional Epidemiology (3 cr.)

MPH concentration in Environmental Health (15 credits)

Successful completion of the following requirements earns the student a second MPH concentration in Environmental Health

- SPH-V 541 Environmental Health (3 cr.)
- SPH-V 542 Principles of Toxicology (3 cr.)
- SPH-V 545 Exposure Assessment and Control (3 cr.)
- SPH-V 546 Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 Environmental and Occupational Epidemiology (3 cr.)

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following course.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)

Complete three (9 cr.) courses from the following.

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)

- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 589 Theories and Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Option2: Other Electives (12 credits)

Complete 12 credits of graduate level elective courses to be chosen in consultation with the student's MPH advisor.

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 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 33 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.

Required Courses (27 cr.)

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Complete each of the following Research & Research Tool Courses: (6 Cr.)

- SPH-Q501 Introduction to Statistics in Public Health (3 cr.) Or Equivalent
- SPH B650 Quantitative Methods I for Public Health Research (3 cr.) Or B634 SexualHealth Research and Evaluation (3 cr.)

Complete each of the following health promotion core courses (6 Cr.):

- SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 Cr.)
- SPH-H 500 Philosophy and Principles of Health Education (3 Cr.)

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

- SPH H 519 Contemporary Issues in Health Promotion (3 Cr.)
- SPH H 552 Instructional Planning for Public Health Settings (3 Cr.) Or H633 Advanced Instructional Methods in Sexual and Reproductive Health (3 Cr.)+
- SPH-H 562 Health Program Evaluation (3 Cr.)
- SPH-H 662 Acquiring and Managing External Funds (3 cr.)

Complete capstone project/experience options (3 cr.):

- SPH X 580 Qualitative Research in Public Health (3 cr.) Or comparable independent research course as determined in consultation with an advisor

Elective Courses (6 cr.)

Complete 6 credits of graduate-level elective course work preferably with the following prefixes: B, F, H, N, P, Q, S or other to be approved by academic advisor, based on student career goals and interests.

Recommended Electives:

- SPH-B 602 Intervention Design (3 Cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillanc (3 Cr.)+
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 Cr.)+
- SPH-H 518 Alcohol and Drug Education (3 Cr.)
- SPH-H 555 Issues in Human Sexuality and Health (3 Cr.)
- SPH-H 595 Practicum in College Sex Education (3 Cr.)
- SPH-H 697 Internship in Health Promotion (3 Cr.)
- SPH-S 552 Principles of Workplace Safety Behavior (3 Cr.)

+Only students completing the Graduate Certificate in Sexual and Reproductive Health

Students matriculated into the MS in Health Promotion degree program may also wish to complete one of the alternate online graduate certificates listed below. Some graduate certificate course work may be taken as “electives”; however, concentration completion may require course work beyond the minimally required 33 credits. Interested students should plan their entire course of study, including all online certificate course work, in close consultation with their advisor.

Online Graduate Certificate in Gerontology and Health (12 credits)

Successful completion of the following requirements earns the student an online graduate Certificate in Gerontology and Health.

Complete the following course.

- SPH-H 524 –or– EDUC-P 513 Multidisciplinary Perspectives in Gerontology (3 cr.)

Complete three (9 cr.) courses from the following.

- EDUC-D 505 Adult Learning through the Lifespan (3 cr.)
- EDUC-D 506 Adult Education Planning and Development (3 cr.)
- EDUC-P 517 Adult Development and Aging (3 cr.)
- SPH-B 535 Contemporary Issues in Aging and Health (3 cr.)
- SPH-B 615 Health Longevity, and Integrative Therapies for the Later Years (3 cr.)

Online Graduate Certificate in Sexual and Reproductive Health (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Sexual and Reproductive Health.

- SPH-B 589 Theories and Conceptual Frameworks in Public Health (3 cr.)
- SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.)
- SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.)
- SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health (3 cr.)
- SPH-B 634 Sexual Health Research and Evaluation (3 cr.)

Online Graduate Certificate in Safety Management (12 credits)

Successful completion of the following four courses earns the student an online graduate Certificate in Safety Management.

- SPH-S 502 Instructional Strategies for Safety Education (3 cr.)
- SPH-S 513 Safety Management in Business and Industry (3 cr.)
- SPH-S 610 Occupational Risk Management (3 cr.)
- SPH-S 632 Safety & Health Program Design (3 cr.)

Online Graduate Certificate in Addiction Intervention (15 credits)

Successful completion of the following five courses earns the student an online graduate Certificate in Addiction Intervention.

- SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.)
- SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.)
- SPH-H 666 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.)
- SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.)
- SPH-H 668 Motivational Interviewing (3 cr.)

Special Opportunities

Students develop professional skills through required capstone project 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.

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.

Online Master of Science in Recreation Degree (MSR), Tourism Management Major

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

Description of Program

The tourism management program prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and expectations of visitors. This program focuses on the marketing to and management of tourists, tourist facilities, and destinations. These include government and non-government tourism organizations, hotels, resorts, convention centers, theme parks, visitor centers, cruises, airlines, and other tourist businesses.

The tourism management program may also serve as a stepping-stone to a doctoral program. Students interested in eventually pursuing a Ph.D. degree are encouraged to complete a Master's Thesis, SPH-R 599, which will enhance their ability to conduct timely and useful research to further the field of tourism. Students are provided the necessary tools and encouraged to both initiate research projects and work with faculty on existing projects. Check with your academic advisor for more information including the opportunity to apply for department, school, and university grants to support your research interests.

Degree Requirements

A minimum of 35 credit hours is required for this program. The Master of Science in Recreation degree must include a minimum of 20 credits from the Department of Health and Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Foundation Courses (21 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Administrative Theory and Management Practices in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-R 542 Fiscal Management in Recreation Administration (3 cr.) -or- SPH-X 561 Finance and Budgeting (3 cr.)
- SPH-T 550 Foundational Issues in Research in Tourism (3 cr.)
- SPH-T 552 Contemporary Issues in Tourism Studies (3 cr.)
- SPH-R 590 Introduction to Research in Health & Wellness Design (3 cr.)

Capstone Course (2-4 credits)

Complete the following course:

- SPH-R 598 Master's Project in Administration (2-4 cr.)

Electives (10 – 12 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval.

- SPH-R 522 Strategic Planning and Management in Parks, Recreation, Tourism, and Public Lands (3 cr.)
- SPH-573 Current Events in Recreation Admin (3 cr.)
- SPH-R 585 Leisure as a Determinant of Health (3 cr.)
- SPH-T 513 Economics & Marketing for Leisure 7 Tourism (3 cr.)
- SPH-O 510 Human Health, Quality of Life & Natural Environments (3 cr.)
- SPH-R 544 Legal Aspects of Recreation (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 Science in Biostatistics Major

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

Description of Program

The MS program in Biostatistics will prepare the students with various academic and professional goals, such as to become clinical scientists, public health researchers, and biostatisticians in pharmaceutical industry. The students will receive fundamental training in probability and statistical theory, regression models, and statistical packages. They will also gain expertise in modern topics such as statistical learning, high-dimensional models, and clinical trials. Our program also emphasizes research in interdisciplinary areas, effective collaboration and communication with scientists and practitioners. The students will also be prepared for quantitative doctoral programs in public health, such as biostatistics and epidemiology.

Degree Requirements

A minimum of 36 credit hours is required to complete the M.S program in Biostatistics. A minimum 3.0 cumulative grade point average (GPA) is required for graduation. A minimum grade of C is required in each course.

Complete the following required course (0 credits)

- Students in the MS in Biostatistics degree program must complete the Public Health Foundations online prerequisite prior to the first day of classes. Complete details and registration information for this experience can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Complete each of the following biostatistics core courses (24 credits)

- SPH-E 651 Epidemiology (3 cr.)
- SPH-Q 651 Applied Probability and Distribution Theory (3 cr.)
- SPH-Q 652 Biostatistical Inference (3 cr.)
- SPH-Q 603 Categorical Data Analysis (3 cr.)
- SPH-Q 604 Applied Linear Regression (3 cr.)
- SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.)
- SPH-Q 611 Statistical Packages in Research (3 cr.)
- SPH-Q 612 Survival Analysis (3 cr.)

Complete a 3-credit biostatistics elective course (3 credits)

Options include any SPH-Q or STAT-S course at 600-level or above. Recommended choices include:

- SPH-Q 601 Experimental Analysis and Design (3 cr.)
- SPH-Q 602 Multivariate Statistical Analysis (3 cr.)
- SPH-Q 654 Modern Regression Methods (3 cr.)
- SPH-Q 657 Biostatistical Methods for Clinical Trials (3 cr.)
- STAT-S 626 Bayesian Theory and Data Analysis (3 cr.)
- STAT-S 650 Time Series Analysis (3 cr.)
- STAT-S 660 Sampling (3 cr.)
- STAT-S 611 Applied Statistical Computing (3 cr.)
- STAT-S 670 Exploratory Data Analysis (3 cr.)
- STAT-S 675 Statistical Learning: High-Dimensional Data Analysis (3 cr.)
- STAT-S 676 Statistical Learning: Model Selection (3 cr.)

Complete a 3-credit multi-disciplinary elective course or another biostatistics elective above (3 credits)

A multi-disciplinary course is recommended to provide background knowledge for the areas where biostatistical methods are applied, such as biology, genetics, psychology etc.

Complete one of the following two options for biostatistics research (6 credits)

Option 1: Thesis option

- SPH-Q 699 M.S. in Biostatistics Thesis (6 cr.)

Option 2: Non-Thesis option

- Pass a M.S. competency exam administered by the Department of Epidemiology and Biostatistics
- An additional biostatistics elective course (3 cr.)
- An additional biostatistics elective course (3 cr.)

Special Opportunities

Students have the opportunity to develop skills by participating in research activities supervised by faculty members or in collaboration with other graduate students. The students may also have the opportunities to work with our external industry partners. Students are strongly encouraged to publish research results in professional journals and via presentations at national conferences.

Careers

The field of biostatistics is unique in that it combines elements of the medical field with that of math, statistics, and science, offering a wide array of different types of jobs in biostatistics. The Bureau of Labor Statistics predicts the job outlook for biostatistics to grow 30% from 2018 to 2028, much faster than the average for all occupations (i.e., 5%). Biostatisticians are hired by a wide variety of industries and institutions:

- State and local health departments (e.g., the Indiana State Health Department and Monroe, Marion, and Morgan County Health Departments).
- Federal government agencies (e.g., the National Institutes of Health, the Department of Health and Human Services, the Centers for Disease Control and Prevention, and the U.S. Food and Drug Administration).
- Pharmaceutical companies (e.g., Pfizer, Merck, Eli Lilly, Bristol-Myers Squibb).
- Technology companies (e.g., Google, Microsoft, Amazon).
- Medical device companies (e.g., Abbott, Cook).
- Insurance companies (e.g., Anthem Insurance Companies, Inc., and Cigna Corporation).
- Institutes of higher education (e.g., the University of Michigan and the University of Chicago).
- International agencies (e.g., the World Health Organization and the U.S. Agency for International Development).
- Consulting firms.
- Medical centers and health care facilities.

Online Master of Science in Recreation Degree (MSR), Outdoor Recreation

- Description of Program

- Degree Requirements
- Special Opportunities
- Careers

Description of Program

The Online 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 Health & Wellness Design. 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 the following list of requirements:

Public Health Foundations Requirement (0 credits)

All new Master's degree students must complete the Public Health Foundations online course no later than the end of their first semester of graduate study. Complete details and registration information for this course can be found at the following website: <https://iu.instructure.com/enroll/MNG3L6>

Outdoor Recreation Foundation Courses (17-20 credits)

Complete each of the following courses:

- SPH-Q 501 Introduction to Statistics in Public Health (3 cr.)
- SPH-R 510 Philosophy of Leisure and Recreation (3 cr.)
- SPH-R 512 Admin. Theory & Practice in Leisure (3 cr.)
- SPH-X 525 Foundations of Conservation in Parks and Recreation (3 cr.)
- SPH-R 590 Introduction to Research in Health & Wellness Design (3 cr.)

Capstone Courses (2-5 credits)

Complete one of the following courses:

- SPH-R 598 Master's Project in Administration (2-4 cr.)
- SPH-R 599 Master's Thesis (5 cr.)

Specialization Courses (12 credits)

Students must complete a minimum of 12 credits of specialization courses within the Department of Health & Wellness Design. 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.

Remaining Electives (3 – 6 cr.)

Complete electives to reach the required minimum 35 graduate-level credits. Electives must be selected with advisor approval

Special Opportunities

Graduate academic appointments are available for students pursuing graduate studies in the Department of Health & Wellness Design. 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.

Advising & Registration

All Graduate Students

Each student will be assigned an academic advisor. The program of each candidate must be planned cooperatively by the student and the advisor, taking into account the student's educational background and objectives. All phases of the student's program are subject to the approval of the advisor. All graduate students are required to meet with their advisor before registering for classes each term. During each of these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded by the advisor either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in SPH 123, or the form may be downloaded online at <https://uisapp2.iu.edu/confluence-prd/display/SPHODARMC/Forms>. (Additional registration information is available in the Enrollment and Student Academic Information Bulletin.)

Master's Degree Students

Online academic advisement reports and printed degree requirement tab sheets are two effective tools used by advisors and master's degree students to track academic progress. Academic advisement reports (AARs) are available to admitted Indiana University master's degree students at <https://one.iu.edu/>. AARs allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, the academic program requirements in this bulletin are reproduced with extra academic advising information on degree requirement tab sheets. The degree requirement tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, and suggested electives in an abbreviated format. Degree requirement tab sheets may be viewed at the

[degrees and majors](#) portion of the School of Public Health - Bloomington Website. These advising tools are used by master's degree students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility.

Doctoral Degree Students

Doctoral students will have course work individually prescribed by a the student's faculty advisory committee.

Students must meet with an academic advisor to determine the sequence in which to enroll in the prescribed courses.

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://publichealth.indiana.edu/student-portal/financial-support/fellowships/index.html>. Most assistantships are awarded in the spring semester of each academic year for use toward the following year's expenses. Financial support is not guaranteed with admission to a graduate program, but the School of Public Health—Bloomington has an excellent record of supporting graduate students. In most cases, assistantships that are awarded to masters students are granted for only one year.

Application Deadline January 15, 2019

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://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf>

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 <https://publichealth.indiana.edu/student-portal/financial-support/fellowships/index.html>.

Graduate Student Federal Work-Study (GFWS)

Graduate Federal Work-Study is a need-based award that enables eligible students to acquire work-study jobs, the wages for which are largely funded by the federal government. The Graduate Student Federal Work Study typically takes the form of an assistantship offered by the student's academic department. Graduate students may

also find GFWS positions through the GradGrants Center at <http://www.indiana.edu/~gradgrnt/>.

The FAFSA must be filed by the March 1 priority date each year a student is interested in Federal Work-Study. Additional information regarding the eligibility requirements of this award can be found at <http://studentcentral.indiana.edu/financial-aid/apply/fafsa.shtml>.

Please note, our office recommends filing the FAFSA by the March 1 priority deadline to guarantee that the option of all possible awards is available, even if the student is unsure as to whether he/she will need financial aid. If financial aid is not required after filing the FAFSA, then students may request to cancel it with our office.

School of Public Health - Bloomington Awards and Fellowships

A variety of awards and fellowships 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 <https://publichealth.indiana.edu/student-portal/financial-support/fellowships/index.html>.

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.

Admission to Candidacy

When a doctoral student has completed all required course work and has passed the qualifying examination, the student's advisory committee nominates the student for doctoral degree candidacy. Following nomination to candidacy, the dissertation phase of the degree program begins.

A doctoral student who has passed the qualifying examination, and who has earned acceptable grades in **all** courses on the student's doctoral course prescription, may initiate the Ph.D. degree candidacy process by completing and submitting the student's portion of the online *Nomination to Candidacy for the Ph.D. Degree Form* at: <https://one.iu.edu/task/iub/nomination-to-candidacy-for-phd>. The structure of a student's Ph.D. degree program dictates which members of a student's advisory committee must approve this form.

- Double majors, who do not have a doctoral minor, do not need to complete the sections of the form, entitled, "Minors" and "Minor Representative(s)". However, in the section, entitled, "Advisory Committee Members", double majors must list the advisory committee chair from each major.
- Single majors must list the advisory committee minor representative, or two in the case of a student with two minors, in the "Minor Representative(s)" section of the form. Single majors must also list

the chairperson of the advisory committee in the "Advisory Committee Members" section of the form.

This form, when submitted by the student, routes to the School of Public Health-Bloomington dean's office, then to the advisory committee chairperson(s), then to the minor representative(s). Lastly, the form routes to the University Graduate School for final approval.

NOTE: For students with prescribed courses older than seven years at the time of the qualifying exam, the School of Public Health graduate recorder must attach a document showing University Graduate School approval of the revalidation request for each such course.

Approved doctoral degree candidates generally register for dissertation research credit hours only.

Frequently Asked Questions:

Question: I passed my qualifying examination with one incomplete course on my course prescription. May I be nominated to Ph.D. degree candidacy immediately?

Answer: No, you must first earn an acceptable grade in the course which currently has an incomplete grade.

Application for Commencement Participation

Ph.D. degrees are awarded by the University Graduate School. Candidates for the Ph.D. degree, who wish to participate in the graduation commencement ceremony, must complete and submit the Commencement Participation Application Form at least six months before the expected date of graduation. This application, along with other information about degree requirement completion, may be found at: <http://graduate.indiana.edu/academics-research/graduation.shtml>.

Please note, this application is for participation in the commencement ceremony, and is a separate process from degree conferral. For details about degree conferral, please contact Amy Shamanov at aloop@iu.edu.

Course Prescription Meeting

The courses required for a doctoral degree are individually prescribed for each student following approval of the members of the student's advisory committee. The student and the advisory committee work together to prescribe the required research skill courses, major courses, minor courses, elective courses, and the appropriate number of dissertation credits. This prescription of required courses may be finalized and approved during a formal course prescription meeting attended by the student and the members of the student's advisory committee. The result of this meeting is a completed Report of Course Prescription Meeting Form, signed by the committee members. This form is available online at <https://one.iu.edu/task/iub/current-sph-students>

This form, complete with committee approval signatures, must be submitted to the School of Public Health - Bloomington records office, room 123 for evaluation. The recorder will obtain the approval signature of the executive associate dean and send copies of the approved course prescription to the student and to the chair of the advisory committee. The original Report of Course Prescription Form will reside in the student's academic file. The student will be required to complete the prescribed courses

and pass a qualifying examination before becoming a candidate for the Ph.D. degree.

Complete the following steps to arrange the course prescription meeting:

1. The student and the advisory committee agree on a date and time for the student's course prescription meeting.
2. At least one week in advance of the proposed meeting date, the student completes and submits the Application To Schedule a Course Prescription Meeting Form. The Application To Schedule a Course Prescription Meeting Form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. The completed form must be submitted to the administrative secretary for academic affairs in SPH, room 115.
3. The secretary will verify that the student's approved advisory committee form is in the student's file and reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

This official graduate student meeting should take place no later than the eighth week of classes in the student's second semester of enrollment.

A doctoral student's course prescription consists of a minimum of ninety credits, including research skill, major area of study, minor area of study, elective, and dissertation credits. The distribution of credits in these areas is normally as follows:

- Research skill courses (minimum 9 credits)
- Major courses (minimum 30 credits)
- Minor courses (minimum 9 credits)
- Elective courses (0 - 28)
- Dissertation credits (20 - 30 credits)

The 90 credits for the Ph.D. degree also includes coursework that is considered to be prerequisite or required coursework. These requirements are described in the section of the bulletin entitled Major, Minor, and Dissertation Course Requirements.

Frequently Asked Questions:

Question: How will I know what courses to take to earn my Ph.D. degree?

Answer: Your courses will be prescribed for you with the help of your advisory committee. A course prescription will be officially approved. You and your advisor will refer to this course prescription before you select courses in which to register for each term.

Question: How does the course prescription become officially approved?

Answer: You and your advisory committee list all the requirements on a Report of Course Prescription Form, and your advisory committee signs the form at an official course prescription meeting.

Question: When does this happen?

Answer: It should happen soon after you begin your doctoral study. It must happen by the end of the eighth week of classes in the student's second semester of enrollment.

Course Prescription Stipulations

- A student registered in a doctoral program must satisfactorily complete all course work and the qualifying examination within five years of the initial registration.
- Courses used to satisfy the 90 required graduate credit hours (including the research skills and any foreign language requirements) may not have been completed more than seven years before the date on which the student takes the qualifying examination. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit is revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately, and approved by the advisory committee.
- A minimum of 9 of the 90 required graduate credit hours must be completed outside the student's major department. This excludes courses taken to complete the research skills requirement.
- All Ph.D. students must complete a **0-credit online Public Health Foundations course**. Complete details and registration information for this course can be found at the following Website: <https://expand.iu.edu/browse/publichealth/courses/foundationalknowledgepublichealth>.
- Students earning the Ph.D. in Environmental Health degree, the Ph.D. in Epidemiology degree, and the Ph.D. in Health Behavior degree are required to complete SPH-E 651 Epidemiology (3 cr.), or its equivalent.
- 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.

Doctoral Degrees Offered

The School of Public Health - Bloomington is authorized to qualify candidates for the Doctor of Philosophy (Ph.D.) degree in biostatistics, 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 and Occupational Health offers the doctoral degree in Environmental Health. The doctoral degrees in biostatistics, epidemiology are 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 Health & Wellness Design. The Cooper Graduate Program in Kinesiology offers the doctoral degree in human performance with specialties in biomechanics, exercise physiology, motor learning/control, and sport management.

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 Completion Within Seven Years

After approval by the committee, the research is conducted under the supervision of the dissertation director. The acceptability of the completed dissertation is first passed by the chair and then by the doctoral committee at a formal meeting.

The dissertation must be completed within seven years after the successful completion of the qualifying examinations. Failure to meet this requirement will result in the termination of candidacy and of the student's enrollment in the degree program. To be reinstated to candidacy, the student must (a) apply for reinstatement

and (b) retake and pass the qualifying examination or its equivalent (defined by the doctoral research committee in advance). A recommendation for reinstatement to candidacy must come from the chair of the doctoral research committee and receive approval from the executive associate dean of the School of Public Health-Bloomington, and final approval from the dean of the University Graduate School. Progress toward dissertation completion will be a factor in granting permission to continue. Such reinstatement, if granted, will be valid for a period of time which is determined by the dean of the University Graduate School.

After the completed dissertation has been approved by the chair, it will be formatted in accordance with established regulations. At least four weeks before the final examination, a copy of the completed dissertation must be presented to each committee member. The dissertation must include an acceptance page, a 350-word abstract, and a vita sheet. An additional 350-word abstract, an additional title page, and a one-page announcement of the dissertation defense must also be submitted to the chair.

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: <https://research.iu.edu/compliance/human-subjects/index.html>

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. Ten (10) business days in advance of the proposed meeting date, the student completes and submits the Application to Schedule a Doctoral Dissertation Proposal Meeting Form. This form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. The completed form must be submitted to the graduate recorder in the School of Public Health - IU Bloomington Records Office. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email by the graduate recorder.

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.

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 Research Committee

Upon successful completion of the qualifying examination, and admission to candidacy for the doctoral degree, the responsibilities of the advisory committee have been discharged, and that committee is technically disbanded.

A new committee—the research committee—must be appointed for the purpose of guiding the candidate's dissertation research. In many instances the members of the advisory committee become members of the research committee. However, the actual makeup of the research committee will be determined by the nature of the research to be pursued and the interests and qualifications of faculty.

Membership on the research committee requires formal nomination and appointment procedures. The Ph.D. research committee must have at least four members. All members must have Indiana University graduate faculty status. The committee chair must be endorsed to chair dissertation committees in the student's major department. At least one other member of the research committee must also be endorsed to chair graduate student committees. All dissertation research committees must include at least one member from outside the major department. Information regarding the eligibility of faculty to serve on the dissertation research committee may be found on the University Graduate School's website at this link: <https://graduate.indiana.edu/faculty-staff/membership.html>

Following official admission to candidacy, the doctoral candidate completes an online nomination of research committee request in Onestart. The online request process requires the student to submit the following items:

- The name and user ID of each desired research committee member.
- One or two-page prospectus of the dissertation research.
- If the proposed research involves human subjects, animals, biohazards, or radiation, approval from the appropriate university committee must also be obtained. It is most common for School of Public Health - Bloomington students to submit a copy of a signed Human Subjects Approval Form. Information about this approval process may be found at <https://research.iu.edu/compliance/human-subjects/index.html>

Important Note: A Ph.D. candidate may not defend the dissertation until at least six months have passed following official University Graduate School approval of the membership of the student's research committee.

A student involved in participatory research projects may be unable to provide a signed Human Subjects Approval Form until the participants have developed research methods to be used. Such a student may temporarily

substitute a letter for the signed copy of the Human Subjects Approval Form. The letter must:

- explain this predicament.
- be addressed to the associate dean of the University Graduate School.
- be signed by all members of the student's research committee.
- be approved by the School of Public Health - Bloomington associate dean for research and graduate studies.
- be submitted with the online nomination of research committee membership request to the University Graduate School in place of the signed Human Subjects Approval Form.

Students involved in participatory research must obtain human subjects approval before beginning data collection.

It is expected that all doctoral candidates conduct their dissertation research under the direct supervision of a faculty member in the major department. Under certain circumstances it may be desirable to deviate from this policy. Within very strict limitations, and only with special permission, it may be possible to arrange for a specially qualified faculty member of another department to supervise the dissertation as either director of research or as co-chairperson of the research committee. In every case, however, the chairperson, or the co-chair, of the dissertation research committee must be in the major department.

Frequently Asked Questions:

Question: Does my advisory committee automatically become my research committee after I pass my qualifying examination?

Answer: No. The advisory committee disbands after they sign your Nomination to Candidacy for the Ph.D. Degree Form.

Question: How many research committee members do I need to have?

Answer: Four.

Question: What are the qualifications for faculty on a research committee?

Answer: All research committee members must have Indiana University graduate faculty status. In addition to graduate faculty status, the chair must be endorsed to chair dissertation committees in the student's major department. One other member of the research committee must be endorsed to chair graduate student committees. One research committee member must be from a department outside the student's major department.

Question: How do I find out if a faculty member is qualified to be on my research committee?

Answer: You may visit the University Graduate School's website at the following link: <https://graduate.indiana.edu/faculty-staff/membership.html>. The link to the List of Graduate Faculty and endorsements opens a PDF file showing all faculty with graduate faculty status. Press CTRL+F to search by name for the desired faculty member. The PDF includes a column which notes whether or not each graduate faculty member is endorsed to chair graduate 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 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 via ProQuest. Please read the instructions on the University Graduate School website carefully before submitting your dissertation. Detailed instructions are located at this link: <https://graduate.indiana.edu/thesis-dissertation/submission/doctoral.html>

The online dissertation submission Web site contains complete instructions. However, if a problem is encountered, contact the University Graduate School at (812) 855-9345. 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 <https://graduate.indiana.edu/thesis-dissertation/submission/doctoral.html>

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) 855-9345 if you have questions about these required items.

Doctoral Advisory Committee

A member of the Indiana University graduate faculty, who is endorsed to chair graduate student committees in a student's major department, will be appointed to chair the student's doctoral advisory committee. After some familiarity has been established with the courses and faculty, the student will nominate two additional Indiana University graduate faculty members to represent the major and minor areas on the advisory committee.

An Appointment of Advisory Committee Form must be completed and submitted to the graduate recorder in the SPH Records Office with approval of the advisory committee members. The form may be found online at this link: <https://one.iu.edu/task/iub/current-sph-students>

Final confirmation of committee representatives is the responsibility of the executive associate dean.

Graduate Faculty status of faculty members (the status with determines eligibility of faculty to serve on the doctoral advisory committee) is available on the Indiana University Graduate School's Website at this link: <https://graduate.indiana.edu/faculty-staff/membership.html>

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.

Question: How do I find out if a faculty member is qualified to be on my doctoral advisory committee?

Answer: Visit the University Graduate School's website at this link: <http://graduate.indiana.edu/faculty-staff/>

[membership.shtml](#) If the desired faculty member is on the list, that person has graduate faculty status. If the faculty member is endorsed to chair the committee, there will be an asterisk in the proper column to denote that status. Please remember that the chair of your advisory committee must be an endorsed graduate faculty in your major department.

Question: A faculty member in my department has agreed to serve on my advisory committee, but is not listed on the Graduate School's list of graduate faculty. Is it possible for this person to serve on my advisory committee?

Answer: It is possible, but only under specific circumstances. Normally, a person must have graduate faculty status to serve on a graduate student committee. A tenured, or tenure-track faculty member with a doctoral degree automatically has graduate faculty status. A faculty member who does not automatically qualify as having graduate faculty status, and who is not listed on the Graduate School's list of graduate faculty, must first be granted approval for graduate faculty status by the chair of his or her department. If approval is granted, the departmental chair will send a memo to the secretary for academic affairs. The secretary obtains the Executive Associate Dean's approval. The memo must specify if the faculty member has been approved to serve on a specific student's committee only or if the faculty member has been approved to be listed on the Graduate School's graduate faculty listing. Departmental chair approvals for faculty members to serve on an individual student's committee are given to the School of Public Health - Bloomington recorder to be filed in the student's academic file. Approvals for faculty to be included on the graduate faculty listing, are sent to the University Graduate School.

Question: A faculty member from an academic institution other than IU has agreed to serve on my Ph.D. Advisory Committee. Is this possible?

Answer: To get approval to serve on a School of Public Health - Bloomington graduate student committee, a non-IU faculty member must submit a curriculum vitae (CV), accompanied by a memo from the chair of the student's advisory committee to the School of Public Health - Bloomington graduate recorder in the SPH Records Office, who will then forward it to the executive associate dean for approval.

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 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 and Memo of Understanding (MOU) to the graduate recorder in the School of Public Health-Bloomington records office, room 123. The form may be found at this link: <https://one.iu.edu/task/iub/current-sph-students>

The qualifying examination covers the fundamentals of the fields in which specialization has been elected. The content and format of both the written and oral components of the doctoral qualifying examination are determined by the members of the doctoral advisory committee. Information below includes a step-by-step description of procedures for the doctoral qualifying examination.

The written component of the doctoral qualifying examination may be scheduled during dates agreed upon by the advisory committee and the student. The oral examination must be completed no later than 90 days after the start of the written examination.

[Important note: The date on which a student's Ph.D. degree is awarded must be at least eight months after the passing date of the qualifying examination.]

Doctoral Qualifying Examination Procedures

1. Students who have been admitted to a Ph.D. degree program pending completion of a master's or equivalent degree are expected to have completed this degree before taking the qualifying examination. Students pursuing Ph.D. degrees in environmental health, epidemiology, health behavior, and leisure behavior must provide the assistant director of graduate degree administration 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 so that the chair can submit it to graduate recorder in the School of Public Health-Bloomington Records Office at least thirty (30) calendar days before the beginning of the examination. The form is available online at <https://one.iu.edu/task/iub/current-sph-students>
3. The application must include the proposed dates of the written portion of the examination and a planned date for the oral portion of the examination.
4. The Memo of Understanding (MOU) must include the following:
 - specific details of product(s) that make up the student's qualifying exam
 - specific time frame of the examination (not to exceed 90 days), which includes:
 - Start date
 - Full first draft or Department written exam due date
 - Faculty feedback due date
 - Revision due date
 - Oral exam date

- grading scale/scoring system that will be used

Note: In exceptional circumstances, changes to dates may be granted but will require an amendment to the MOU signed by the student and committee chairperson; those beyond 90 days require approval and signature of Executive Associate Dean.

5. 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.

6. Each member of the advisory committee is informed by e-mail by the graduate recorder of the scheduled oral examination once a room is scheduled.
7. The chair of the advisory committee works with all committee members to prepare the content of the written components of the exam.
8. If the written portion of the exam contains activities that are taken in a proctored format, the chair is responsible for securing the space for such activities and ensuring that an appropriate proctor has been identified.
9. The chair of the advisory committee ensures that the student is provided with details as to the criteria by which the written exam will be evaluated.
10. The chair of the advisory committee provides the exam to the student and submits a copy via email to the School of Public Health-Bloomington Dean's Office.
11. The written portion of the qualifying examination takes place.
12. The student submits the written portion of the examination to the chair of the advisory committee, who subsequently forwards the responses to the committee members by e-mail, with a copy to the School of Public Health-Bloomington Dean's Office.
13. Subsequent to receiving the responses to the written portion of the examination, the advisory committee may choose to request revisions that must be completed prior to the scheduled oral portion of the examination.
14. The oral portion of the qualifying examination must take place within 90 days following the date that the written examination is initially started by the student. Permission to exceed 90 days between the start of the written and oral portions of the examination must be obtained from the associate dean for research and graduate studies.

15. If a student passes the qualifying examination, a notification will be sent by the graduate recorder to the student with instructions for the student to visit a link to the University Graduate School's Nomination to Candidacy approval workflow, and initiate the approval process.
16. 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.
17. In the event of a failure on the first attempt, the student and committee will reinstate the process for the doctoral qualifying examination as described beginning with item #2 above.
18. 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: If you have already revalidated 30 credits of old courses, you may not request revalidation for another course. However, if you have not yet revalidated 30 credits, this problem is not insurmountable. If you have maintained currency of knowledge in the subject matter of the additional 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 participate in the written examination. Also, the minor advisor may, but does not have to attend the oral qualifying examination.

Question: If my minor advisor participates in the written portion of my qualifying exam, does my minor advisor have to attend 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 the qualifying examination is taken?

Answer: The School of Public Health-Bloomington does not require that Ph.D. students be enrolled during the

semester or summer session during which the qualification examination is taken. However, there are various reasons why 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 eligibility 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, 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 assistant director of graduate degree administration of this situation when submitting the application so an explanation of the student's situation will be noted on the application. If the criteria are not met by the exam date, the student will not be allowed to take the exam.

Enrollment after the Qualifying Examination and Off-Campus Enrollment

After passing the qualifying examinations, a doctoral student must enroll each semester for dissertation or research credit at the regular fee until graduation. If the required number of dissertation credits is reached before the dissertation is completed, the candidate must continue to enroll for dissertation or research credits or SPH-G 901 (a 6 credit hour course with a flat \$150 fee).

Enrollment during summer sessions is not required unless the degree is to be awarded during a summer session. Candidates must be enrolled during the semester (including summer) during which the degree is awarded.

Notes about SPH-G 901: SPH-G 901 is not offered during the summer sessions. Registration in SPH-G 901 is restricted to six semesters.

Off-Campus Enrollment

Doctoral candidates who are off campus and wish to enroll must contact the graduate recorder in the School of Public Health - Bloomington records office, room 123, for registration authorization. Students will be billed by the bursar for the appropriate tuition and fees.

Final Dissertation Defense

The student defends the dissertation in a meeting with the student's research committee. It is a public meeting, open to students and faculty. The student should confer with the research committee chair regarding expectations. The dissertation defense may not take place less than six months following University Graduate School approval of the candidate's Nomination of Research Committee for the Ph.D. Degree Form.

Complete the following steps in preparation for the dissertation defense meeting:

1. **Select a meeting date and time.** - The doctoral candidate and the research committee agree on a date and time for the student's dissertation defense meeting.

2. **Student completes and submits an SPH Dissertation Defense Eligibility Verification Form.** - The form is available at this link: <https://one.iu.edu/task/iub/current-sph-students>. This form must be submitted to the graduate recorder in the School of Public Health - Bloomington records office in SPH 123 a minimum of forty (40) calendar 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 detailed instructions for submitting the PhD Defense Announcement eDoc, found within the University Graduate School Task Center, located at this link: <https://one.iu.edu/collection/iub/university-graduate-school>
4. **Student completes the PhD Defense Announcement eDoc with the University Graduate School.** - 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. The form may be found within the University Graduate School Task Center, located at this link: <https://one.iu.edu/collection/iub/university-graduate-school>. The student must complete, save, and submit this eDoc. A successfully submitted eDoc 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 PhD Defense Announcement eDoc, an announcement of the student's dissertation defense meeting will be posted on the website of the University Graduate School.
6. **Student submits a draft of the dissertation to the research committee.** - At least four weeks before the defense meeting date, the student must submit a draft of the dissertation to the committee to examine before the final defense meeting takes place.

The time frames for submission of the defense meeting request and announcement are enforced to ensure that the defense announcement is posted well in advance of the defense meeting date. This is a University Graduate School requirement. Failure to meet these deadlines will delay the scheduling of the final defense meeting.

Following the defense meeting, the research committee chair will report the outcome to the School of Public Health - Bloomington Recorder. The chair will also assign a letter grade to the dissertation credits on the student's transcript.

Frequently Asked Questions:

Question: Am I required to be enrolled when I defend my dissertation?

Answer: No. The School of Public Health - Bloomington does not require a doctoral student to be enrolled during the semester or summer session in which the dissertation is defended. However, all doctoral students must be enrolled in the semester or summer session during which they graduate.

Question: I have successfully defended my dissertation. How will I receive a grade for my dissertation credit hours?

Answer: Once you have successfully defended your dissertation, your research committee chair should change the grade from "R" to the grade you earned in your dissertation for the number of dissertation credits listed on your course prescription. These grade changes may be made by the chair of your research committee via the e-Grade Change system, provided the research committee chair was the instructor of record for the dissertation courses and sections in which the student registered. If the chair of your committee was not listed as instructor of record, he or she may report the grade to the School of Public Health - Bloomington graduate recorder, who will then report the grade via the e-Grade Change system. Grades will be reported during the normal final grade reporting period for semesters or summer sessions still in progress.

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 <https://research.iu.edu/compliance/human-subjects/index.html>

If human subjects are to be used in research, an approved clearance form for the use of human subjects must be obtained and submitted as part of the process of nomination of the students research committee members. The research proposal meeting may take place either before or after human subjects clearance has been obtained.

Frequently Asked Questions:

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 <https://research.iu.edu/compliance/human-subjects/index.html> and follow the directions to obtain approval for your use of human subjects.

Doctoral Students

- Doctoral Degrees Offered
- Doctoral Degree Progress Sequence
- Prerequisites
- Doctoral Advisory Committee
- Transfer of Credit
- Revalidation of Courses
- Course Prescription Requirements

- Research Skill/Foreign Language Requirement
- Major, Minor, and Dissertation Course Requirements
- Course Prescription Stipulations
- Doctoral Qualifying Examination Procedures
- Enrollment after the Qualifying Examination and Off-Campus Enrollment
- Admission to Candidacy
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- Dissertation Research Committee
- Dissertation
- Dissertation Proposal
- Dissertation Completion Within Seven Years
- Application for Graduation
- Final Dissertation Defense
- Dissertation Submission and Publication

Major, Minor, and Dissertation Course Requirements

Requirements for this degree are prescribed by each individual student's faculty advisory committee. Requirements include: a minimum of 90 credits beyond the bachelor's degree; a minimum 3.0 cumulative GPA for graduation; and a minimum grade of C in each course used for the degree.

Prerequisites and/or Required Courses

All students in the Ph.D. in Environmental Health degree, the Ph.D in Epidemiology Degree, and the Ph.D. in Health Behavior degree, are required to complete the following two requirements:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students should complete the Public Health Foundations online course prior to registering for their first semester courses. **Exception: this requirement is waived for students with a prior MPH degree from a CEPH accredited program or school.** Complete details and registration information for this course can be found at the following Website: <https://expand.iu.edu/browse/publichealth/courses/foundationalknowledgepublichealth>.*
- SPH-E 651, Epidemiology (3 cr.), or its equivalent.

All students in the Ph.D. in Leisure Behavior degree, and Ph.D. in Human Performance degrees in Biomechanics, Exercise Physiology, Motor Learning/Control, and Sport Management, are required to complete the following requirement:

- **Public Health Foundations Requirement (0 credits)** *All School of Public Health graduate students should complete the Public Health Foundations online course prior to registering for their first semester courses. **Exception: this requirement is waived for students with a prior MPH degree from a CEPH accredited program or school.** Complete details and registration information for this course can be found at the following Website: <https://expand.iu.edu/browse/publichealth/courses/foundationalknowledgepublichealth>.*

Degree Requirements (90 credits minimum)

- **Research Skills (9 - 13 credits)** For all School of Public Health-Bloomington Ph.D. degree programs except Epidemiology, a minimum of 9 credits are required of coursework providing skills necessary to conduct research. Advanced courses in biostatistics are commonly prescribed. The Ph.D. degree in Epidemiology requires a minimum of 13 credits of research skill courses. Research skill credits count toward the 90 credits for the degree. Courses counted in this area require a minimum grade of B.
- **Major Area of Study (30 credits minimum)** A minimum of 30 credits in the major area of study. These courses must be taken within the School of Public Health. Courses transferred from previous graduate work outside the School of Public Health, if within the major area of study, can be used to fulfill the major areas of study requirement, contingent upon the advisory committee's approval.
- **Minor Area of Study (9 credits minimum)** A minimum of 9 credits of coursework in a designated area outside the department in which the major is being pursued.
- **Electives (0 to 28 credits)** Elective credits may range between 0 and 28. An optional second minor may be included in the elective credit hours.
- **Dissertation (20 – 30 credits)**

Prerequisites

Although most applicants for the Ph.D. generally have backgrounds in appropriately related fields, the possession of degrees in these fields is not a prerequisite to admission. It should be recognized, however, that applicants with deficiencies in academic backgrounds will be required to take specific courses as prerequisites (or corequisites) to degree course work. Deficiencies in academic background will be diagnosed by the doctoral advisory committee and remedial course work prescribed. In general, such remedial work cannot be counted toward the credit hours required for the degree.

The Ph.D. majors in epidemiology, environmental health, and health behavior require the completion of a masters or other graduate degree. Students in these programs will be required to submit proof of completion of a masters or other graduate degree prior to being approved to participate in the doctoral qualifying exam.

Research Skill/Foreign Language Requirement

A candidate for the Ph.D. degree must complete one of two research skill options. A minimum grade of B (3.0) must be obtained in each course used in meeting this requirement. Credits earned in meeting research skill requirements may be counted in the total of 90 credits required for the course prescription.

- *Option I* Appropriate research skill courses such as those described below, typically totaling 9 credit hours. Possibilities under this option include:
 1. Advanced statistics courses, typically SPH-Q 502, SPH-Q 601, and SPH-Q 602.
 2. Engineering (mandatory for biomechanics): one course in each of statics, dynamics, and mechanics of materials. These courses should have the content of standard theoretical courses in engineering. Acceptance of equivalent courses requires support

of the student's advisor and approval of the associate dean for graduate studies.

3. Other appropriate research skills that have been endorsed by the doctoral advisory committee and approved by the associate dean for graduate studies. Some examples of other appropriate skill areas are computer science, mathematics, and electronic techniques in physics.
 - *Option II* Reading proficiency in the selected foreign language and at least 5 credit hours from the research skill courses described below. Possibilities under this option include:
 1. Advanced statistics courses (6 credits). Students typically select two courses from SPH-Q 502, SPH-Q 601, and SPH-Q 602.
 2. Other appropriate research skills that have been endorsed by the doctoral advisory committee and approved by the executive associate dean. Some examples of other appropriate skill areas are computer science, mathematics, and electronic techniques in physics.
 3. Reading proficiency in a foreign language. Reading proficiency in a foreign language is normally established in one of three ways: A.) By achieving an appropriate score on an examination administered on the Bloomington campus by the respective language department. Students should contact the language department for details. B.) By completing, with a grade of B (3.0) or better, the reading course _492 (e.g., FRIT-F 492 for French, GER-G 492 for German). Students may register for the first course in the sequence, _491, to prepare for _492. Those who feel they have sufficient preparation may register for _492, though they should consult the language advisor first. C.) By receiving, in the cases of Catalan, French, German, Italian, Portuguese, Russian, or Spanish, a grade of B (3.0) or better in a literature or civilization course at Indiana University, numbered 300 or higher (exclusive of individual readings and correspondence courses) in which the reading is done in the foreign language.

International students will not be permitted to use their primary languages in meeting this requirement. Such students may, however, elect to present English proficiency as the foreign language, which requires a minimum TOEFL score of 550 on the paper-based test, or 213 on the computer-based test, or 80 on the Internet-based test. In addition, verification in English proficiency must be obtained from the Indiana University Center for English Language Training, Memorial Hall 330, (812) 855-6457. A special form requesting this action must be obtained from the School of Public Health - Bloomington records office, room 123.

Additional research skill requirements for students completing the Ph.D. degree in Epidemiology

In addition to the research skill requirement described above, students completing the Ph.D. degree in Epidemiology must also complete three credits of SPH-E 794 Doctoral Seminar in Epidemiology and one credit of SPH-E 894 Doctoral Competency Evaluation.

Frequently Asked Questions:

Question: I completed SPH-Q 501 Introduction to Statistics in Public Health. May I use this course as three of the nine required research skill course credits?

Answer: No, SPH-Q 501 is an entry-level statistics, and as such, it does not qualify as an acceptable research skill course. In fact, SPH-Q 501 does not count anywhere on a doctoral student's course prescription.

Question: I completed SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation. May I use this course as three of the nine required research skill course credits?

Answer: No, SPH-X 590 is not an acceptable research skill course. However, it may be used in the major, minor, or elective portions of doctoral students required course work if a student's advisory committee determines that it belongs there.

Question: I meet the criteria for the research skill option II. Does this mean I only need to take two statistics courses?

Answer: No, it simply means that you only need two statistics courses in your research skills area. If your advisory committee decides that you need additional statistics courses in preparation for your dissertation project, they will be prescribed as part of your electives or possibly a minor.

Revalidation of Courses

For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.

Transfer of Credit

With the approval of a doctoral student's advisory committee chair and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington doctoral degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to the School of Public Health - Bloomington records office, room 123, for evaluation and final approval of the executive associate dean. This form may be found online at <https://one.iu.edu/task/iub/current-sph-students>

Stipulations for transferability are as follows:

- Up to a third of a graduate degree credit hours with the approval of graduate advisor, Director of Graduate Studies, Executive Associate Dean, and Dean of the Graduate School may be transferred from other institutions for application to a doctoral degree; however, courses already counted toward the requirements for one advanced (doctoral or equivalent) degree will not be counted toward requirements for another degree at the same level, and cannot be transferred.
- A maximum of 30 credit hours of graduate work may be transferred from other institutions for application to a doctoral degree.
- For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.
- A minimum grade of B is required in each course to be transferred. A course with a grade of B- may not be transferred for use in a graduate degree.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Credit used in another doctoral degree may only be used in a student's research tool skills and in the student's first doctoral minor. Such credit may not be used in the major, second doctoral minor, or elective course area. This is a University Graduate School rule. It applies to Ph.D. degrees as well as other doctoral degrees including the Doctor of Jurisprudence degree.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must secure the appropriate forms from the School of Public Health - Bloomington Records Office, SPH 123, before registering for such courses.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington

is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: I wish to transfer courses from my master's degree for use in my Ph.D. degree here at IU. May I do this?

Answer: Yes, if your academic advisor agrees, and the School of Public Health - Bloomington Records Office has an official transcript showing the course work to be transferred, you may transfer in up to 30 credits from another institution as long as that credit will not be older than 7 years when you pass the qualifying examination.

Question: I wish to transfer courses from my doctoral degree for use in my Ph.D. degree here at IU. May I do this?

Answer: No, courses which are part of another completed doctoral or terminal degree, including a J.D. degree, may not be used as transfer credits towards a new Ph.D. degree.

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.

Graduate Non-degree Enrollment

The School of Public Health-Bloomington welcomes non-degree graduate students to select and complete courses related to their academic fields of interest. The faculty does, however, reserve the right to limit enrollment in courses, required for our degrees, to students who have been admitted to those programs. Furthermore, **no more than 9 credits, taken as a non-degree graduate student, before formal admission to a School of Public Health-Bloomington graduate-level program, may be used to satisfy requirements for a School of Public Health-Bloomington graduate-level degree.**

Non-degree graduate students, who intend to earn a School of Public Health-Bloomington graduate-level degree, are strongly encouraged to meet with a designated faculty advisor for the desired degree program. This faculty member should be from the department in which the selected course resides.

Non-degree graduate students, who want to take only School of Public Health online classes may become registered by completing SOPHAS Express application. Non-degree students should contact Nelda Montemayor at nmontema@indiana.edu for SOPHAS express.

Non-degree graduate students, who want to take classroom-based classes on the Bloomington campus may pursue registration by visiting <http://graduate.indiana.edu/admissions/non-degree.shtml>.

Academic Integrity

Indiana University may discipline a student for academic misconduct, which is defined as any activity which tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to: cheating, fabrication, plagiarism, interference, violation of course rules, facilitating academic dishonesty.

Frequently Asked Questions:

Question: What happens if I get caught cheating?

Answer: If you are caught cheating, your course instructor is obligated to report the incident to the Dean of Students. Academic sanctions vary according to the type of offense.

Question: Will I be penalized if I assist a cheater?

Answer: Yes. Participation in the incident constitutes academic dishonesty.

Question: How do I avoid plagiarism?

Answer: Many composition assignments require students to use reference materials written by others. It is important, when using references to avoid copying text unless you attribute it to the author with a footnote. Instructors commonly use turnitin.com to check student submissions for plagiarism. Students may use this service to check their text prior to submission.

Advising and Registration

Each student will be assigned an academic advisor. The program of each candidate must be planned cooperatively by the student and the advisor, taking into account the student's educational background and objectives. All phases of the student's program are subject to the

approval of the advisor. All graduate students are required to meet with their advisor before registering for classes each term. During each of these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded by the advisor either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in SPH 123, or the form may be downloaded online at <https://one.iu.edu/task/iub/current-sph-students>. (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.

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 receive their degrees from the School of Public Health-Bloomington, and must therefore apply for graduation online at <https://www.indiana.edu/~hperweb/academics/graduation.php>.

Ph.D. degree students receive their degrees from the University Graduate School, and must therefore visit <http://graduate.indiana.edu/academics-research/graduation.shtml>, and scroll down to the section for "Ph.D. Students" to view instructions regarding completion steps for the degree, including the application to participate in the Commencement Ceremony.

Master's degrees are conferred in May, June, July, and December. Ph.D. degrees are conferred every month. Graduation commencement ceremonies take place in May and December. Students graduating between January and August may attend the May ceremony. Students graduating between September and December may attend the December ceremony.

Frequently Asked Questions:

Question: How do I make sure my name will appear in the University's graduation commencement program?

Answer: To make sure your name appears in the University's graduation commencement program, you should complete and submit the application for graduation at least six months before your desired graduation date. The university creates the program for each graduation commencement ceremony. For the May graduation commencement program, February 25th is the last day on which a student's name may be added to the commencement program. For the December graduation commencement program, May 1st is the last day on which a student's name may be added to the commencement program.

Question: I am a graduate student planning to complete the requirements for my degree in the near future, but not planning to attend the graduation commencement ceremony. Do I still need to apply to graduate?

Answer: Yes. All graduate degree-seeking students must apply for graduation, whether or not they are planning to attend the University's graduation commencement program. The graduation application is the only means of letting the graduate recorder know the student plans to complete the degree. This cues the recorder to audit a student's progress toward satisfaction of all degree requirements for a specific degree certification date. If you do not tell the recorder when you want to graduate, nothing happens.

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 <https://ois.iu.edu/visas/student-visas/index.html>

Employment

Persons who are employed full time should carry only 5 to 6 credit hours of graduate course work per semester. Those employed half time should not take more than 9 credit hours. The maximum credit load for associate instructors, research assistants, and graduate assistants depends on the number of credit hours indicated in the work assignment notice sent at the time of the appointment.

Full-Time Study

Graduate students are considered to be enrolled full-time with a minimum of 8 credits. Graduate students with an assistantship are considered to be enrolled full-time with a minimum of 6 credits. To have an assistantship, graduate students must be enrolled in a minimum of 6 credits. Individual student loan sources must be contacted to determine the minimum number and type of credits in which students must be enrolled to defer student loan repayment.

Frequently asked Question:

Question: I only have one 3-credit class to complete next semester for my degree, but I have an assistantship and I want to keep that job. Do I have to enroll in extra credits that I don't need just to be able to keep my assistantship?

Answer: Yes, unless the Office of Student Financial Assistance (OSFA) will agree to accept a letter, explaining your situation. If the OSFA accepts a letter of explanation, it is possible that they may waive this requirement and allow you to keep your assistantship with fewer than six credits of enrollment. The letter of explanation must come from the School of Public Health - Bloomington Dean's Office. The administrative secretary for academic affairs usually types such letters.

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 <https://one.iu.edu/task/iub/current-sph-students>. The student's academic advisor must complete and sign the form, which is submitted to the School of

Public Health - Bloomington graduate recorder in SPH 123.

A request for an exception or waiver for a non-course requirement or academic policy must come in the form of a memo addressed to the executive associate dean. The memo must be sent by the student's academic advisor. This memo should be sent by email or campus mail to the School of Public Health - Bloomington graduate recorder in SPH 123.

The chair of a doctoral student's advisory committee may request course substitutions for up to nine credits of courses required on the student's course prescription form. The Course Substitution Request Form may be used for this purpose. If the number of requested, credits to be substituted exceeds nine credits, the full advisory committee must provide approval signatures on a form requesting substituted credits in excess of nine. The form for this purpose is entitled, Amendment to Doctoral Course Prescription Request Form. This form is also online at <https://one.iu.edu/task/iub/current-sph-students>.

Frequently Asked Questions:

Question: If I have already completed a course which is equivalent to a required course, can I substitute that course for the required course?

Answer: Yes, as long as your academic advisor agrees that the course to be substituted satisfies the requirement. In such a case, complete the online substitution form and have your advisor sign it. Then deliver it the School of Public Health - Bloomington graduate recorder in SPH 123.

Question: If I have secured a position at another institution, can exceptions to timelines and deadlines be considered?

Answer: The student's academic advisor should send an email message to the graduate recorder. The message should explain the situation and specifically request the exception. It should be noted that exceptions will only be considered if the circumstances interfering with adherence to the policy are beyond the student's control.

Question: I have everything ready for my graduate student meeting (course prescription/proposal/defense). I do not understand why I have to wait a few weeks to have my meeting. Can I have it sooner?

Answer: No. The advance notice is required for several reasons. Students must become aware of the required lead-time for each kind of meeting and request meetings accordingly.

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 exception:

- 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.

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://researchcompliance.iu.edu/hso/index.html>.

Grade Appeal

The following procedures exist for a student who believes that a grade earned in a School of Public Health-Bloomington course is unfair:

- The student must first attempt to resolve the dispute with the course instructor of record.
- If a resolution cannot be reached between the student and instructor, the student then must complete and submit a formal appeal to the department which offers the course, using the Grade Appeal Application Form. The Grade Appeal Application Form may be found at: <https://one.iu.edu/task/iub/current-sph-students>. In addition, all supporting documentation must be included with the form. This packet must be submitted to the departmental office, addressed to the authority who deals with departmental grade appeals. The departmental addresses and grade-appeal authority in each department are as follows:
 - Applied Health Science (PH 116) – Assistant Chair
 - Environmental Health (PH C033)– Director of Undergraduate Education
 - Epidemiology and Biostatistics (PH C036) – Assistant Chair
 - Kinesiology (PH 112) – Director of Undergraduate Education
 - Health & Wellness Design (PH 133) – Associate Chair for Instruction and Undergraduate Studies
- The formal complaint will be considered by the departmental authority within fourteen (14) working days, during which time departmental authority may request additional information from both the student and instructor. The departmental authority will serve as a mediator between the student and instructor.
- If the issue is not resolved to the student's satisfaction, the student may appeal the outcome to the School of Public Health Academic Fairness Committee. This request is to be made in writing and submitted to the Office of the Executive Associate Dean of the School of Public Health (PH 111), addressed to the Academic Fairness Committee.

- The Academic Fairness Committee will study the documentation and conduct a hearing on the case within fourteen (14) days, at which time, both the student and instructor will be present. The decision of the committee will be the determination of the case at the school level.

Appeals of grades should be made as soon as possible after the end of the semester. Requests for consideration of an appeal must occur within one calendar year from the end of the term in which the course was taken. Requests after this time limit will not be considered.

Grade of Incomplete

A grade of I (Incomplete) is given only when the work of the course is substantially completed and when the student's work is of passing quality. The student's instructor determines the requirements and time frame for completion of the course.

The maximum time allowed by the university for completion of the course is one year from the date on which the grade of I was recorded. Only upon appeal to the executive associate dean is an extension of an incomplete possible. If the student fails to remove the incomplete within the time allowed, the Office of the Registrar will change the grade from an I to an F.

Students should not register for a course in which they have a previous grade of I. Instead the student must work with the original course instructor to complete the work, at which time the instructor changes the grade of I to the grade the student earns.

Once a student has graduated, an incomplete may remain on the official record.

These regulations do not apply to research and reading courses in which completion of the course work is not necessarily required at the end of the semester. Incomplete work in these courses will be denoted by a grade of R (deferred grade). A grade of R (Deferred) indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms.

Grades and Academic Standing

Grades

Quality points are assigned for purposes of determining the cumulative grade point average (GPA) as follows: A+ or A = 4 credit points; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0. No points are assigned for grades of I (Incomplete), S (Satisfactory), P (Pass), or W (Withdrawal).

Minimum Required Grades

Courses with grades below C do not count toward degree requirements for doctoral degrees or master's degrees. However, all grades earned in courses taken for graduate credit are included in the calculation of the grade point average.

Course Repeat

In the event that a student earns a course grade which does not satisfy degree program requirements, the student shall be permitted to repeat the same course. All course attempts will be counted towards the student's

GPA. There may be cases in which the faculty advisor determines that a course should not be repeated for a second time (such as student-faculty conflict); such cases will be managed on an individual basis.

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.

Graduate (All Students)

- Academic Integrity
- Advising and Registration
- Course Load Requirements for Employment, SEVIS, and Full-Time Study
- Exceptions to Academic Policies and Requirements
- Grades and Academic Standing
- Grade Appeal
- Grade of Incomplete
- Graduate-Level Credit
- Graduate Non-degree Enrollment
- 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
- Revalidation of Courses
- Schedule Adjustment: Withdrawal from Courses
- Teacher Certification
- Time Limitations and Academic Deadlines
- Transfer of Credit

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.

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 <https://one.iu.edu/task/iub/current-sph-students>. Students must carefully follow the directions on these forms. Paper copies of these forms are available in SPH 123.

Residence Requirement

Residence is defined as full-time pursuit of academic course work on the Bloomington campus. In meeting residence requirements, students are expected to be on campus in regular contact with faculty and fellow graduate students during the specified time period. A full-time schedule is normally considered to consist of 12 to 15 credit hours of course work. For full-time graduate assistants, research assistants, and associate instructors, 6 credit hours constitute a full-time course load.

A period of full-time residence is not required for students in master's degree programs. However, master's degree students must take a minimum of 25-30 of the required 35-47 credit hours at Indiana University. Doctoral students must be enrolled for a minimum of two consecutive semesters of full-time course work on the Bloomington campus.

Restrictions on Independent Study

Students whose cumulative GPA is lower than 3.0 are not permitted to register for the following independent study research and readings courses, internships and practicums:

- Applied Health Science: SPH-B 691, SPH-B 692, SPH-B 696, SPH-B 784, SPH-B 794, SPH-F 597, SPH-F 691, SPH-F 692, SPH-F 696, SPH-F 697, SPH-H 653, SPH-H 681, SPH-H 682, SPH-H 685, SPH-H 696, SPH-H 697, SPH-H 750, SPH-H 764, SPH-H 791, SPH-H 792, SPH-N 691, SPH-N 692, SPH-P 696, SPH-S 691, SPH-S 692, SPH-S 695, SPH-S 697, SPH-S 784, SPH-S 794
- Environmental Health: SPH-V 691, SPH-V 692, SPH-V 696
- Epidemiology and Biostatistics: SPH-E 691, SPH-E 692, SPH-E 696, SPH-Q 696
- Kinesiology: SPH-A 695, SPH-K 607, SPH-K 691, SPH-K 693, SPH-K 695, SPH-K 696, SPH-K 697, SPH-K 791, SPH-K 792, SPH-M 677, SPH-M 687
- Recreation, Park, and Tourism Studies: SPH-R 691, SPH-R 693, SPH-R 697, SPH-R 791, SPH-R 792

Revalidation of Courses

Master's Degree Course Revalidation

Course work completed more than seven years before the starting date of student's master's degree program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through

work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.

Ph.D. Degree Course Revalidation

For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless the student has remained current in the course subject matter. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.

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 in classes must occur within one year from the first day of classes of the term for the applicant initially applied. Applicants who surpass the one year maximum must reapply if admission is desired.
- **Maximum Time Span Between Initial Enrollment and Master's Degree Completion** All requirements for a master's degree must be completed within six calendar years after initial enrollment in course work.
- **Maximum Time Span Between Initial Registration and Completion of All Courses and the Qualifying Examination** A student registered in a doctoral program must satisfactorily complete all course work and the qualifying examination within five years after the date of initial registration.
- **Maximum Time Span Between Passing the Qualifying the Examination and Dissertation Submission** The time limit for completion of the doctoral dissertation (including the dissertation defense and submission of the dissertation) is seven years from the date of passing the qualifying examination. Requalifying for candidacy is required if the dissertation is not completed within the seven-year period. Failure to meet this requirement will result in the termination of candidacy and of the

student's enrollment in the degree program. Any student whose candidacy lapses will be required to apply for reinstatement before further work toward the degree may be formally done. (See also the section of this bulletin titled "Dissertation Completion Within Seven Years.")

- **Minimum Time Span Between Passing the Qualifying Exam and Degree Conferral** The date on which a student's Ph.D. degree is awarded must be at least eight months after the passing date of the qualifying examination.
- **Minimum Time Span Between Research Committee Approval and Dissertation Defense** A Ph.D. candidate may not defend the dissertation until at least six months have passed following University Graduate School approval of the membership of the student's research committee. Items which must be submitted together to request approval include: a completed form entitled, Nomination of Research Committee for the Ph.D.; an research project abstract; and a signed form indicating approval for any use of human or animal subjects.
- **Minimum Time Span Between Applying for Graduation and Degree Conferral** At least six months before the expected date of graduation, candidates for master's degrees must file an Application for Graduation at the following link: <https://publichealth.indiana.edu/student-portal/graduation/index.html> .
Ph.D. Conferral

For doctoral students, submission to the University Graduate School of the copies of the completed dissertation and abstract as described under Submission of the Dissertation constitutes an application for conferral of the Ph.D. degree.

Doctoral students are reminded:

- The 30-day announcement deadline prior to the defense of the dissertation and the 30-day deadline prior to degree conferral are non-overlapping time periods.
 - Research committees frequently require revisions and corrections after the defense of the dissertation. These revisions must be made before the dissertation is ready for submission to the University Graduate School.
 - 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 submit their initial dissertation (and any formatting edits requested by the University Graduate School) by the appointed deadlines on the [University Graduate School website](#). They must also submit a [PhD Commencement Participation Application](#) with the University Graduate School by the appointed due date, announced annually for each commencement ceremony.

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 July, but I wish to attend the graduation, commencement ceremony in May, what do I do?

Answer: Apply for July graduation, but attend the May graduation commencement ceremony. All students graduating between January and August are invited to participate in the May graduation commencement ceremony. All students graduating between September and December may participate in the December graduation commencement ceremony. Just be sure to apply six months before your expected graduation date.

Transfer of Credit

With the approval of a graduate student's academic advisor and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington graduate degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to SPH 123, for evaluation and final approval of the executive associate dean. This form may be found online at <https://one.iu.edu/task/iub/current-sph-students> . Stipulations for transferability are as follows:

- Up to a third of a graduate degree credit hours with the approval of graduate advisor, Director of Graduate Studies, and Executive Associate Dean may be transferred from other institutions for application to a master's degree.

- Up to a third of a graduate degree credit hours with the approval of graduate advisor, Director of Graduate Studies, Executive Associate Dean, and Dean of the Graduate School may be transferred from other institutions for application to a doctoral degree; however, courses already counted toward the requirements for one advanced (doctoral or equivalent) degree will not be counted toward requirements for another degree at the same level, and cannot be transferred.
- For School of Public Health master's degrees, course work completed more than seven years before the starting date of student's program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.
- Not more than 30 credit hours from other approved graduate institutions may be accepted toward the requirements for the Ph.D. The acceptance and distribution of the transferred credit are determined by the student's advisory committee at the time of the formal course prescription meeting and must be approved by the executive associate dean.
- For Ph.D. degrees, course work completed more than seven years before successful completion of the qualifying examination is not applicable to the program unless it has been satisfactorily updated. The graduate advisor, after consultation with the advisory committee, may recommend to the executive associate dean that a maximum of 30 credit hours of course work taken before the seven-year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; or (e) publishing scholarly research demonstrating fundamental principles of the course. Each course for which consideration for revalidation is being requested should be justified separately.
- No doctoral coursework from any completed doctoral or terminal degree may be transferred into any part of the PhD degree. A student could transfer coursework from another institution which was taken under a doctoral degree program, so long as that doctoral degree was never conferred.
- A minimum GPA of 3.0 on a 4.0 scale must have been earned for the work to be transferable.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must secure the appropriate forms from the School of Public Health - Bloomington records office, SPH 123, before registering for such courses.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: Is coursework taken at an IU campus, other than the Bloomington campus, considered to be transfer coursework?

Answer: No, Indiana University coursework completed at any IU regional campus or in another school on the IU Bloomington campus is not considered to be transfer coursework. However, usage of credits from another IU degree is subject to approval of the executive associate dean.

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.

Graduation: Degree Application

At least six months before the expected date of graduation, candidates for Master's degrees must complete and submit an application to graduate at <https://publichealth.indiana.edu/student-portal/graduation/index.html>. When submitted, this application is received by the School of Public Health-Bloomington Records Office. The School will not be responsible for the degree certification of Master's degree students who fail to meet this requirement.

MAY GRADUATION CEREMONY: Students who will complete degree requirements in May, June, or July, may participate in the May graduation ceremony, which takes place shortly after the spring semester ends. These students are strongly encouraged to complete and submit the application to graduate by October 1 of the previous year. October 1 is the priority date which guarantees efficient processing of the application. February 25 is the last day on which names may be included in the May graduation ceremony commencement program.

DECEMBER GRADUATION CEREMONY: Students who will complete degree requirements in December, may participate in the December graduation ceremony, which takes place shortly after the fall semester ends. These students are strongly encouraged to complete and submit the application to graduate by May 1 of the same year.

May 1 is the priority date which guarantees efficient processing of the application. October 1st is the last day on which names may be included in the December graduation ceremony commencement program.

Master's Degree Students

- Graduation: Degree Application
- Joint Master's Degree
- Master's Degree – Double Major
- Minimum Master's Degree Requirements
- Revalidation of Courses
- Time Limitations
- Transfer of Credit

Joint Master's Degrees

To be eligible to earn two master's degrees, the student must be formally admitted by both departments. All requirements for each degree must be met. If the student decides to complete a thesis, the thesis committee shall include two faculty members from the department where the thesis is being completed and one faculty member from the department awarding the other degree.

The student must complete a minimum of 20 credit hours from each department where the degrees will be awarded and must have a minimum of 55 credit hours combined

for the two degrees. In many cases it will be possible to use courses taken in one major as part of the other major, especially when the same course is required in both departments, and courses taken in one department may serve as electives for the other degree when it is obvious that a close relationship exists. However, such courses may be counted only once for credit.

In all cases, the academic advisor must recommend the use of course work from the second degree, and this use must be approved by the executive associate dean.

Master's Degree - Double Major

A student, in the School of Public Health, may complete two majors (areas of emphasis) under one Master's degree with the following stipulations:

- All published degree requirements for both majors must be completed.
- A minimum of 44 credits, which count toward the degree, must be completed for any Master's degree with a double major.
- A minimum of 12 credits of unique course work must be completed for each of the majors, and may not overlap.
- A single course, which is required by both majors, may count toward completion of both majors. However, such a course counts only once for credit.
- Double major combinations must either both be online-only majors, or both be classroom-based majors. Students should consult the Executive Associate Dean to discuss the possibility of an exception to this portion of the policy if interested in a double major in which one major is online-only and the other major is classroom-based.
- Permissible MPH degree double majors, and their specific requirements are listed in this bulletin. Students are welcomed to consult with MPH degree advisors to obtain information about any additional desired combinations.

Minimum Master's Degree Requirements

Applicants often apply for admission to Master's degree programs, and are admitted, before the requirements for the Bachelor's degree are completed. However, before a student may earn a Master's degree through the School of Public Health-Bloomington, an official transcript, displaying the student's Bachelor's degree must be sent from the degree institution to the SPH Records Office, Room 123.

For a Master of Science degree, students are required to successfully complete a minimum of 30 graduate-level credit hours, at least 20 credit hours of which must be in the major department (applied health science, kinesiology, or recreation, park, and tourism studies). Many Master of Science degree programs require more than the minimum 30 credit hours. The Master of Public Health degree requires a minimum of 44 graduate-level credits. This section contains a description of each master's degree program.

For students choosing to write a thesis, 5 credits are awarded for completion of a thesis. These credits count toward the minimum 30 credit hours required for the degree. However, while thesis credits are awarded in the form of departmental courses, thesis students must

complete 20 other credit hours in the major department in order to satisfy the minimum major requirement.

In pursuing a master's degree, students may select one of the options listed in their major department. School of Public Health - Bloomington courses required to fill the requirements for a given option will be counted toward the total 20 credit hours required in the major field. Even though a course from a discipline outside of the school may be required in a given option, it cannot be counted toward the total 20 credit hours required in the major field. Wherever a choice between two courses is permitted in meeting option requirements, the alternative not chosen may be used as an elective. All electives used to meet degree requirements must be approved by the advisor.

A maximum of 6 credit hours in independent study, readings, and research courses (not including internships) may be used to meet master's degree requirements unless special permission is obtained from the executive associate dean. A student must have at least a 3.0 GPA to enroll in independent study courses.

Revalidation of Courses

Course work completed more than seven years before the starting date of student's master's degree program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.

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 at the following link:

<https://publichealth.indiana.edu/student-portal/graduation/index.html>. The Application for Graduation Form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. 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 July, but I wish to attend the graduation, commencement ceremony in May, what do I do?

Answer: Apply for July graduation, but attend the May graduation commencement ceremony. All students graduating between January and August are invited to participate in the May graduation commencement ceremony. All students graduating between September and December may participate in the December graduation commencement ceremony. Just be sure to apply six months before your expected graduation date.

Transfer of Credit

With the approval of a graduate student's academic advisor and the executive associate dean, graduate-level academic credit from another institution may be transferred for use in a School of Public Health - Bloomington master's degree. An official transcript from the registrar's office of the academic institution where the course work was completed must be on file in the School of Public Health - Bloomington records office. A copy of this transcript should accompany the request through its approval stages. A student's academic advisor must submit a Request for Transfer of Graduate Credit Form to SPH Room 123, for evaluation and final approval of the executive associate dean. This form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. Stipulations for transferability are as follows:

- Up to a third of a graduate degree credit hours with the approval of graduate advisor and Director of Graduate Studies may be transferred from other institutions for application to a master's degree.

- A minimum grade of B is required in each course to be transferred. A course with a grade of B- may not be transferred for use in a graduate degree.
- Grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation from the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale.
- No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.
- Any graduate course work to be taken at another institution for the purpose of transfer to an Indiana University program must be approved in advance by the advisor and the executive associate dean.
- A student wishing to enroll in degree-related course work at any other Indiana University campus must secure the appropriate forms from the School of Public Health - Bloomington records office, SPH Room 123, before registering for such courses.
- For all School of Public Health - Bloomington master's degrees, course work completed more than seven years before the starting date of student's program-entry semester may not be used to satisfy the program's course requirements unless the student has remained current in the course subject matter. The student's graduate advisor may recommend to the executive associate dean that course work taken before the seven year time limit be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by such accomplishments as: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; (d) teaching a comparable course; (e) publishing scholarly research demonstrating fundamental principles of the course; or (f) demonstrating currency of course subject matter through work experience within seven years of matriculation. Each course for which consideration for revalidation is being requested should be justified separately in a document presented to the executive associate dean for approval.
- The cumulative grade point average (GPA) for students in the School of Public Health-Bloomington is calculated, using only Indiana University graded course work. Credits and grades in work transferred from other institutions are not used in the calculation of a student's Indiana University GPA.

Frequently Asked Questions:

Question: Is coursework taken at an IU campus, other than the Bloomington campus, considered to be transfer coursework?

Answer: No, Indiana University coursework completed at any IU regional campus or in another school on the IU Bloomington campus is not considered to be transfer coursework. However, usage of credits from another IU degree is subject to approval of the executive associate dean.

Question: I would like to transfer credit hours to my master's degree program from an academic institution that

is on the quarter-hour system; how do those hours equate to IU's semester-hour system?

Answer: A quarter-hour equates to .6667, or two thirds of a semester-hour; example: a 3 credit-hour course completed at an institution that is on the quarter-hour system would transfer into IU as 2 semester credit-hours.

Question: I have a graduate level course from 8 years ago. Will it count in my current master's degree program?

Answer: Probably not. No course more than seven years old when you started at IU Bloomington in your current master's degree program will count toward credit for that degree unless your academic advisor submits a request to have it revalidated. That will only happen if your advisor wants it counted, and if you have remained current in the course subject matter. Please read the rule above to learn the ways you can demonstrate currency of knowledge in an old course.

Application for Graduation

At least six months before the expected date of graduation, candidates for Master's degrees must complete and submit an application to graduate at <https://www.indiana.edu/~hperweb/academics/graduation.php>. When submitted, this application is received by the School of Public Health-Bloomington Records Office. The School will not be responsible for the degree certification of Master's degree students who fail to meet this requirement.

MAY GRADUATION CEREMONY: Students who will complete degree requirements, and submit all required thesis materials to the director of degree administration in May, June, or July, may participate in the May graduation ceremony, which takes place shortly after the spring semester ends. These students are strongly encouraged to complete and submit the application to graduate by October 1 of the previous year. October 1 is the priority date which guarantees efficient processing of the application. February 25 is the last day on which names may be included in the May graduation ceremony commencement program.

DECEMBER GRADUATION CEREMONY: Students who will complete degree requirements, and submit all required thesis materials to the director of degree administration in December, may participate in the December graduation ceremony, which takes place shortly after the fall semester ends. These students are strongly encouraged to complete and submit the application to graduate by May 1 of the same year. May 1 is the priority date which guarantees efficient processing of the application. September 25th is the last day on which names may be included in the December graduation ceremony commencement program.

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 late September 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.

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

Final Thesis Defense

The student defends the master's thesis in a meeting with the student's master's thesis committee. It is a public meeting, open to students and faculty. The student should confer with the thesis committee chair regarding expectations.

Complete the following steps to arrange the meeting:

1. If human subjects were used in the research, a copy of an approved clearance form for the use of human subjects must be in student's academic file in the School of Public Health - Bloomington records office. Submission of this form was required prior to the thesis proposal meeting. If the student's thesis proposal meeting resulted in changes to the research project, necessitating re-evaluation of the use of human subjects, an amended, approved, clearance form must be in the student's file before the defense may be scheduled.
2. The student and the master's thesis committee agree on a date and time for the student's final defense meeting.
3. At least five weeks in advance of the proposed meeting date, the student must complete and submit an Application to Schedule a Thesis Defense Meeting Form. This form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. The completed form must be submitted to the administrative secretary for academic affairs in SPH 123. Following verification that the student's file contains an approved Human Subjects Approval Form, the secretary will reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

Following the defense meeting, the master's thesis committee chair will report the outcome to the School of Public Health - Bloomington recorder. The chair will also

assign a letter grade to the thesis credits on the student's transcript.

Frequently Asked Questions:

Question: I have the results of my thesis research and I have my conclusions. How do I get my thesis committee to attest that I am finished?

Answer: Defend your thesis in front of your thesis committee at a formal thesis defense meeting.

Question: How do I arrange this meeting?

Answer: Arrange the meeting date and time with members of your thesis committee. At least 40 calendar days before the defense date, submit an Application to Schedule a Thesis Defense Meeting Form to the administrative secretary for academic affairs in SPH room 123. The secretary will arrange a room and notify you and your committee with all the details.

Question: Am I required to be enrolled when I defend my master's thesis?

Answer: The School of Public Health - Bloomington does not require that master's students be enrolled during the semester or summer session for which they are defending their master's thesis. However, there are various reasons a student may need to be registered; i.e. assistantship awards, scholarships, insurance, compliance with SEVIS (for international students only), etc. Students should evaluate their individual situation and contact the appropriate source(s) to determine if enrollment is required.

Question: I have successfully defended my master's thesis. How do I receive a grade for my master's thesis credit hours?

Answer: Once you have successfully defended your master's thesis, master's thesis credit hours with a grade of "R", may be changed to a letter grade by the chair of your master's thesis committee via the e-Grade Change system in the SIS, provided the thesis committee chair was the instructor of record for the thesis course and section in which the student registered. If the chair of your committee was not listed as instructor of record, he or she may report the grade to the School of Public Health - Bloomington graduate recorder, who will then report the grade via the e-Grade Change system. Grades will be reported during the normal final grade reporting period for semesters or summer sessions still in progress.

Question: I am an international student who has enrolled in all coursework, including the required number of master's thesis credits for my master's degree program. I have not yet completed the requirements for my master's thesis, what course do I enroll in now so that I meet SEVIS regulations and may remain in this country to finish my thesis?

Answer: International master's thesis students who have already registered for the number of thesis credits required by their master's degree program, and have not completed requirements for the thesis, may enroll in SPH-G 599 Thesis Research. This course carries no credit, but satisfies the enrollment requirement for international students to remain in compliance with SEVIS regulations. SPH-G 599 is not offered during the summer term.

Formation of a Thesis Committee

When a student is admitted to the thesis option, a member of the graduate faculty will be appointed to serve as the

student's advisor and as the chair of the master's thesis committee. This committee consists of the chair and at least two other Indiana University graduate faculty members. The chair of the committee must be a graduate faculty member in the department in which the student's degree is being pursued. While students often wish to have a member of the committee from an institution other than Indiana University, such an individual may serve only as a consultant for the committee, but not as one of the three required members. Information regarding the eligibility of faculty members to serve on the master's thesis committee is available on the University Graduate School Roster of Graduate Faculty at <https://graduate.indiana.edu/faculty-staff/membership.html>. A Nomination of Master's Thesis Committee Form, approved by the members, must be submitted to the Records Office.

The form may be found online at <https://one.iu.edu/task/iub/current-sph-students>. The research proposal meeting may not be scheduled before the executive associate dean approves the submitted Master's Thesis Committee Form. The chair/advisor will guide all phases of the thesis development. After the thesis topic has been identified, the student must prepare a detailed outline of the research proposal. The outline must then be submitted to the committee for approval. The committee is also responsible for the evaluation of the completed thesis.

Frequently Asked Questions:

Question: How many people need to be on my thesis committee?

Answer: The master's thesis committee is made up of a minimum of three faculty members.

Question: What are the qualifications for faculty on a thesis committee?

Answer: All thesis committee members, including the chair, must have Indiana University graduate faculty status. While doctoral committee chairs must have a special endorsement to chair those 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 the University Graduate School Roster of Graduate Faculty at <https://graduate.indiana.edu/faculty-staff/membership.html>. The PDF document on this website may be searched by pressing CTRL+F and searching for the name of the 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 (CV) in combination with the

Nomination of Master's Thesis Committee Form to the Assistant Director of Graduate Degree Programs (via email to aloop@iu.edu). This consultant faculty member will be subject to the 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 <https://research.iu.edu/compliance/human-subjects/index.html>

If human subjects are to be used in research, an approved clearance form for the use of human subjects must be obtained and a copy must be submitted to the School of Public Health - Bloomington records office, SPH 123, before the student may begin data collection.

Frequently Asked Questions:

Question: My research project is qualitative, and will not involve use of human or animal subjects. Do I need to submit a copy of an approved human subjects form?

Answer: No.

Question: My research project will involve a collection of data from human or animal subjects. How do I obtain approval for my project?

Answer: Visit <https://research.iu.edu/compliance/human-subjects/index.html> and follow the directions to obtain approval for your use of human subjects. When you have a signed Human Subjects Approval Form, please submit a copy of that form to the School of Public Health - Bloomington records office in SPH Room 123.

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

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 their thesis by submitting a copy to the

assistant director of graduate degree administration, and requesting that the access to the thesis is limited.

In this case, a copy of the thesis must be sent to the assistant director of graduate degree administration at SPH by emailing aloop@iu.edu. Under this option, access to a printed, bound copy will be managed by the School of Public Health-Bloomington Library.

Open access submission is the far more popular choice among graduate students due to the expense of having bound copies made, and a willingness by most students to share the results of their research with others.

Students who wish to allow open access may submit their thesis materials directly to IU Scholarworks.

Steps to Open Access Thesis Submission:

1. The student must successfully defend their Master's Thesis, and the thesis must be in its final form approved by the student's thesis committee before submission.
2. Once the assistant director of graduate degree administration (at aloop@iu.edu) has been notified via the Internal Report Form that the student has passed their Thesis Defense, and that the student's committee has confirmed to the student that the thesis is ready to be submitted, the student may initiate the online form at IU Scholarworks to submit their thesis.
3. The student must follow the formatting guidelines from the University Graduate School: <https://graduate.indiana.edu/thesis-dissertation/formatting/masters.html>
The student should not submit their thesis via ProQuest, and use this link only as a guideline for formatting.
4. The student must submit their Master's Thesis using the form at this link: <https://openscholarship.indiana.edu/etd-form>.

This form contains an upload link for files under 2MB. If the file is larger than 2MB, IU Scholarworks asks the student to share the file via cloud storage with a link provided in the form. IU ScholarWorks then checks the Thesis for consistency with cataloging and University Graduate School standards. The student will receive an email confirmation from IU ScholarWorks once their thesis has been accepted. 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, July, 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.

Steps to Limited-Access Thesis Submission:

1. The student must follow the formatting guidelines from the University Graduate School: <https://graduate.indiana.edu/thesis-dissertation/formatting/masters.html>. The student **should not** submit their thesis via ProQuest, and use this link **only** as a guideline for formatting.
2. The student must send the Word document of the Thesis to the assistant director of graduate degree administration at aloop@iu.edu. This document must

be proof-read and acceptable to both the student and the student's master's thesis committee chair. No handwritten signatures may be included in this document.

A signed acceptance page with the signatures of the members of the thesis committee is required to confirm that the committee members have viewed and accepted the final draft of the thesis which the student is submitting.

The acceptance signed by the thesis committee members may be completed in person and scanned, or it may be signed using verified, electronic signatures in Adobe Acrobat, and then attached as a separate PDF file, to the same email message to which the thesis document is attached.

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, July, 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.

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: <https://research.iu.edu/compliance/human-subjects/index.html>. 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. 10 Days 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 at <https://one.iu.edu/task/iub/current-sph-students>.
3. The Assistant Director of Graduate Degree Programs in PH 123 will verify that the student's Nomination of Master's Thesis Committee Form has been approved and submitted. They will then reserve a meeting room. Confirmation of the meeting date, time, and location will be communicated to the student and the committee members via email.

During the first portion of the proposal meeting, the student formally presents the research proposal in an open forum. Committee members and visitors have the opportunity to ask questions. Visitors leave after the formal presentation. The remaining time is determined by the student's research committee.

Frequently Asked Questions:

Question: How do I make sure I am on the right track with the research project I choose?

Answer: Present your research proposal to your thesis committee at a formal thesis proposal meeting. At this meeting, your committee will help you finalize your plans before you move forward.

Absences

Confirmed illness is usually the only acceptable excuse for absence from class. A student who misses a final examination and who has a passing grade up to that time is given a temporary grade of "I" for incomplete if the instructor has reason to believe the absence was beyond the student's control. The Office of the Dean of Students reviews excuses for absences from final examinations and notifies instructors of its decisions.

Academic Dismissal

Students will be dismissed from the School of Public Health - Bloomington when, in the judgment of the Scholarship and Probation Committee, they have ceased to make academic progress toward their degrees. Students who fail to attain a minimum grade point average of 2.0 in any two semesters and who have a cumulative grade point average below 2.0 will be

dismissed automatically. (Note that these students will have been placed on probation at some point before their dismissal.)

A student who has been dismissed will be prevented from enrolling for classes through the School of Public Health - Bloomington for at least one full semester. During this absence, a student may submit a petition to the committee for readmission.

Academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules, or facilitating academic dishonesty) may also result in a student's dismissal from the school. Consult the "Policy on Academic Misconduct" in the Code of Student Rights, Responsibilities, and Conduct for information about these policies and procedures. (The policy is reproduced in the Enrollment and Student Academic Information Bulletin.)

Academic Probation

Students are placed on academic probation for the semester following the one in which they failed to earn a C (2.0) average. Students remain on probation as long as they fall below a C average in a given semester or if their cumulative grade point average drops below 2.0.

Academic Standing

Candidate for Bachelor's Degree in Good Standing

Students are considered to be candidates in good standing for an Indiana University bachelor's degree when:

- they have been officially admitted by the Office of Admissions.
- their academic grade point average is at or above 2.0 for the last semester's work.
- their cumulative grade point average is at least 2.0.

Consult other sections in this bulletin on the specific program of study for additional degree standards.

Class Standing

Class standing is based on the number of credit hours completed:

- Freshman: fewer than 30 cr.
- Sophomore: 30 to 59 cr.
- Junior: 60 to 89 cr.
- Senior: 90 or more cr.

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.

Admission

The admission process for each School of Public Health-Bloomington academic program is described on the individual program's page in this bulletin. Visit the undergraduate section of this bulletin, and choose the type of program. Then choose the individual, desired academic program. The desired program's page will include information about the admission process for that program.

Advising

Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, School of Public Health - Bloomington students are required to meet with their assigned School of Public Health - Bloomington academic advisors before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded by the advisor in the student information system's ADRX advising contacts system. After the prescribed semester schedule has been recorded by the student's advisor, the advisor will authorize the records office to provide clearance for the student to register for classes.

Online academic advisement reports and degree requirement tab sheets are two effective tools used by advisors and students to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at onestart.iu.edu. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, requirements for each degree program are outlined on degree requirement tab sheets, available online at the [degrees and majors](#) portion of the School of Public Health-Bloomington Website. The tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, suggested electives, and other information. These advising tools are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility. The program requirements in this bulletin are listed in the same order as found on the tab sheets.

Bachelor's Degree - Double Major

A student may decide to complete two majors within the same degree with a few exceptions. It is not possible for a student earning the Bachelor of Science in Kinesiology degree to have the following double major combinations:

- exercise science and health fitness specialist.
- human development and family studies and youth development.
- sport communication-broadcast and sport communication-print.
- sport marketing and management and sport communication-broadcast.
- sport marketing and management and sport communication-print.

The academic requirements are too similar between the majors in these combinations to allow the double major.

To earn a double major, all requirements for each program of study must be met. The student may use the same course to satisfy requirements in each major when that course is required in each degree program. However, such courses may only be used once for credit.

Course Load

An undergraduate student is expected to carry 12 to 18 credit hours of academic work per semester. The average

semester load is 15 credits. A minimum enrollment of 12 credits per semester is required for eligibility for the most common forms financial aid. The Office of the Registrar restricts undergraduate student enrollment to a maximum of 19 credits per semester. The maximum enrollment for an undergraduate student during the entire summer term is 20 credits.

Course Load for International Students Monitored by SEVIS

The U.S. Immigration and Naturalization Service (INS) has created the Student and Exchange Visitor Information System (SEVIS) to maintain current information on nonimmigrant students, exchange visitors, and their dependents (i.e., all those in the F or J visa status). Undergraduate students monitored by SEVIS must maintain full-time enrollment (at least 12 credit hours for undergraduates) during fall and spring semesters. For more information about SEVIS, please visit this site: <http://www.indiana.edu/~intlerv/>.

Degree Requirements: Credit Hours

School of Public Health - Bloomington academic programs have the following credit hour requirements:

- All baccalaureate degrees require a minimum of 120 credit hours for graduation.
- Undergraduate certificates require 24 credit hours.
- Undergraduate minor credit hour requirements range from 15 to 21 credit hours.

Dean's List Honors

A student, who earns a minimum 3.8 term grade point average (GPA) in at least 12 graded hours in a single semester, or in the entire summer term, receives the honor of being placed on the dean's list. Written notification is emailed to student's Indiana University email address. Students often note this honor on resumes and share this information with the editor of their home town newspapers.

Graduation: Degree Application

A candidate for graduation must complete and submit an application to graduate at <https://www.indiana.edu/~hperweb/academics/graduation.php>. When submitted, this application is received by the School of Public Health-Bloomington Records Office. The School will not be responsible for the degree certification of seniors who fail to meet this requirement.

MAY GRADUATION CEREMONY: Students who will complete degree requirements in May, June, or July, may participate in the May graduation ceremony, which takes place shortly after the spring semester ends. These students are strongly encouraged to complete and submit the application to graduate by October 1 of the previous year. October 1 is the priority date which guarantees efficient processing of the application. February 25 is the last day on which names may be included in the May graduation ceremony commencement program.

DECEMBER GRADUATION CEREMONY: Students who will complete degree requirements in December, may participate in the December graduation ceremony, which takes place shortly after the fall semester ends. These students are strongly encouraged to complete and submit the application to graduate by May 1 of the same year.

May 1 is the priority date which guarantees efficient

processing of the application. October 1st is the last day on which names may be included in the December graduation ceremony commencement program.

Question: I am a student planning to complete the requirements for my degree in the near future, but not planning to attend the graduation commencement ceremony. Do I still need to apply to graduate?

Answer: Yes. All degree-seeking students must apply for graduation, whether or not they are planning to attend the University's graduation commencement program. The graduation application is the only means of letting the School's Records Office know that you plan to complete the requirements for your degree. Your application cues the recorder to audit your progress toward completion of all degree requirements for a specific degree certification date. If you do not tell the recorder when you want to graduate, nothing happens.

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 Replacment Policy: Extended X

Extended X Policy: Policy and Procedure on Course Reenrollment and Recalculation of Student Grade Point Average

Any undergraduate student may retake a course for which he or she received a grade below A. Upon completion of the retaken course, the GPA for a student applying this option will be adjusted to exclude the grade for the replaced course. A student may exercise this option for no more than three courses, totaling no more than 10 credits. A student may use this option only once for a given course. A student must apply this option before the student's degree is certified.

The student must submit a completed, signed Extended X Request Form to the School of Public Health - Bloomington records office in SPH 123. Students are responsible for obtaining, completing, and submitting the extended X request form. Extended X grade replacements will not be processed unless the student submits the completed, signed form. Students admitted to the School of Public Health - Bloomington may obtain, complete, and submit an extended X form in the School of Public Health - Bloomington Records Office, SPH 123.

Additional Restrictions:

- The following grades cannot be replaced under this policy: S, P, W, I, R, and NC (no credit).
- A student may not replace a grade with a second grade of W, I, R, or NC.
- Topics courses are not eligible for replacement under this policy unless the retaken course is identical in content to the replaced course.
- A student may not request reversal after asking for and applying the GPA exclusion.

Grade Appeal

The following procedures exist for a student who believes that a grade earned in a School of Public Health-Bloomington course is unfair:

- The student must first attempt to resolve the dispute with the course instructor of record.
- If a resolution cannot be reached between the student and instructor, the student then must complete and submit a formal appeal to the department which offers the course, using the Grade Appeal Application Form. The Grade Appeal Application Form may be found at: <http://www.publichealth.indiana.edu/current-students/forms.shtml>. In addition, all supporting documentation must be included with the form. This packet must be submitted to the departmental office, addressed to the authority who deals with departmental grade appeals. The departmental addresses and grade-appeal authority in each department are as follows:
 - Applied Health Science (PH 116) – Director of Undergraduate Education
 - Environmental Health (PH C033)– Director of Undergraduate Education
 - Epidemiology and Biostatistics (PH C036) – Assistant Chair
 - Kinesiology (PH 112) – Director of Undergraduate Education
 - Recreation, Park, and Tourism Studies (PH 133) – Associate Chair for Instruction and Undergraduate Studies
- The formal complaint will be considered by the departmental authority within fourteen (14) working days, during which time departmental authority may request additional information from both the student and instructor. The departmental authority will serve as a mediator between the student and instructor.
- If the issue is not resolved to the student's satisfaction, the student may appeal the outcome to the School of Public Health Academic Fairness Committee. This request is to be made in writing and submitted to the Office of the Executive Associate Dean of the School of Public Health (PH 111), addressed to the Academic Fairness Committee.
- The Academic Fairness Committee will study the documentation and conduct a hearing on the case within fourteen (14) days, at which time, both the student and instructor will be present. The decision of the committee will be the determination of the case at the school level.

Appeals of grades should be made as soon as possible after the end of the semester. Requests for consideration of an appeal must occur within one calendar year from the

end of the term in which the course was taken. Requests after this time limit will not be considered.

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.

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.

Graduation with Honors

Outstanding students with a minimum of 60 graded credit hours from Indiana University are recognized upon graduation with the following designations: distinction, for those with cumulative GPAs of 3.5 to 3.74; high distinction, for those with GPAs of 3.75 to 3.89; and highest distinction, for those with GPAs of 3.9 to 4.0. These students will have their designations noted on their transcripts and diplomas. Additionally, special honors cords are provided to students to wear with their gowns at the graduation ceremony. Crimson cords indicate distinction. Cream cords indicate high distinction. Cream and crimson cords indicate highest distinction. Students will be notified and may pick up their honors cords in the School of Public Health - Bloomington records office, Room 123.

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://researchcompliance.iu.edu/hso/index.html>.

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.

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 BSPH in Community Health degree with a minor in public health.
- No student may earn a BSPH in Community Health degree with a minor in health studies.
- No student may earn a BSPH in Environmental Health degree with a minor in environmental health.
- No student may earn a BSPH in Environmental Health degree with a minor in public health.
- No student may earn a BSPH in Environmental Health degree with a minor in health studies.
- No student may earn a BSPH in Epidemiology degree with a minor in public health.
- No student may earn a BSPH in Epidemiology degree with a minor in health studies.
- No student may earn a BSPH in Fitness and Wellness degree with a minor in fitness instruction.
- No student may earn a BSPH in Fitness and Wellness degree with a minor in public health.
- No student may earn a BSPH in Fitness and Wellness degree with a minor in health studies.
- No student may earn a BSPH in Fitness and Wellness degree with a minor in exercise science.
- No student may earn a BSPH in Fitness and Wellness degree with a minor in kinesiology.
- 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 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.

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.

Grade of Incomplete

The grade of I is given only under circumstances beyond the student's control that prohibit completion of the course on time and when the work of the course is substantially completed and of passing quality. When an Incomplete is assigned, a record must be maintained in the office of the department in which the grade was given. The record will include a statement of the reason for recording the Incomplete and adequate guidance for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

To receive notification of a removal of Incomplete, the student must contact the instructor. A student must complete the course and the instructor must replace the Incomplete with a grade within one calendar year from the date of its recording. The dean, however, may authorize adjustment of this period in exceptional circumstances. If the student fails to remove the Incomplete within the time allowed, the dean will authorize the Office of the Registrar to change the grade to F. Both the student and the instructor will be notified of this change in grade.

If an instructor requests that the student retake the course to have an incomplete grade replaced with an actual grade, the student should **not** re-register for the course. In this case, the instructor who recorded the grade of I should replace it with the grade the student earns when the retaken course is completed.

Once a student has graduated, an incomplete grade may remain on the official record.

These regulations do not apply to research and reading courses in which completion of the course work is not necessarily required at the end of the semester. Incomplete work in these courses will be denoted by a grade of R (deferred grade). A grade of R (Deferred) indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms.

Undergraduate

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- Academic Probation
- Academic Standing
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- Advising
- Bachelor's Degree – Double Major
- Course Load

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- Degree Requirement Exceptions
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- Pass/Fail Option
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- Schedule Adjustment: Addition of Courses
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- Student Responsibilities
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Pass/Fail Option

A student may enroll in one course per semester or combined summer session under the Pass/Fail option. Only free electives may be taken Pass/Fail, unless otherwise stipulated by the specific degree requirements. It is the responsibility of the student to check the major or emphasis area to determine specific restrictions.

Decisions to take courses Pass/Fail must be processed with the Office of the Dean in the School of Public Health - Bloomington. Students should refer to the Enrollment and Student Academic Information Bulletin regarding Pass/Fail deadlines for a specific semester or summer session.

A grade of P is not counted in computing grade point averages, but a grade of F is counted. A grade of P may not be changed to any other letter grade.

Readmission

The School of Public Health - Bloomington is not obligated to readmit students who have been dismissed. Students who have been dismissed from the school for academic reasons are normally considered for reinstatement only after at least one regular (fall or spring) semester. To be considered for reinstatement, a student must submit a reinstatement application form, available from the School of Public Health - Bloomington records office, Room 123. Requests for readmission cannot be considered if the university has placed the records on hold for any reason, such as for outstanding fees. In considering a request for readmission, the committee will need to be convinced that the student now has sufficient aptitude to pursue the intended program of study. Students must also show signs of increasing maturity, increasing commitment to their education, and adequate financial resources without excessive employment.

In granting readmission, the committee may require special conditions, such as a 12 credit hour maximum enrollment per semester; regular tutoring sessions; participation in relevant professional organizations; or registration in writing, reading, and/or study skills courses.

Degree Requirement Exceptions

Under extraordinary circumstances, a degree requirement exception, such as a course substitution or waiver, may be made for an admitted School of Public Health - Bloomington student. To initiate a request for such an exception, the student's School of Public Health - Bloomington academic advisor must complete and sign a Course Substitution Request Form. The advisor or the student must then deliver the form to the records office, SPH 123. A final approval or denial decision will be made by the executive associate dean. A copy of the reviewed form with a decision will be sent to the initiating advisor for notification.

(Important note: Approved course substitution requests cannot be entered into a student's online academic advising report until the course to be used as a substitute for a required course is on the student's transcript with a grade that satisfies the original course requirement.)

If the substituting course is on the student's transcript with an appropriate grade, the student should monitor the degree progress report to make sure the requested academic exception has been made. If the substituting course is not yet on the student's transcript with an appropriate grade the student must check with the advisor to find out whether or not the course substitution request is approved.

Residence

A minimum of 30 of the last 60 credit hours of university work, which count toward a degree, must be completed in residence on the Bloomington campus of Indiana University.

Restrictions

Credit earned in courses below the 100 level cannot be applied toward a degree. Credit for SLST-T 101 and other SLST credit used for English language improvement may not count toward a degree. A maximum of 3 credit hours in EDUC-M 135 Self-Instruction in Art can be counted toward a degree.

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. Complete the application for a second undergraduate degree in the School of Public Health records office, room 123. If the entrance requirements for the major have been met, the School of Public Health - Bloomington records office will notify the applicant in an official admission letter.

Second Undergraduate School of Public Health - Bloomington Degree Regulations

- A student may earn two different Bachelor's degrees as long as at least 21 unique credits can

be identified, which the student must complete, in addition to one degree, to also earn the other degree.

- In the case of students who wish to earn two different Bachelor of Science in Public Health degrees, a separate professional experience must be completed for each degree
- If the first degree is from another college or university, the applicant must apply to Indiana University through the Office of Admissions.
- If the first degree is from an Indiana University campus other than Bloomington, the applicant must satisfy the School of Public Health 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.

Student Responsibilities

Students are responsible for planning their own programs and for meeting the degree requirements for graduation. For advice in fulfilling these requirements and in planning a course of study, students in the School of Public Health-Bloomington should regularly seek out academic counseling from their School of Public Health-Bloomington academic advisors. Although faculty and academic advisors will do their best to aid students, it is ultimately each student's responsibility to plan an appropriate academic course of study and to fulfill the various degree requirements. Familiarizing themselves with the contents of this Bulletin is a crucial first step that students can and should take to ensure familiarity with the opportunities available to and requirements expected of all students in the School of Public Health-Bloomington.

The online Academic Advisement Report (AAR) is another valuable resource that will help students to plan a course of study and monitor their progress toward a degree. It provides detailed information regarding both the various degree requirements that students have fulfilled and those that they still need to complete. Students who need clarification regarding any information on their AAR or any of the requirements for their degree program are urged to contact their academic advisor or the School of Public Health-Bloomington Recorder's Office (School of Public Health 123).

Finally, Indiana University reserves the right to change course offerings without notice. Students are responsible for consulting the online Schedule of Classes for the most up-to-date listing.

Time Limit for Bachelor's Degree Completion

A student who fails to complete a Bachelor of Science degree within eight years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. In such cases, the student should contact his or her academic advisor, or the School of Public Health - Bloomington records office, room 123. The

student's degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of reevaluation.

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.

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.

Courses

Applied Health Science

Behavioral, Social, and Community Health - SPH-B 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.

SPH-B 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.

SPH-B 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.

SPH-B 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 from Informatics, Nursing, and Kinesiology.

SPH-B 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.

SPH-B 350 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 for credit with different topic.

SPH-B 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.

SPH-B 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.

SPH-B 403 Public Health Program Planning (3 cr.)

Recommended prerequisite: SPH-B 366. 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. Students should have junior/senior status when beginning this course.

SPH-B 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.

SPH-B 491 Readings in Public Health Education

(1-3 cr.) 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. Instructor permission required. Repeatable for credit.

SPH-B 492 Research in Public Health Education

(1-3 cr.) 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. Instructor permission required. Only S/F grades given. Repeatable for credit.

SPH-B 496 Field Experience in Public Health Education (1-10 cr.) 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. Instructor permission required. Only S/F grades given. Repeatable for credit. Repeatable for credit.

SPH-B 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.

SPH-B 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.

SPH-B 516 Introduction to Health Counseling (3 cr.) Reviews recent developments in mental health; implications for public health and school health programs; roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues; and the development of health counseling as an evolving component of public health and medical care systems.

SPH-B 517 Workshop in Public Health (1-3 cr.) Interesting topics of relevance to individuals in public health are conducted in workshop fashion under the direction of faculty members. Emphasis on practical application, group involvement, and the use of resource personnel. Specific topics vary. Repeatable for credit.

SPH-B 518 The Nature of Addictive Disorders (3 cr.) Focus on understanding contemporary theories of addiction including behavioral, psychological, biological, physiological, social/cultural, and other approaches. Topics covered include addictions found in youth/adults (e.g., drugs, sex, eating, Internet, gambling, work). Upon completion, students will demonstrate knowledge of addiction theories and the factors underlying addictive behaviors.

SPH-B 529 Health and Disease Disparities in Diverse Communities (3 cr.) Cultural and socioeconomic factors, gender, age, and regional factors all affect disparities in the health status of certain U.S. populations. Students

evaluate research in social, behavioral, and health care use predictors of community health and develop strategies for public health, health service, policy, and other interventions for specific groups.

SPH-B 535 Contemporary Issues in Aging and Health (3 cr.) This online course examines aging issues and health inequalities among diverse populations, women's aging and health experiences, and the prospects for the aging baby boomer cohort. Graduate students evaluate the effectiveness of current public health programs and policies in meeting the needs of the rapidly growing diverse older adult population.

SPH-B 589 Theory & Conceptual Frameworks in Public Health (3 cr.) Theories, concepts, and models from individual, interpersonal, organizational, and social levels will be discussed with applications to health promotion and behavior change programs for diverse public health problems, populations, and settings.

SPH-B 602 Intervention Design in Public Health (3 cr.) Recommended prerequisites: SPH-B 589 and SPH-B 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.

SPH-B 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.

SPH-B 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.

SPH-B 630 Sexual and Reproductive Health Surveillance (3 cr.) In-depth orientation to the major methods and systems used for purposes of sexual and reproductive health surveillance, with a focus on the collection, analysis, and interpretation of data essential to planning, implementing, and evaluating efforts to promote sexual and reproductive health.

SPH-B 632 Sexual Health: Contemporary Discoveries and Controversies (3 cr.) This course involves in-depth explorations of research and conceptual frameworks in the field of sexual and reproductive health, with a focus on recent scientific discoveries, contemporary controversies, new technologies relevant to sexual and reproductive health, and relevant ethical issues in society.

SPH-B 634 Sexual Health Research and Evaluation: Methods and Approaches (3 cr.) Sexual health scientists ask a range of unique questions which require tailored methods and approaches to answer. Through

a combination of independent readings and interactive discussions, lectures and guest speakers, and student-led presentations, we will gain an understanding of the major elements of sexual health research, interventions, and practice.

SPH-B 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.

SPH-B 650 Seminar in Public Health (1-3 cr.) Contemporary topics in the area of public health are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-B 675 Practicum in Public Health (1-5 cr.) Students pursuing a graduate certificate in public health develop and apply knowledge and skills in appropriate professional settings. Practicum experiences must be approved in advance. Repeatable for credit

SPH-B 691 Readings in Public Health (1-5 cr.) 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. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-B 692 Research in Public Health (1-5 cr.) 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. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-B 696 M.P.H. Field Experience in Behavioral, Social, and Community Health (1-7 cr.) Public health skills are developed through professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Graded on S/F basis only. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-B 698 M.P.H. Culminating Experience in Behavioral, Social, and Community Health (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Behavioral, Social, and Community Health. Students must be in their final year of the MPH program to enroll in the Fall SPH-B 698 course. SPH-B 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-B 698 course requires successful completion (passing grade) of the Fall SPH-B 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-B 701 Advanced Health Behavior Theory for Research (3 cr.) Recommended prerequisites: SPH-B

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.

SPH-B 702 Advanced Evaluation Research in Public Health (3 cr.) P: Restricted to doctoral students. This course provides students with advanced knowledge of and skills in evaluation research in public health program, policies and interventions. Topics include logic models, research designs, measurement, data collection, and advanced statistical and economic evaluation methods. Instructor permission required.

SPH-B 703 Acquiring External Funds for Research (3 cr.) This course provides doctoral students with a basic understanding of how to apply for external funding for research. The final product is a grant proposal that students could use to apply for funding to support their work. This course is restricted to doctoral students. Instructor permission required.

SPH-B 784 Advanced Seminar in Public Health (1-3 cr.) Advanced topics in the area of public health are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. For students with advanced graduate student status. Repeatable for credit. Graduate GPA of at least 3.0 required.

SPH-B 794 Doctoral Seminar in Public Health (1-3 cr.) P: 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. Graduate GPA of at least 3.0 required.

Health Education - SPH-H

SPH-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.

SPH-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 virtually to prepare for skills test. Students may obtain American Red Cross certifications, including CPR/AED for the Professional Rescuer.

SPH-H 161 Cardiopulmonary Resuscitation for P-12 Teachers (1 cr.) Through online learning and in-person skills-testing students are eligible to obtain American Red Cross CPR certification needed to meet state teaching license requirements. For those students who have not taken or are currently enrolled in H160.

SPH-H 170 Health and Surviving the College Years (3 cr.) This course covers the health and wellness issues related to a student's transition from high school to college. It focuses on education and prevention issues

and includes the following topics: stress, sexuality, safety, substance use and abuse, fitness, nutrition, budgeting, and emotional health.

SPH-H 172 International Health and Social Issues

(3 cr.) Covers world health problems and efforts being made to achieve optimal health for all. Exposes students to health concerns of non-Western and nondominant cultures. Population dynamics, vital statistics, global disease patterns, and analysis of variations among nations will be considered in analyzing health status of people and communities around the world.

SPH-H 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.

SPH-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.

SPH-H 205 Introduction to Health Education (1 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.

SPH-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.

SPH-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.

SPH-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.

SPH-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.

SPH-H 305 Women's Health (3 cr.)

This course is designed to provide students with an opportunity to examine the relationship of women to health and health

care. Five dimensions of health: physical, mental, emotional, social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

SPH-H 306 Men's Health (3 cr.)

This course provides an overview of male health issues. Course topics include gender as a factor in men's health behavior and risks, the way men perceive and use their bodies, and men's psychological experience of health, wellness, and illness.

SPH-H 315 Consumer Health (3 cr.)

This course provides students with (1) a model for making informed consumer health related decisions; (2) current information involving consumer related topics, emphasizing necessity of current information for making informed decisions; (3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

SPH-H 318 Drug Use in American Society (3 cr.)

An interdisciplinary approach to the study of drug use in American society. The course will examine the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of the individuals.

SPH-H 319 Global Health Promotion (3 cr.)

This course examines the combination of behavioral, social, economic, and environmental factors that influence health and enables students to develop knowledge and skills they can use throughout their lives to protect and improve their own health, the health of their families, and health of communities in which they will live.

SPH-H 320 The Nature of Cancer (3 cr.)

This course deals mainly with primary and secondary prevention of cancer. Various topics include lifestyle and cancer, causes of cancer, types of cancer, methods of detecting cancer, methods of treating cancer, and public attitudes. Discusses economic and psychological problems involved with cancer.

SPH-H 326 AIDS and Other Sexually Transmitted

Diseases (3 cr.) An introductory, nontechnical examination of the biological, medical, social, psychological, and ethical aspects of acquired immunodeficiency syndrome (AIDS), HIV infection, and other sexually transmitted diseases.

SPH-H 330 Human Sexuality Education in Diverse

Settings (3 cr.) Recommended prerequisite: Minimum grade of B in SPH-F 255 Human Sexuality or equivalent. To prepare students to plan, implement, and evaluate human sexuality education in a variety of settings. Topics include exploring issues which impact human sexuality education in academic and community-based settings.

SPH-H 333 Strategies for Effective Peer Ed &

Advocacy (3 cr.) By employing a multidisciplinary approach, this course investigates theory and the standards of health promotion practices to train peer leaders. Education, experiential practice in skill building and self-reflection will provide foundational knowledge of the importance of healthy behaviors and provide self-efficacy to facilitate effective discussions and activities.

SPH-H 334 Heart Health and Diabetes (3 cr.)

Heart disease is the leading cause of death for both men and women. Examined are preventive individual lifestyle and public health intervention resources addressing knowledge

and skills related to risk factors of tobacco use, diet/obesity, physical inactivity, hypertension and diabetes.

SPH-H 345 Introduction to Causes and Prevention of Developmental Disabilities (3 cr.) Introductory evaluation of genetic (chromosomal, monogenic and polygenic) and acquired (environmental: drugs, alcohol, tobacco, infections, nutrition, obesity, fertility, teenage parents) causes of low birth weight and disabilities present at birth; special emphasis on early identification of high risk families and means available for prevention via education and intervention and correction.

SPH-H 350 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education. Repeatable for credit with different topic.

SPH-H 351 Complementary and Alternative Approaches to Health (3 cr.) This course discusses traditional health practices used as primary health care by 65 to 85 percent of the world's population. Discussion and activities will center on enhancing awareness of complementary and alternative practices such as acupressure, acupuncture, aromatherapy, biomagnetic applications, chiropractics, herbology/botanicals, homeopathy, meditation, and naturopathy.

SPH-H 352 Secondary School Health Curriculum and Strategies (3 cr.) P: SPH-H 205 with a minimum grade of C. C: Must take concurrently with SPH-H 353. Recommended prerequisite: Admission to the School of Education Teacher Education Program. Professional competencies for planning and implementing secondary school curricula based on assessed needs. Effective curriculum characteristics, content standards, instructional strategies, curriculum analysis, lesson and unit structures. Preparation of lesson and unit plans.

SPH-H 353 Field Observation (1 cr.) C: Must take concurrently with SPH-H 352. Observation and limited participation in a secondary school with a designated health teacher for a minimum of 20 clock hours. Students compile logs and summaries of their experiences.

SPH-H 385 Practicum in College Death Education (3 cr.) Examination of death education strategies and leading group discussions for SPH-H 220 Death and Dying. Instructor permission required.

SPH-H 395 Practicum in College Sex Education (3 cr.) Examination of sexuality education strategies and leading group discussions for SPH-F 255 Human Sexuality. Instructor permission required.

SPH-H 401 Emergency Medical Technician (3 cr.) P: SPH-H 160 C: Must take concurrently with SPH-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 SPH-H 404 and be at least 18 years of age.

SPH-H 403 Emergency Medical Technician Teaching Assistant (1-2 cr.) P: SPH-H 401. This course is directed toward the instruction of emergency medical technician skills. The student comes to class with EMT training and provides skills assistance to EMT students. Repeatable for credit.

SPH-H 404 Emergency Medical Technician Lab (1 cr.) C: SPH-H 401 The EMT Lab teaches skills necessary to care for patients in the prehospital setting. It includes automated defibrillation, airway adjuncts, oxygen delivery, managing wounds, and other procedures. Students complete evaluations under the instruction of certified EMTs. Meets the Department of Transportation and Public Safety Institute standards.

SPH-H 414 Health Education in Pre-K Grade 6 (3 cr.) Practical guidelines for developing health and safety education programs in Pre-K-Grade 6, including current child health problems, health content standards, critical topics in health instruction, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation.

SPH-H 418 The Nature of Addiction (3 cr.) Addresses contemporary theories of addiction including behavioral, psychological, biological, physiological, social/cultural, and other approaches. Examines addictions found among youth and adults including tobacco, alcohol, other drugs, sex, eating, Internet, gambling, and work. Upon completion, students will demonstrate knowledge of addiction theories and the factors underlying addictive behaviors.

SPH-H 445 Travel Study (1-10 cr.) 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. Permission of sponsor required.

SPH-H 452 Secondary School Health Instruction and Assessment (3 cr.) P: SPH-H 352 with grade of C or better. C: Must take concurrently with SPH-H 453. Professional competencies related to classroom management, managing controversy, assessment and course planning. Analysis and demonstration of proven curricula. Skill development in assessment tool development and curriculum planning.

SPH-H 453 Microteaching Lab for Health Education (1 cr.) C: SPH-P 452 Application of professional competencies through presentation of secondary-level lesson segments and complete lessons. Emphasis on use of active-learner teaching strategies. Student presentations are recorded and critiqued.

SPH-H 460 Practicum in First Aid Instruction (3 cr.) P: SPH-H 160. Students will learn instructional techniques for first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED). Students assist with SPH-H 160 labs and other teaching experiences. Completion of the course makes students eligible for American Heart Association Instructor authorization.

SPH-H 464 Coordinated School Health Programs (3 cr.) Focuses on the coordinated school health program (CSHP) model components, and coordination. Includes the relationship of CSHP to health and education policy. Emphasis on practical application of organizational principles and school health strategies for addressing current student and staff health issues.

SPH-H 481 Readings in Health and Safety (1-3 cr.) Planned readings in specialized areas of professional interest to be conducted under the direction of a member of the faculty. Readings proposal must be approved in

advance. Instructor permission required. Repeatable for credit.

SPH-H 482 Research in Health and Safety Education (1-3 cr.) Undergraduate research done in the field of health and safety under a faculty advisor in the department. Instructor permission required. Repeatable for credit.

SPH-H 494 Research and Evaluation Methods in Health and Safety (3 cr.) This course deals with general concepts and foundations of measurement, evaluation, and research. Additionally the course covers major methods and techniques of research and evaluation. Special emphasis is given to writing small research and grant proposals.

SPH-H 500 Foundation of Health Promotion and 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.

SPH-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.

SPH-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.

SPH-H 510 Organization of School Health Programs (3 cr.) Consideration of the coordinated school health program (CSHP) as a health promotion model that contributes to both health and education outcomes. Addresses the role and function of CSHP at the national, state, and local levels. Includes strategies for addressing child and adolescent health across multiple program components.

SPH-H 511 Advanced Emergency Care (3 cr.) Recommended prerequisite: SPH-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 SPH-H 160 labs. Students who complete the course become eligible for American Red Cross Instructor authorization.

SPH-H 512 Understanding the Medicated Student/Client (3 cr.) A nonmedical introduction for teachers, administrators, agency personnel, and others who work with children or adults on sustaining prescription medications. Examines how such medications affect the performance of students or clients. Additional topics include drug actions, interactions, indications, contraindications, and side effects.

SPH-H 514 Health Education Pedagogy in Pre-K and Elementary Years (3 cr.) Designed to assure that pre-service and in-service teachers acquire the knowledge and essential skills to implement effective health education curricula. Topics include: current child health problems, health content standards, effective teaching strategies, developmentally appropriate content, curriculum development, lesson and unit planning, evaluation, and integration of health topics into traditional subjects.

SPH-H 515 Human Sexuality Education in Schools (3 cr.) Competencies in human sexuality education are identified for teachers, administrators, nurses, and other school personnel. Specific activities include developing a comprehensive vocabulary in human sexuality education, establishing effective communication skills, and reviewing various educational techniques and materials relevant to the teaching of human sexuality.

SPH-H 518 Alcohol and Drug Education (3 cr.) Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issue are explored through lectures, group discussions, guest speakers, and audio-visual presentations. Discusses principles of teaching and counseling in drug education programs.

SPH-H 519 Contemporary Issues in Health Promotion (3 cr.) Surveys a variety of contemporary issues related to lifestyle and health behavior, including Centers for Disease Control and prevention priority health risks. Social, economic, and environmental factors that influence health promotion, such as poverty, social capital, and mass communication, etc., will also be discussed.

SPH-H 520 Death Education (3 cr.) Helps prepare educators and health-related personnel dealing with death education and/or dying and death in the work setting. Educational methodology and materials, helping/supportive strategies, and background content about death and dying.

SPH-H 521 Consumer Health (3 cr.) Consumer decision-making models, interpretation and assessment of available information related to consumer issues, and identification of consumer awareness and protection resources. Emphasis on the health educator's role in a consumer-based society.

SPH-H 522 Promoting Women's Health (3 cr.) Examines the relationships of women to health and health care, with attention to health concerns unique to women and common to both sexes throughout the life span. Emphasizes current information related to women's health issues and the health educator's role in women's health.

SPH-H 524 Gerontology: Multidisciplinary Perspectives (3 cr.) An overview of areas in the study of aging, focusing on health, psychological aspects, and policy issues. Includes theoretical approaches to aging and current research in these areas. In-depth literature reviews provide focus and enhanced knowledge of chosen areas.

SPH-H 526 AIDS and Other Sexually Transmitted Diseases (3 cr.) In-depth examination of the health and social impact of AIDS and sexually transmitted diseases in

the United States and worldwide, with particular attention to theoretical models of individual prevention behavior.

SPH-H 528 Issues in Substance Abuse (3 cr.) Various drugs including alcohol, sedative-hypnotics; narcotic-analgesics; cocaine; xanthenes; cannabis; hallucinogens; and over-the-counter, prescription, and other substances causing health problems in our culture are identified and discussed. Emphasis on history, symptoms of use and abuse, and the role of the health educator in prevention and referral.

SPH-H 530 International Health (3 cr.) Major trends and issues related to international health, including health care systems, nutrition, family planning, distribution and nature of communicable and chronic diseases, and preventive measures in selected countries. Special emphasis on problems that can be prevented through health education programs.

SPH-H 533 Strategies for Effective Peer Ed & Advocacy (3 cr.) This course is designed for graduate students interested in planning, implementing, and evaluating health promotion as well as advocacy efforts across a variety of health topics. This course provides a safe, educational environment to facilitate learning, reflection, discussion, and skill building necessary to explore, engage and advocate for a healthier campus environment.

SPH-H 550 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 for credit with different topic.

SPH-H 552 Instructional Planning for Health Promotion Settings (3 cr.) Planning for implementation of innovative approaches to health instruction in diverse practice settings. Learners acquire skills for conceptualizing and targeting instruction; specifying instructional objectives; planning lessons and units; utilizing effective instructional methods; selecting instructional materials; and evaluating teaching effectiveness.

SPH-H 555 Issues in Human Sexuality and Health (3 cr.) Issues, problems, and scientific concepts of human sexual expression in contemporary society, with particular attention to their relationships to individual health and the development of a healthy sexuality.

SPH-H 562 Health Program Evaluation (3 cr.) Identifies relevant evaluation concepts, measures, models, and techniques. Presents utilization-focused strategies for communicating program theory, involving relevant stakeholders, analyzing data, and reporting results. Students wishing to enroll in this course should have a previous program planning course or experience, and permission of the student's advisor.

SPH-H 585 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 SPH-H 220 Death and Dying.

SPH-H 595 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 SPH-F 255 Human Sexuality.

SPH-H 599 Master's Thesis (1-5 cr.) Before registering for thesis credits, each student must obtain school-approval of the student's master's thesis committee membership. Repeatable for credit.

SPH-H 601 Curriculum Development for School and College Health (3 cr.) Recommended prerequisite: SPH-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.

SPH-H 610 Professional Applications in Health Education (3 cr.) Recommended prerequisite: SPH-H 552. Learners acquire or enhance the skills and knowledge needed to implement public health education programs in diverse settings. Students will build skills for applied settings needed to fund, conceptualize, design, deliver, and evaluate programs consistent with health education concepts.

SPH-H 623 School Health Program Management (3 cr.) Recommended prerequisite: SPH-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.

SPH-H 633 Advanced Instructional Methods in Sexual and Reproductive Health Education (3 cr.) Recommended prerequisite: SPH-H 350. Students develop pedagogical competencies aligned with professional standards, and encompassing emerging technologies and applications, required to deliver sexual and reproductive health education to diverse populations. Intended for prospective and practicing educators and health care workers for, and in, public health settings, including primary and secondary schools.

SPH-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.

SPH-H 645 Travel Study (3 cr.) 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. Before registering for this course, students must obtain the permission of the sponsor. Only S/F grades given.

SPH-H 650 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 for credit with different topic.

SPH-H 653 Practicum in School Health Management (3 cr.) Culminating practical management experiences are completed in appropriate school settings under direction of a faculty member. Seminars are held periodically throughout the practicum. Practicum experiences must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Evaluation is on an S/F basis only.

SPH-H 661 Legal Issues in Public Health (3 cr.) Role of constitution, legislatures, agencies, courts, and public in shaping public health policy. Includes Constitutional authority, limits on governmental intervention, tensions between protecting society's interests and preserving individual rights, reading legal documents, recognizing legal issues, communicating with attorneys, and strategies to increase public understanding and influence on laws affecting health.

SPH-H 662 Acquiring & Managing External Funds for Health and Human Services (3 cr.) Develop skills to acquire and manage external funds for health and human services research and development in academic, public-, not-for-profit, and private-sector agencies, including establishing a research or development career trajectory; identifying sources of funds in areas of interest; preparing a proposal and budget for funding; and managing funded projects.

SPH-H 664 Public Health Approaches to Substance Abuse Prevention for Adolescents and Young Adults (3 cr.) Promotes understanding of best practices in substance use prevention through exploration of background, structure, and preventive processes. An array of topical elements in planning, assessing, and evaluating are covered with particular study of U.S. and Indiana alcohol, tobacco, and other drug use prevalence and trends.

SPH-H 665 Substance Abuse Treatment for Adolescents and Young Adults in the Context of Public Health (3 cr.) Investigation of effective and current evidence-based practices in treating substance abuse and related co-occurring disorders. Includes screening procedures and coordination with relevant governmental agencies.

SPH-H 667 History of Public Health Approaches to Addiction Treatment and Recovery for Adolescents and Young Adults (3 cr.) Explanation of personal, family, and societal dynamics and effects resulting from addiction. The focus will be on prevention and treatment programs that addresses family and community system changes using the social ecological model. Includes Analysis of Treatment and Recovery Research will be included throughout the course.

SPH-H 668 Motivational Interviewing (3 cr.) Overview of Motivational Interviewing (MI), an evidence-based counseling strategy for promoting behavior change using MI conversations targeting behaviors such as smoking, alcohol and other drug use, physical activity, obesity, risky sexual behavior, and injury and violence. Course

includes MI integration into Internet, mobile and phone-based interventions for multiple health behaviors.

SPH-H 670 Introduction to Co-Occurring Substance Use and Mental Health Disorders for Public Health Professionals (3 cr.) Introduces research on the nature of co-occurring health disorders with focus on the nature of co-occurring substance use and mental health disorders utilizing epidemiological resources and clinical literature. Topics include etiology, prevalence, and risk factors; sociocultural and historical influences; diagnosis and treatment; and national policy and practice.

SPH-H 681 Readings in Health Education (1-5 cr.) 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. Reading proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-H 682 Research in Health Education (1-5 cr.) Research projects are conducted under the direction of a member of the graduate teaching faculty. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-H 685 Practicum in Health (1-10 cr.) Practical learning experiences are completed in appropriate professional settings under the direction of a faculty member. Seminars are held periodically throughout the practicum. Practicum experiences must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Evaluation is on an S/F basis only. Repeatable for up to 10 credits.

SPH-H 696 M.P.H. Field Experience in Professional Health Education (1-7 cr.) Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Field experiences must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Graded on S/F basis only.

SPH-H 697 Internships in Health Promotion (3 cr.) 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. Internship experiences must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-H 698 M.P.H. Culminating Experience in Professional Health Education (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Professional Health Education. Students must be in their final year of the MPH program to enroll in the Fall SPH-H 698 course. SPH-H 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-H 698 course requires successful completion (passing grade) of the Fall SPH-H 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-H 710 Pedagogy in Health Behavior (3 cr.)

Provides doctoral students with knowledge required to think critically about teaching practice and enhance pedagogical skills. Rooted in the scholarship of teaching and learning, will help students prepare for teaching, feel more comfortable in the classroom, and utilize pedagogical best practices in a supportive environment.

SPH-H 750 Advanced Seminar in Health Behavior (1-3 cr.)

Advanced topics in the area of health behavior are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic. For students with advanced graduate student status. Graduate GPA of at least 3.0 required.

SPH-H 764 Doctoral Seminar in Health Education (1-3 cr.)

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. Graduate GPA of at least 3.0 required. Only S/F grades given.

SPH-H 791 Readings in Health Behavior (1-10 cr.)

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. Reading proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable up to 10 credits.

SPH-H 792 Research in Health Behavior (1-10 cr.)

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. Project proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for up to 10 credits.

SPH-H 799 Ph.D. Dissertation (1-30 cr.) Repeatable for credit.

Human Development and Family Studies - SPH-F**SPH-F 150 Introduction to Life Span 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.

SPH-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.

SPH-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.

SPH-F 258 Marriage and Family Interaction (3 cr.) Basic personal and social factors influencing

the achievement of satisfying marriage and family experiences.

SPH-F 330 Leadership Theory and Practice in Youth Development (3 cr.)

Youth professionals work in a wide variety of public, private, and non-profit agencies. Students will engage in an examination of organizational leadership theory and research. This knowledge will then be utilized as students engage in case projects that are initiated from real-world leadership challenges occurring in community youth-serving agencies.

SPH-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.

SPH-F 345 Parent-Child Relations (3 cr.)

Explores issues associated with parenting and addresses the reciprocal processes and interdependencies among parents, children, and their multiple environments.

SPH-F 346 Human Development I—Conception through Early Childhood (3 cr.)

P: SPH-F 150. Examination of prenatal, infant, preschool development; physical, cognitive, and social-emotional characteristics of development.

SPH-F 347 Human Development II—Middle Childhood through Adolescence (3 cr.)

P: SPH-F 150. Examines human development during the school years, or middle childhood, through adolescence. Addresses major concepts and issues concerning development, in the physical, cognitive, psychological, and social domains.

SPH-F 348 Human Development III—Early, Mid, and Late Adulthood (3 cr.)

P: SPH-F 150. An examination of the development of adults as a dynamic process that continues throughout life, in the social, psychological, cultural, and biological realms. It emphasizes developmental reciprocity between adults and their multiple environments.

SPH-F 350 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.

SPH-F 355 Leading Family Process Discussion Groups (3 cr.)

P: P: SPH-F 258 with B or higher. This course is intended to give students an opportunity, under supervision, to lead a discussion group in family process. Students will guide small group discussion on a variety of family-related topics and assist with various administrative tasks related to that discussion. Repeatable once for credit.

SPH-F 370 Family Health and the Media (3 cr.)

P: P: SPH-F 258. Course explores the relationship between media and family mental, social, and cultural health dynamics. A diversity of family depictions will be addressed. Media explored will include, but not be limited to, film, television, Internet, video games, and popular music.

SPH-F 410 The Science of Positive Youth Development (3 cr.)

P: SPH-F 150. Positive Youth Development (PYD) focuses on improving competence, confidence, character, connection, and caring among

youth. Students will learn the origins of PYD, how its principles are applied in the development of youth focused programs, and review research on how PYD impacts youth.

SPH-F 417 African American and Latino Families (3 cr.) P: SPH-F 150; SPH-F 258. Enacts a strength-based approach in the examination of African American and Latino family structure in a socio-historical context with emphasis on cultural resiliency. Current statistics, scholarly literature, and American media segments will be used to illustrate aspects of cultural perception.

SPH-F 430 Professional Preparation in Human Development and Family Studies (3 cr.) P: Open only to HDFS and Youth Development majors. Exploration of professional roles and career opportunities in HDFS. Addresses necessary skills and information related to the search for employment and/or graduate school. Recommended: prerequisite or corequisite: 18 credits of SPH-F courses and Junior/Senior class standing.

SPH-F 453 Family Life Education (3 cr.) P: SPH-F 150; SPH-F 258; Open only to HDFS and Youth Development majors. 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. Students should have senior class standing when beginning this course. Instructor permission required.

SPH-F 457 Stress and Resilience in the Family (3 cr.) P: SPH-F 150. Recommended prerequisite: SPH-F 258. 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. Students should have junior or senior class standing when beginning this course.

SPH-F 458 Family Law and Policy (3 cr.) P: Open only to HDFS and Youth Development majors. Overview of family law and policy issues in the United States. Class is organized around the four major disciplines that shape political science, economics, sociology, and family science. Class includes lectures, case studies, and films. Final section explores current family law/policy issues.

SPH-F 490 Current Issues in Human Development and Family Studies (3 cr.) P: SPH-F 150; SPH-F 258. An in-depth investigation of a contemporary topic in the field of human development and family studies. Repeatable for credit with different topic.

SPH-F 491 Readings in Human Development and Family Studies (1-3 cr.) 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. Instructor permission required. Repeatable for credit.

SPH-F 492 Research in Human Development and Family Studies (1-3 cr.) Undergraduate research done in the field of human development and family studies under the direction of a faculty member in the department. Instructor permission required. Repeatable for credit.

SPH-F 493 Independent Study in Human Development and Family Studies (1-3 cr.) P: SPH-F 150; SPH-F 258. An in-depth investigation of some area within human development and family studies. Permission of instructor required. Repeatable for credit.

SPH-F 496 Field Experience in Human Development and Family Studies (1-10 cr.) Field experience through on-the-job and related opportunities in human development and family studies. Course requirements will be established by field experience supervisor. Instructor permission required. Repeatable for credit.

SPH-F 497 Internship in Human Development and Family Studies (6 cr.) P: SPH-F 430; 2.0 overall minimum GPA; Open only to HDFS and Youth Development majors. Human Development and Family Studies development course that corresponds to age group with which student will work. Involves active participation in community programs. Application due by tenth week of previous semester. Students should have junior or senior class standing when beginning this course. Requires consent of HDFS or Youth Development faculty sponsor. Only S/F grades given. Repeatable for credit.

SPH-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.

SPH-F 531 Human Development I: Preconception through Age 6 (3 cr.) 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. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-F 532 Human Development II: Ages 6-19 (3 cr.) This course incorporates scientific and personal experience in examining middle youth to adolescence developments. We will discuss theories of development and view our beliefs through the lenses of such theories, paying attention to ways research supports, questions, or contradicts perspectives in society about development. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-F 533 Human Development III: Adulthood (3 cr.) 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. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-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.

SPH-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.

SPH-F 544 Parent Child Relationships: Theoretical, Research, and Practical Aspects (3 cr.) 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. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-F 546 Issues in Human Development and Family Studies (3 cr.) Interrelatedness of different aspects of growth and development; review, discussion, and evaluation of current issues in human development and family studies. Topic may vary. Instructor permission required. Prerequisites may be required depending on topic. Repeatable for credit with different topic.

SPH-F 550 Seminar in Human Development and Family Studies (1-3 cr.) 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. Prerequisites may be required depending on topic. Repeatable for credit with different topic.

SPH-F 553 Teaching Sex Education (3 cr.)
Recommended prerequisite: SPH-F 255 or equivalent. Philosophy, content, methods, resources, and evaluation that relate specifically to the teaching of sex education.

SPH-F 555 Leading Family Process Discussion Groups (3 cr.) 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. An interview with the professor is required. Students should have completed 3 credit hours of social science course work before taking this course.

SPH-F 557 Stress and Resilience in the Family and Community (3 cr.) 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. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-F 558 Workshop in Human Development and Family Studies (3 cr.) Recommended prerequisite: SPH-F 150 or SPH-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 for credit with different topic.

SPH-F 559 Special Problems: Human Development and Family Studies (1-3 cr.) Independent work on

problems of special interest to student. Instructor permission required. Repeatable for credit.

SPH-F 597 Internship in Human Development and Family Studies (3 cr.) Professional internships in appropriate settings completed under the direction of a faculty member. Internship experiences must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Evaluation is on an S/F basis only.

SPH-F 598 Non-thesis Project in Human Development and Family Studies (3 cr.) Individual application of student's area of study to the solution of a problem, under supervision of an advisor. A detailed proposal must be submitted to supervising professor before work can begin.

SPH-F 650 Seminar in Human Development and Family Studies (3 cr.) Contemporary topics in the area of Human Development and Family Studies studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-F 654 Conceptual Frameworks in Human Development and Family Studies (3 cr.) 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. Students wishing to enroll in this course should have either completed 6 credits of Social/Behavioral Sciences or received consent of instructor.

SPH-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.

SPH-F 691 Readings in Human Development and Family Studies (1-5 cr.) Planned readings in specialized areas of professional interest are conducted under the direction of a member of the graduate teaching faculty. Reading proposal must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-F 692 Research in Human Development and Family Studies (1-5 cr.) Research projects are conducted under the direction of a member of the graduate teaching faculty. Project proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-F 696 Field Experience in Family Health (1-7 cr.) Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Instructor permission required. Graduate GPA of at least 3.0 required. Graded on S/F basis only. Repeatable for credit.

SPH-F 697 Internships in Human Development and Family Studies (1-10 cr.) Professional internships are

completed under the direction of a faculty member. Instructor permission required. Graduate GPA of at least 3.0 required. Evaluation is on an S/F basis only.

SPH-F 698 M.P.H. Culminating Experience in Family Health (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Family Health. Students must be in their final year of the MPH program to enroll in the Fall SPH-F 698 course. SPH-F 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-F 698 course requires successful completion (passing grade) of the Fall SPH-F 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

Leadership - SPH-L

SPH-L 101 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. Repeatable for credit.

SPH-L 102 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.

SPH-L 103 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.

Nutrition and Dietetics - SPH-N

SPH-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.

SPH-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.

SPH-N 231 Human Nutrition (3 cr.) Recommended prerequisite: Introductory chemistry and biology. Basic principles of nutrition with emphasis on identification, functions, and food sources of nutrients required for optimal health. Students should complete a course in Biology before beginning this course.

SPH-N 305 Applied Sports Nutrition (3 cr.) Review of macro and micronutrients, and energy metabolism in the context of sport; focus on nutrient requirements for active individuals and athletes with an emphasis on sport-specific nutritional needs; nutrition strategies for optimizing sports performance, enhancing health, minimizing injury; current topics in sports nutrition. P: SPH-N 231 recommended but not required.

SPH-N 320 Food Chemistry (3 cr.) P: CHEM-C 117. Recommended prerequisite: Organic chemistry. Advanced study of the chemical and physical properties of food as related to use, quality, and preparation. New food products, composition, and technologies.

SPH-N 321 Quantity Food Purchasing and Production (4 cr.) P: SPH-N 120. Principles of menu planning and pricing, equipment selection, food product flow, and cost control in foodservice operations. Class includes service-learning, tours of community foodservice related facilities, and experience in the university dining halls.

SPH-N 322 Management Systems in Dietetics (3 cr.) P: SPH-N 321; Must be admitted to the Dietetics major. Examines organizational design, human resource management, financial management, and basic marketing strategies as applied to the profession of dietetics.

SPH-N 325 Food Chemistry Laboratory (3 cr.) C: SPH-N 320. Application of principles and experimental procedures in food chemistry. Four hours laboratory weekly.

SPH-N 331 Life Cycle Nutrition (3 cr.) Examines overall nutrition of life cycle: pregnancy, lactation, infancy, childhood, adolescence, adults, and the elderly. Focuses on nutritional status and nutrient requirements as well as physiological changes in body function for all ages. Discusses special nutrition problems in each stage and contemporary nutritional issues.

SPH-N 336 Public Health Nutrition (3 cr.) Recommended prerequisite: SPH-N 231 or equivalent. Via lecture, discussions, and practical applications, the course will introduce students to the field of public health nutrition, including community assessment; program development, implementation, and evaluation; budget development; eligibility and services available through existing programs; cultural foodways; and the intersection of public policy and nutrition.

SPH-N 350 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 for credit with different topic.

SPH-N 401 Issues in Dietetics (1 cr.) P: Open only to admitted Dietetics majors. Recommended prerequisite: Only for Students in last year of dietetics program. 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. Students should have senior class standing when beginning this course.

SPH-N 416 Nutrition Counseling and Education (3 cr.) Recommended prerequisite: SPH-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.

SPH-N 430 Advanced Nutrition I (3 cr.) P: SPH-N 231; CHEM-C 341 or CHEM-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.

SPH-N 431 Medical Nutrition Therapy (3 cr.) P: ANAT-A 215; PHSL-P 215. C: SPH-N 433. Recommended prerequisite: SPH-N 231. Recommended prerequisite or concurrent: CLAS-C 209. Dietary modifications for therapy in metabolic and pathological disorders with allowance for cultural patterns. Students should have junior or senior class standing when beginning this course.

SPH-N 432 Advanced Nutrition II (3 cr.) P: SPH-N 430. A continuation of SPH-N 430. Nonenergy nutrients: water, vitamins, minerals, and as a summative focus, nutritional status.

SPH-N 433 Medical Nutrition Therapy Application (3 cr.) P: Admission to dietetics major. C: SPH-N 431. Application of principles of diet therapy through case study management, designing and preparing modified diets. Cumulative experience of designing, following, and reporting of a modified diet.

SPH-N 480 Mechanisms of Nutrient Action (3 cr.) Recommended prerequisite or concurrent: SPH-N 430. Advanced study of nutrition biochemistry including nutrient regulation of gene expression, immune response to food allergens, detoxification and protective functions of nutrients, relationships between nutrients and cancer, how nutrients affect risk factors for cardiovascular disease, macronutrient metabolism during exercise.

SPH-N 491 Readings in Nutrition/Dietetics (1-3 cr.) 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. Readings proposal must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-N 492 Research in Nutrition/Dietetics (1-3 cr.) Undergraduate research in the field of nutrition/dietetics under the direction of a faculty member in the department. Instructor permission required. Repeatable for credit.

SPH-N 496 Field Experience in Nutrition/ Dietetics (1-3 cr.) Field experience through on-the-job and related opportunities in nutrition/ dietetics. Regular critique will be held with supervisors; written progress reports are required. Repeatable for credit.

SPH-N 517 Research Presentations in Nutrition Science (1 cr.) Seminar presentations covering research in nutrition science. Weekly research seminars presented by graduate students and graduate faculty or visiting faculty. Each student will prepare to present either a review of research literature or results of a research study they have conducted. Repeatable for credit.

SPH-N 520 Food Chemistry (3 cr.) C: SPH-N 525. Recommended prerequisite: Introductory 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.

SPH-N 525 Food Chemistry Laboratory (2 cr.) C: SPH-N 520. Recommended prerequisite: Basic statistical analysis. Application of principles and experimental procedures in food chemistry. Students will design and conduct an independent research project in food science in addition to weekly topical group laboratory experiments.

SPH-N 530 Advanced Human Nutrition (3 cr.) Recommended prerequisite: Organic chemistry. Function of carbohydrates, protein and fat in human metabolism, energy balance, and review of current literature.

SPH-N 531 Medical Nutrition Therapy (3 cr.) Recommended prerequisites: Anatomy, physiology, and medical terminology. Emphasis on the physiology, etiology, and dietary intervention in various diseased states. Includes in-depth analysis and reporting of a disease state and the role of diet and clinical research in its management.

SPH-N 532 Advanced Human Nutrition II (3 cr.) P: SPH-N 530. Emphasis is placed on vitamins, minerals, water, and phytochemicals.

SPH-N 533 Medical Nutrition Therapy Application (3 cr.) C: SPH-N 531. Application of diet therapy principles. Includes food preparation, designing special diets, and evaluating case studies. Effect of lifestyle and socioeconomic variables.

SPH-N 536 Applied Public Health Nutrition (3 cr.) Course includes community assessment; program development, implementation, and evaluation; budget development; eligibility and services available through existing programs; cultural foodways; and the intersection of public policy and nutrition.

SPH-N 539 Special Problems: Nutrition and Food Science (3 cr.) Independent work on problems of special interest. Topic may vary. Instructor permission required.

SPH-N 550 Dietary Assessment Techniques (1 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.

SPH-N 600 Nutrigenomics (3 cr.) P: SPH-N 530 OR BIOT-T 540 OR MCHC-C 580. The study of nutrigenomics, the interaction between nutrition and an individual's genome or responses of an individual to different diets. Lecture/discussion of techniques and models, nutrient-gene interactions and events affecting cardiovascular disease, cancer and other conditions. Implications for food technology, public health and policy.

SPH-N 601 Phytonutrients (3 cr.) Recommended prerequisite or concurrent: SPH-N 532. A study of phytonutrients, molecules produced by edible plants, in addition to the traditional vitamins, that influence human health, growth, metabolism, and disease risk.

SPH-N 620 Nutrition in Sports (3 cr.) Recommended prerequisite: Introductory nutrition and exercise science. The role of nutrition in athletic performance, especially the effects of various nutrition practices during training, competition, and recovery. Current concepts and controversies.

SPH-N 650 Seminar in Nutrition Science (1-3 cr.)

Contemporary topics in the area of nutrition science are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic.

SPH-N 691 Readings in Nutrition Science (1-5 cr.)

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. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-N 692 Research in Nutrition Science (1-5 cr.)

Research projects are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

Public Health Administration - SPH-P**SPH-P 309 Public Health Administration (3 cr.)**

Students are expected to learn principles of population-based management in order to administer programs, services, and policies within the U.S. public health system. In addition, students examine the mission, structure, and processes of local, state, and federal organizations in delivering population-based programs, services and policies.

SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)

Students are expected to learn principles of population-based management in order to administer programs, services, and policies within the U.S. public health system. In addition, students examine the mission, structure, and processes of local, state, and federal organizations in delivering population-based programs, services and policies.

SPH-P 650 Seminar in Public Health Administration (1-3 cr.)

This course provides students with a core set of public health administration concepts and skills required for competency in public health administration. Students will complete various applied assignments focused on the practice of public health administration and public health administration research.

SPH-P 680 Public Health Economics (3 cr.) Economics is a discipline to explain human beings' behaviors and also serves as an important point of view for analyzing public health issues and associated policies. This course will guide students to think through a number of public health issues using economics tools.

SPH-P 691 Readings in Public Health Administration (1-3 cr.)

Planned, specialized readings in public health administration of professional and/or research interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Reading proposals must be submitted by students seeking this independent study course, and must be approved in advance by faculty in Public Health Administration. Instructor permission required. Graduate GPA of at least 3.0 required. Class is repeatable for credit.

SPH-P 692 Research in Public Health Administration (1-3 cr.)

Research projects are conducted under the direction of a member of the public health administration

graduate faculty. This can be in form of grant writing, or manuscript preparation, or data analysis. Enrollment is limited to advanced graduate students upon the approval of faculty. Research project must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required.

SPH-P 696 M.P.H. Field Experience in Public Health Administration (1-7 cr.)

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. Instructor permission required. Graduate GPA of at least 3.0 required. Graded on S/F basis only. Repeatable for credit.

SPH-P 698 M.P.H. Culminating Experience in Public Health Administration (1-3 cr.)

This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Public Health Administration. Students must be in their final year of the MPH program to enroll in the Fall SPH-P 698 course. SPH-P 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-P 698 course requires successful completion (passing grade) of the Fall SPH-P 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-P 792 Research in Public Health Administration and Policy (1-6 cr.)

Research projects are conducted under the direction of a member of the public health administration graduate faculty. This can be in form of grant writing, or manuscript preparation, or data analysis. The research project must be part of the student's trajectory toward their dissertation research. Enrollment is limited to advanced graduate students upon the approval of faculty. Students must have completed their first year of doctoral studies before beginning this course. Research proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required.

Safety - SPH-S**SPH-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.

SPH-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.

SPH-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.

SPH-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.

SPH-S 210 OSHA 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.

SPH-S 214 OSHA Construction Standards (3 cr.) An introduction to and application of OSHA and Indiana OSHA construction standards as they apply to both the public and private sectors. Course includes an inspection practicum.

SPH-S 217 Safety: A Personal Focus (3 cr.) This course surveys current topics of interest in safety. Areas explored include injury problems, safety analysis, home safety, fire safety, personal protection, responding to emergencies, firearm safety, motor vehicle safety, occupational safety, recreational safety, school safety, and related issues.

SPH-S 231 Safety Engineering and Technology (3 cr.) Introduces safety engineering principles applied to the control of hazards associated with industrial processes, facilities, chemical processes, materials handling, machine operation, and electricity.

SPH-S 251 Incident Investigation and Analysis (3 cr.)

Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects, and using investigation findings as a prevention tool. Reviews root causes in management systems.

SPH-S 255 Threats, Violence, and Workplace Safety (3 cr.)

Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

SPH-S 302 Introduction to Homeland Security (3 cr.)

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. Students should complete 9 credits of 200-level SPH-S courses before beginning this course.

SPH-S 332 Ergonomics and Human Factors (3 cr.)

Recommended prerequisite or concurrent: ANAT-A 215 or SPH-K 205. The application of ergonomic principles and human factors techniques to the design and evaluation of workplaces and equipment.

SPH-S 336 Emergency Management (3 cr.) P: SPH-S 302.

An all-hazard multidisciplinary response and recovery. Topics include identifying critical roles, risk assessment, strategies, planning concepts and methodologies, establishing effective integrated and coordinated programs, crisis management, communication and response.

SPH-S 345 Safety Program Management (3 cr.)

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. Students should complete 6 credits of SPH-S courses or have instructor consent before beginning this course.

SPH-S 350 Topical Seminar in Safety Education (1-3 cr.)

The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design. The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design. Instructor permission required. Repeatable for credit with different topic.

SPH-S 354 Hazardous Materials and Waste Control (3 cr.)

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. Students should complete 6 credits of SPH-S courses or have instructor consent before beginning this course.

SPH-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.

SPH-S 402 Emergency Planning and Preparation (3 cr.)

P: SPH-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.

SPH-S 410 Advanced Industrial Hygiene (3 cr.) P: SPH-S 201 and CHEM-C 102;

Open only to admitted Safety majors. Provides definitive application of principles and concepts for the solutions of workplace health and physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

SPH-S 411 Industrial Hygiene Sampling and Analysis (3 cr.)

P: SPH-S 410; Open only to admitted Safety majors. Advanced, in-depth study of the approaches to workplace sampling. Emphasis is on sampling methods, passive sampling, sampling devices, breathing zone, and area sampling strategy. Course will include lab sessions and field experience.

SPH-S 415 Safety Education and Training (3 cr.)

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. Students should complete 6 credits of SPH-S courses or have instructor consent before beginning this course.

SPH-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.

SPH-S 436 Emergency Response and Recovery (3 cr.)
P: SPH-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.

SPH-S 491 Readings in Safety Education (1-3 cr.)
P: Instructor permission; Readings 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. Readings proposal must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-S 492 Research in Safety Education (1-3 cr.)
Undergraduate research done in the field of safety education under the direction of a faculty member in the department. Research proposal must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-S 496 Field Experience in Occupational Safety (1-10 cr.) P: Open only to admitted Safety majors. 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. Students should have senior class standing when beginning this course. Instructor permission required. S/F only. Repeatable for credit.

SPH-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.

SPH-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.

SPH-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.

SPH-S 514 Safety Standards for Industry and 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.

SPH-S 515 Safety Performance Measurement and 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.

SPH-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.

SPH-S 536 Facility Emergency Planning (3 cr.)
Recommended prerequisite: SPH-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.

SPH-S 537 Threat Assessment, Mitigation and Security Planning (3 cr.) Recommended prerequisite: SPH-S 535 or instructor consent. Threat assessment, mitigation and security planning for private and public sector organizations. Safety & Health students learn to conduct threat assessments addressing the potential use of biological, chemical or radioactive agents to destroy priority targets, and to build successful strategies reducing security threats.

SPH-S 550 Workshop in Safety Education (1-3 cr.) Interesting topics of relevance to individuals in safety education and related disciplines are discussed in workshop fashion under the direction of faculty members. Emphasis on practical application, group involvement, and the use of resource personnel. Specific topics vary. Repeatable for credit with different topic.

SPH-S 552 Principles and Concepts of Workplace Safety Behavior (3 cr.) Study of the psychological and behavioral aspects of workplace safety. Identification of basic strategies and steps, including an in-depth exploration of relevant behavioral principles, processes,

and systems for improving safety performance. Case studies are reviewed to identify related success factors.

SPH-S 590 Introduction to Research in Safety Management (3 cr.)

Provides in depth coverage of research methods and techniques commonly applied in the areas of safety science, safety management, occupational safety, occupational health and injury and illness prevention. Emphasis on developing the capacity to critically interpret, evaluate and apply findings from the research literature in appropriate contexts.

SPH-S 610 Occupational Risk Management (3 cr.)

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. Graduate GPA of at least 3.0 required.

SPH-S 632 Safety and Health Program Design (3 cr.)

Surveys the occupational health and safety profession from a management perspective. The course provides a conceptual overview of the development, implementation and evaluation of programs. This course considers various aspects of program administration, ranging from occupational health risk assessments, legal and ethical issues and program evaluation.

SPH-S 650 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.

SPH-S 691 Readings in Safety Education (1-3 cr.)

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. Reading proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-S 692 Research in Safety Education (1-5 cr.)

Research projects are conducted under the direction of a member of the graduate teaching faculty. Enrollment is limited to advanced graduate students. Research proposals must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-S 695 Practicum in Safety Education (1-10 cr.)

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. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-S 697 Safety Management Practicum (2 cr.)

C: SPH-S 698. The graduate Practicum in Safety Management is designed to apply safety management experiences and skills which will help the student throughout their career.

SPH-S 698 Capstone in Safety Management (3 cr.)

C: SPH-S 697. A capstone research project is to be

designed to provide information which will assist Safety Management graduate students and their future or current worksite in certain safety related programs and responsibilities.

SPH-S 784 Advanced Seminar in Safety Management (1-3 cr.)

Advanced topics in the area of safety management are studied under the direction of faculty members with specialized areas of expertise. Graduate GPA of at least 3.0 required. Specific topics vary. Repeatable for credit with different topic.

SPH-S 794 Doctoral Seminar in Safety Education (1-3 cr.)

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. Graduate GPA of at least 3.0 required. Only S/F grades given. Repeatable for credit.

Environmental and Occupational Health

Environmental and Occupational Health - SPH-V

SPH-V 201 Introduction to Occupational Safety and Health (3 cr.)

Occupational health has become an increasingly important area within the field of environmental health. Occupational health, as discussed in this course, includes occupational safety as the two topics work together to protect the individual's health in the work environment. Noise exposures, physical hazards, chemical hazards and industrial hygiene are just a few of the topics covered in this class. Students will learn how to evaluate hazards in the work environment and interpret standards that apply to employee safety and health.

SPH-V 214 Environmental Regulations and Code Compliance (3 cr.)

In this course, students will be introduced to the federal, state and local environmental regulations and learn about methods of compliance with these laws. At the federal level the Clean Air Act, Clean Water Act, Safe Drinking Water Act, Resource Conservation and Recovery Act, and others will be studied. At the state level, current regulations found in the Indiana State Department of Health administrative codes will be examined. Topics will include radon, lead-based paint, indoor air quality, food safety, and other relevant regulations. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 215 Food Safety and Sanitation (3 cr.)

Food safety is an important component of public health. This course is designed as a study of the principles of food-borne illness, sanitation, safety, personal hygiene, rodent and insect controls, regulations, and equipment affecting safe food handling in all operations. Students will study common pathogens and learn how pathogenic organisms can contaminate foods, principles of safe and sanitary food handling, and safety principles used to select, preserve, thaw, cook, and store foods. The course will include a discussion of food safety management practices such as Hazard Analysis Critical Control Point (HACCP), public health policies, risk assessment, and federal food safety agencies and regulations. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 235 Introduction to Public Health Biology (3 cr.)

This course will examine the biological and chemical basis

for human disease, its prevention and treatment. Topics covered will include the etiologies of acute and chronic diseases and their impacts on public health.

SPH-V 241 Foundations of Environmental Health

(3 cr.) An understanding of Environmental Health issues that affect Public Health is essential for any student of Public Health. This course is designed to introduce the student to the many varied areas of Environmental Health and demonstrate the important role this field plays in Public Health.

SPH-V 250 Hot Topics in Environmental and Occupational Health

(3 cr.) This course will provide students with an overview of contemporary topics relevant to environmental and occupational health. It is intended for students with freshman and sophomore status. This course number is used for temporary courses, with each section representing a distinctly separate course. This course is repeatable for credit with different topics.

SPH-V 310 Natural Resource Issues and Environmental Health

(3 cr.) This course approaches the issues of human health from the broad perspective of natural resources such as air and water quality, climate change, and habitat fragmentation and how these issues impact public health. In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs). Students should complete core and required courses before beginning this course. Instructor permission required.

SPH-V 311 Human Health and Natural Environments

(3 cr.) This course approaches the issues of human health and quality of life from the perspective of the natural environment. That is, in what ways do natural environments impact human health and an individual's reported sense of quality of life? In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs).

SPH-V 341 Environmental Health Management and Policy

(3 cr.) P: SPH-V-214; SPH-V-241. Environmental health management and policy issues in public health using case-based approaches. Study of environmental health management and policy making at the local, county, state, federal and global scales.

SPH-V 350 Current Topics in Environmental and Occupational Health

(3 cr.) This course will provide students with an overview of contemporary topics relevant to environmental and occupational health. It is intended for students with Junior or Senior status. This course number is used for temporary courses, with each section representing a distinctly separate course. This course is repeatable for credit with different topics.

SPH-V 422 Issues in Global Environmental Health: Investigations and Interventions

(3 cr.) This course is designed to provide undergraduate students an overview of the most important environmental health challenges across the world. Many public health students may plan to seek employment opportunities in various environmental programs and projects of the United Nations other international agencies and some other international NGOs. This course will provide knowledge of global environmental health problems from toxicological,

risk management and epidemiological perspectives.

Additionally, region-specific intervention studies will be discussed for deeper understanding of mitigation options. Lectures will address issues in the areas of air, water and soil pollutions, global warming and climate change, infectious diseases, genetically modified foods etc. Strategies and programs that have successfully minimized the risks of environmental exposures and associated outcomes will be mapped.

SPH-V 442 Introduction to Toxicology

(3 cr.) P: ANAT-A 215 and PHSL-P 215, OR MSCI-M 115; BIOL-L 112; BIOL-L 113; CHEM-C 117 and CHEM-C 127; SPH-V 235 OR BIOL-L 211; open only to admitted Environmental Health majors or official Environmental Health minors. Toxicology is the study of the adverse effects of chemicals on living organisms and is an essential component of environmental health and public health. This course will provide the basic principles of toxicology in its application to public health. The course will be divided into three components: the general mechanism of toxic agents, the effect of toxic agents on target tissues and organs, and selective toxic chemicals or class of chemicals. Students should complete core and required courses before beginning this course. Instructor permission required.

SPH-V 443 Environmental Sampling and Analysis

(3 cr.) P: BIOL-L 112; BIOL-L 113; CHEM-C 117 and CHEM-C 127; PHYS-P 101 OR PHYS-P 201; SPH-V 235 OR BIOL-L 211; Open only to admitted Environmental Health majors or official Environmental Health minors. Collecting reliable and defensible environmental data requires proper sampling and analytical techniques, and is an essential job function for many environmental professionals. Currently, a diverse and diffuse array of environmental sampling and analysis tools are used in the field of environmental health. The overall objective of this class is to provide a comprehensive overview of the fundamentals of environmental sampling and analysis for students in environmental health and others interested in sampling and analytical work. Topics covered will include planning, sampling, analysis, QA/QC, and reporting with respect to air, water, solid liquid, and biological samples matrices. Active learning activities will be used to encourage class participation while maintaining interest in the course material.

SPH-V 492 Research in Environmental and Occupational Health

(1-3 cr.) Environmental health represents a broad discipline that involves recognizing, assessing, understanding and controlling the impacts of people in their environment and the impacts of the environment on public health. This course will provide undergraduate students with an opportunity to work on a research project under the direction of a member of the environmental and occupational health faculty. Enrollment is limited to advanced undergraduate students upon the approval of faculty. Repeatable for up to 6 credits.

SPH-V 496 Field Experience in Environmental Health

(3-5 cr.) Recommended prerequisites: Completion of all Public Health Core classes; completion of all required Environmental Health courses; IU GPA of at least 3.0. Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are

required. Instructor permission required. Students must have completed all major coursework. S/F grading.

SPH-V 510 Human Health and Natural Environments (3 cr.) Numerous textbooks address the relationship between human health and natural environments from either the perspectives of toxicity or environmental degradation. This course approaches the issues of human health and quality of life from the perspective of the natural environment. That is, in what ways do natural environments impact human health and an individual's reported sense of quality of life? In order to accomplish this task, this course will encompass a variety of readings, class discussion, guest speakers, and several experiential learning components (ELCs).

SPH-V 522 Global Environmental Health Issues (3 cr.) This graduate level course approaches issues of human health from the broad perspective of natural resources including air and water quality, climate change, disease vector migration, and habitat fragmentation and how these issues affect public health through increased vulnerabilities, impacts to recreational endeavors, and specific events such as heat islands.

SPH-V 532 Foundations of Global Environmental Health (3 cr.) Recommended prerequisite: Graduate standing. Global environmental health is concerned with health problems caused by environmental exposures that transcend national boundaries. This introductory graduate elective course for public health and other majors from the environmental, biological, medical, and social/behavioral sciences examines current and emerging global environmental health problems, priorities, programs, and policies using an interdisciplinary perspective. Covers climate change, environmental degradation, globalization, and other complex environmental factors affecting health. Discusses local, regional, and global initiatives and strategies designed to improve health/well-being and prevent and control disease. Course places special emphasis on the "One Health" concept which recognizes that the health of humans is connected to the health of animals and the environment and on environmental justice for low resource communities in the U.S. and low-income and middle-income countries. Instructor permission required.

SPH-V 533 Human Health Assessment Methods in Global Settings (3 cr.) Recommended prerequisite: Graduate standing. The applied research course will examine health assessment strategies and instruments commonly used in surveys and other field research studies conducted in the low-resource communities in the U.S. and low- and middle-income countries. Students will learn how to select the appropriate health indicators for specific types of global health projects, the advantages and disadvantages of each, and receive hands-on training in their use. Emphasis on standardized data collection procedures and quality control. Training received in course is useful for public health and other students who plan to conduct field research on health-related topics for a graduate thesis or dissertation. Instructor permission required. Students should have completed at least one graduate-level environmental health class before enrolling in this class.

SPH-V 541 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.

SPH-V 542 Principles of Toxicology (3 cr.) Examines the basic concepts of toxicology as they apply to public health. Covers distribution cellular penetration, metabolic conversion, and elimination of toxic agents and fundamental laws governing the interaction of foreign chemicals with biological systems. Applied to public health prevention using case study format concepts.

SPH-V 545 Exposure Assessment and Control (3 cr.) Addresses: methodologies and applications of exposure assessment, determination of exposure monitoring strategies, assessing dose-response and intervention control strategies, exposure assessment models, exposure route, populations at risk and ecological impacts.

SPH-V 546 Risk Assessment Policy and Toxic Regulations (3 cr.) Covers hazard identification, dose-response assessment, exposure assessment, and risk characterization. Through case studies, addresses concepts of risk management and their application to environmental health policies and toxic regulations.

SPH-V 548 Environmental and Occupational Epidemiology (3 cr.) Examines effects of environmental factors on human health. Covers the health effects from exposure to physical, chemical and biological agents including the contribution of social, economic and cultural factors that are related to these exposures.

SPH-V 549 Public Health Biology (3 cr.) Recommended prerequisites: Graduate standing. This course explores pathophysiology within the context of the disciplines and profession of public health. Students will understand the pathogenesis of various disease conditions and how to identify critical points at which such pathogenesis could be prevented or interrupted through lectures and labs.

SPH-V 598 Graduate Research Project (3 cr.) P: SPH-E 651; SPH-Q 501; SPH-V 541; SPH-V 549; SPH-V 692. Participate in a research project related to environmental and/or occupational health. Designed to provide non-thesis graduate students with research experience in environmental and/or occupational health.

SPH-V 599 Master's Thesis (1-6 cr.) P: Completion of all core courses in the MS in Environmental and Occupational Health degree. Thesis research focused in an area of environmental and/or occupational health under the direct supervision of a graduate faculty member.

SPH-V 625 Integrated Modeling for Environmental Health Research (3 cr.) This course introduces mathematical methods and quantitative techniques to model the transport and fate of chemicals in the environment as well as in the body. Statistical modeling approaches are applied to link the exposure scenarios with adverse health outcomes for risk assessment to support environmental decision making.

SPH-V 633 Field Research Methods in Global Environmental Health (3 cr.) Recommended prerequisite: Graduate standing. Introduction to methodological concepts and techniques commonly used in environmental health field research conducted in low-resource communities in the U.S. and low-income and middle-income countries (LMICs). Course

emphasizes a problem-based, practical approach to field research. Includes qualitative, quantitative, and mixed-methods study designs commonly used in community health assessments, interventions, and evaluations. Development of knowledge and skills including ethical considerations and practices in global environmental health research, community participatory research, location and critiques of extant data sources, and global health research project design (identification of global environmental health problems, community needs assessment, research question conceptualization and hypothesis testing, variable selection, computerized database design, data analysis and interpretation, and presentation of results in community and scientific/professional venues. Instructor permission required. Students should have completed at least one graduate-level class in statistics, biostatistics, or epidemiology, before enrolling in this class.

SPH-V 635 Interdisciplinary Field Research in Global Environmental Health (3 cr.) Recommended prerequisite: Graduate standing. Faculty-supervised, immersive field research experience in low-resource U.S. communities or other countries where students gain experience in the informed consent process, data collection, analysis, and interpretation. Students are required to present a written report and an oral/poster presentation at an approved seminar or similar venue to complete the field experience. Instructor permission required.

SPH-V 650 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. Repeatable for credit with different topic.

SPH-V 691 Readings in Environmental Health (1-3 cr.) Recommended prerequisite: Graduate GPA of at least 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. Instructor permission required. Repeatable for credit.

SPH-V 692 Research in Environmental Health (1-8 cr.) Recommended prerequisite: Graduate GPA of at least 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. Research proposals must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-V 696 M.P.H. Field Experience in Environmental Health (1-7 cr.) Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Instructor permission required. Graduate GPA of at least 3.0 required. Graded by S/F only.

SPH-V 698 M.P.H. Culminating Experience in Environmental Health (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Environmental Health. Students must be in their final year of the MPH program to enroll in the Fall SPH-V 698 course. SPH-V 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-V 698 course requires successful completion (passing grade) of the Fall SPH-V 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-V 741 Molecular Toxicology (3 cr.) Recommended prerequisite: Graduate standing. This is a lecture, laboratory and discussion-based class. The molecular mechanisms of several toxicant classes is covered. Emphasis is placed on the effects of xenobiotics on cellular processes, including biochemical reactions and signaling pathways.

SPH-V 743 Environmental Health Sampling (3 cr.) 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. This course is for Environmental Health students.

SPH-V 745 Advanced Toxicology (3 cr.) P: SPH-V 542 Principles of Toxicology. Advanced Toxicology is a course designed for the toxicology student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover specific toxicant types (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation. Lectures will cover mammalian systems with emphasis on target organs, detoxification and adverse effects. Methods to extract toxicants from soil, water, air, and plant material will be covered from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.

SPH-V 747 Carcinogenesis (3 cr.) P: Graduate standing. Fundamental aspects of oncology at the cellular and molecular levels; mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies through lectures and laboratories.

SPH-V 749 Advanced Occupational Health (3 cr.) Lectures will provide an introduction to the principles and practice of occupational hygiene. Occupational hygiene is concerned with the Anticipation, Recognition, Evaluation and Control of work place hazards to health and safety.

SPH-V 750 Current Topics in Environmental Health (2 cr.) Course organization varies from year to year. We will be examining any environmental health topic from the basis for swimming beach water quality standards to

low-dose exposures to agrochemical pesticides over long periods of time. Repeatable for credit with different topic.

SPH-V 752 Toxicology in Rural Environments (3 cr.)

P: SPH-V 542 Principles of Toxicology. This course explores the way that toxicological risks are controlled in the rural environments - looking at the way that various government programs are established, organized and operated to prevent or control toxicological hazards in rural communities.

SPH-V 753 Rural Environment Epidemiology (3 cr.)

P: SPH-V 548. This course offers an overview of selected important topics in rural environmental epidemiology. Epidemiologic methods for studying rural occupational and environmental determinants of disease will be presented in the context of studies of specific health outcomes, such as cancer, non-malignant respiratory diseases, adverse reproductive outcomes, and neurologic diseases.

SPH-V 755 Rural Public Health Policy and Environmental Law (3 cr.) This course will discuss and explore the intricacies of rural public health law and policy analysis in a context of competing ethics, values, and powers.

SPH-V 757 Women's Health: Law, Environment, and Health Policies (3 cr.) Through lectures this course will examine the preservation of wellness and the prevention of illness in women and their surrounding environments through the law.

SPH-V 782 Environmental Health Research Rotation (3 cr.) This course will provide doctoral students with an opportunity to work directly with faculty and research staff in a specific laboratory.

SPH-V 791 Advanced Environmental Health Readings (1-3 cr.) 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. Instructor permission required. Repeatable for credit.

SPH-V 792 Advanced Environmental Health Research (1-3 cr.) 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. Instructor permission required. Repeatable for credit.

SPH-V 794 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. Repeatable for credit.

SPH-V 799 PhD Dissertation-Environmental Health (1-30 cr.) Every dissertation presented in partial fulfillment of the requirements for an advanced degree must represent the equivalent of at least 30 semester hours of work. Repeatable for credit.

**Epidemiology and Biostatistics
Biostatistics - SPH-Q**

SPH-Q 381 Introduction to Biostatistics (3 cr.) A conceptual approach is utilized to introduce students to sources of public health data. Basic concepts and models are available to understand and analyze data

and information related to prevention of diseases and promotion of health and determinants of health behavior.

SPH-Q 400 Introduction to Biostatistical Computing (3 cr.) Recommended prerequisites: SPH-Q 381 and STAT-S 320 or equivalent (or permission of instructor); for admitted Epidemiology majors. This course is designed to familiarize students with statistical computing and data management with an emphasis on SAS. The course includes both a lecture and lab component. Topics will include: Producing descriptive statistics; Combining and transforming SAS data sets; Reading and writing files that are not in a SAS format; and Using the SAS macro language.

SPH-Q 501 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.

SPH-Q 502 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.

SPH-Q 503 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.

SPH-Q 504 Construction and Analysis of Achievement Tests in Health, Kinesiology, and Recreation. (3 cr.) Construction and Analysis of Achievement Tests in Health, Kinesiology, and Recreation. Principles of construction, selection, interpretation of written achievement tests in health and safety, physical education and recreation, and other evaluative procedures; analysis of standardized tests. Project required to apply principles involved.

SPH-Q 601 Experimental Analysis and Design (3 cr.) Recommended prerequisite: SPH-Q 502 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.

SPH-Q 602 Multivariate Statistical Analysis (3 cr.) Recommended prerequisite: SPH-Q 502. Multivariate statistical techniques and analytical procedures commonly used in applied research. The topics include matrix algebra, data screening. Multiple regression, multivariate analysis of variance and covariance, discriminant function analysis, logistic regression, and principle components and factor analysis.

SPH-Q 603 Categorical Data Analysis (3 cr.) Recommended prerequisites: SPH-Q 501 and SPH-Q 502. Health and health behavior science often include discrete data. Description and inference for binomial/

multinomial variables using odds ratios; analysis of contingency tables; basic methods of generalized linear models (GLM); logit/logliner methods with GLM; basic analysis of categorized data using SAS.

SPH-Q 604 Linear Regression (3 cr.) Recommended prerequisite: One graduate level biostatistics or statistics course. In this course, students will learn how to analyze bivariate and multivariate data using simple and multiple linear regression procedures; know how to build a linear including model checking, variable selection and data transformation; developing basic facility in the analysis of data using SAS.

SPH-Q 605 Analysis of Multi-level and Longitudinal Data (3 cr.) This course introduces modern statistical methods for longitudinal data analysis to graduate students who need to understand research reports/scientific papers, analyze empirical data, or interpret their results. The topics covered by this course include SAS tutorial, review of linear regression, linear mixed models, generalized linear mixed models, and generalized estimating equations (GEE). Students should complete a graduate level course in regression analysis before beginning this course.

SPH-Q 611 Statistical Packages in Research (3 cr.) This course serves as an introduction to SAS for data management, data analysis, and statistical reporting. Emphasis is placed on data management. The course will include lectures, computer lab practices, and a final project.

SPH-Q 612 Survival Analysis (3 cr.) Recommended prerequisite: One basic statistics/biostatistics course. Covers basic concepts of survival analysis, such as Kaplan-Meier estimates, hazard functions, survival functions, log-rank tests. Parametric inference includes likelihood estimation and the exponential, Weibull, log-logistic and other relevant distributions. Methods and theory for the Cox model.

SPH-Q 650 Special Topics in Biostatistics (1-3 cr.) Contemporary techniques in biostatistics are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. Repeatable for credit with different topic for a maximum of three enrollments.

SPH-Q 696 M.P.H. Field Experience in Biostatistics (1-7 cr.) Recommended prerequisite: Graduate GPA of at least 3.0 required. Public health skills are developed through professional experiences in health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Instructor permission required. Graded on S/F basis only.

SPH-Q 698 M.P.H. Culminating Experience in Biostatistics (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Biostatistics. Students must be in their final year of the MPH program to enroll in the Fall SPH-Q 698 course. SPH-Q 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-Q 698 course requires successful completion (passing grade) of the Fall SPH-Q 698 course.

Instructor permission required. Graded on S/F basis only. Repeatable for credit.

Epidemiology - SPH-E

SPH-E 250 Public Health Surveillance and Monitoring (3 cr.) The focus of this course is disease surveillance and monitoring, to investigate and track infectious and communicable diseases, as well as non-infectious chronic diseases through systematic collection, analysis, interpretation, and dissemination of data for use in prioritizing, planning, implementing, and evaluating health programs, activities, and practices.

SPH-E 311 Introduction to Epidemiology (3 cr.) (Formerly SPH-H 311) Epidemiology concepts, measures, and methods are introduced and applied to explain major health problems, their risks factors, processes, and changes in specific populations. Application of epidemiological methods to identification, surveillance, prevention, and disease control in individuals, families, and communities are addressed.

SPH-E 350 Infectious Diseases: Outbreaks and Field Investigations (3 cr.) Recommended prerequisites: SPH-E 311; SPH-Q 381 or equivalent (or permission of instructor). Students will learn the history and the basic methods of investigation, study the epidemiology, and examine case studies of important, new and emerging diseases and syndromes that affect human populations. Instruction includes definitions and nomenclature, outbreak investigation processes and procedures, disease surveillance and monitoring, and prevention and control efforts. Case-studies focus on acute respiratory infections, diarrheal diseases, hepatitis, tuberculosis, HIV, sexually transmitted infections, malaria, and other vector-borne diseases.

SPH-E 353 Distribution and Determinants of Chronic Diseases (3 cr.) Recommended prerequisites: SPH-E 311; SPH-Q 381 or equivalent (or permission of instructor). This course will provide an introduction to chronic disease epidemiology. The course will discuss the pathogenesis and population distribution of some of the major chronic diseases that affect health (e.g. cardiovascular disease, diabetes, cancer). Additionally, students will learn about the major risk factors for chronic disease and strategies for population-based prevention. Finally, students will get an introduction to basic methods for ascertaining exposures and outcomes as well as research designs for studying chronic diseases.

SPH-E 358 Epidemiologic Methods: Concepts (3 cr.) P: Open only to admitted Epidemiology majors. Recommended prerequisites: SPH-E 311; SPH-Q 381 or equivalent (or permission of instructor). This course will build upon the concepts introduced in Introduction to Epidemiology by going into further detail regarding elements of study design, data analysis, and interpretation of results. Students will learn the basic methods utilized in epidemiology and how to apply them to public health. The course is also intended to provide an introduction to the basic skills needed to critically evaluate the epidemiologic literature relevant to public health professionals.

SPH-E 359 Epidemiologic Methods: Applications (3 cr.) P: Open only to admitted Epidemiology majors. Recommended prerequisites: SPH-E 311; SPH-Q 381 or equivalent (or permission of instructor). The course covers

applications of epidemiologic methods and procedures to the study of the distribution and determinants of health outcomes including disease risk, morbidity, injuries, disability, mortality in populations, and health disparities. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design.

SPH-E 496 Field Experience in Epidemiology (3-5 cr.) P: Open only to admitted Epidemiology majors. Recommended prerequisite: Minimum cumulative GPA of 2.5. BSPH students in the Epidemiology concentration develop their public health skills through professional experiences in public health settings under the supervision of IU SPH-B faculty and facilitation of preceptors. The faculty coordinator and the preceptors conduct regular evaluations, provide written progress reports, and facilitate the development of the major independent project. This course requires permission of Epidemiology Field Experience Coordinator, and completion of all Public Health core and required courses. Graded S/F.

SPH-E 610 An Introduction to Applied Epidemiology and Biostatistics (3 cr.) Introduces basic epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Introduces collecting data and analyzing disease incidence and prevalence to provide analyses leading to effective interventions and preventions. Reviews sources of information, associations between diseases and precipitating factors, and statistical representations.

SPH-E 650 Special Topics in Epidemiology (3 cr.) Recommended prerequisite: SPH-E 651. This course provides students with a core set of epidemiologic concepts and skills required to critically evaluate research reports and review literature in epidemiology and public health. Students will have opportunities to lead an article discussion, present scientific information and to write a paper critique. Repeatable for credit with different topic.

SPH-E 651 Epidemiology (3 cr.) Epidemiology, public health's basic science, supports health monitoring, etiologic studies, intervention design and evaluation, and health policy. Health measures exercises use public data, and simulation. In a final proposal students apply epidemiologic principals to evaluate current literature, develop appropriate study design and methods, and strategies to limit threats to validity.

SPH-E 653 Chronic Disease Epidemiology (3 cr.) 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 world-wide; prevention, and screening.

SPH-E 655 Infectious Disease Epidemiology (3 cr.) Introduction to methods of infectious disease surveillance, outbreak investigation, cohort and case-control studies, dynamics of transmission and prevention, and vaccination programs. Determinants of diseases, distribution within the population, and their control, along with implications for policy and prevention, are discussed. Students analyze infectious disease outbreak using case studies.

SPH-E 656 Genetic Epidemiology (3 cr.) Genetic Epidemiology investigates the role of genetic factors in

determining complex diseases in various environmental contexts. In this course, we will introduce the basic concepts in genetics and epidemiology, and further discuss important topics in genetic epidemiology. We will also discuss other critical issues raised in the analyses.

SPH-E 657 Social Epidemiology (3 cr.) Introduction to social epidemiology, including methods and key study findings of how social factors affect health outcomes. Topics include the role of socioeconomic status, race, gender, neighborhoods, work place, and social networks, and upstream determinants such as social capital, income inequality and social policies on health.

SPH-E 658 Intermediate Epidemiology (3 cr.) Recommended prerequisites: SPH-E 651 Epidemiology and SPH-Q 501 Introduction to Statistics in Public Health or equivalents. Intermediate Epidemiology will build upon the concepts introduced in SPH-E 651 by going into further detail regarding elements of study design, data analysis and interpretation, and inference in epidemiologic research. Principles and methods are illustrated with examples, and reviewed through problem sets and homework.

SPH-E 659 Intermediate Epidemiological Methods (3 cr.) The intermediate course in analytic epidemiology methods will focus on interpretation of findings, study design, analytic approach, and results. Students will be introduced to different viewpoints regarding controversial approaches to study design, analysis and interpretation and will complete exercises involving critiques of published work and analysis of existing data.

SPH-E 661 Introduction to R: Software for Statistical Computing (3 cr.) Data visualization and analysis are primary skills that all public health professionals utilize. These skills are crucial to communicate key public health messages to the stakeholders and the general public. In addition, master's level public health students are expected to conduct data analysis upon graduation. This is an important skill-set that is valued by government agencies, research institutions, and private industries who employ public health graduates. This course is designed to provide practical data management, manipulation, visualization and analytic skills that will translate to all professional settings. This course will provide students with an opportunity to use R, a free software, to perform statistical computing. The R language provides a rich environment for working with data, especially for statistical modeling and graphics. This course will emphasize data manipulation and visualization, as well as reinforce statistical modeling courses. In particular, this course will introduce the R statistical language - which is a rich environment for working with data. Students will learn how to import, clean, manage, manipulate and display data. They will also learn how to create print quality tables using R functions. Though this course will emphasize data manipulation and visualization, it will also reinforce statistical modeling courses. Most importantly, this is a hands-on, project-based course to enable students to develop skills and to solve data problems using R.

SPH-E 670 Meta-analysis and Systematic Review for Public Health Research (3 cr.) Recommended prerequisites: SPH-E 651 Epidemiology and SPH-Q 501 Introduction to Statistics in Public Health or equivalents. This course will familiarize students with the

tools to summarize a defined area of existing literature, culminating in students conducting their own publication-quality systematic review/meta-analysis. Topics we will cover include: literature reviews, meta-analysis and meta-regression, assessing and addressing heterogeneity across studies, and assessing and addressing bias in studies.

SPH-E 680 Nutritional Epidemiology (3 cr.)

Recommended prerequisites: SPH-E 651 and SPH-Q 501 or equivalent. This course introduces basic concepts of epidemiology, basic methods of dietary assessment, reviews various topics in nutrition and chronic diseases and teaches the skills needed for critical evaluation of the nutrition epidemiology literature.

SPH-E 691 Readings in Epidemiology (1-3 cr.)

Recommended prerequisites: SPH-E 651. Planned readings in specialized epidemiology areas of professional interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students, and reading proposals must be approved by faculty in Epidemiology. Instructor permission required. Repeatable once for credit

SPH-E 692 Research in Epidemiology (1-3 cr.)

Research projects are conducted under the direction of a member of the Epidemiology graduate faculty. This can be in the form of grant writing, or manuscript preparation, or data analysis. Enrollment is limited to advanced graduate students upon the approval of faculty. Instructor permission required. Repeatable three times for credit.

SPH-E 696 M.P.H. Field Experience in Epidemiology (1-7 cr.)

Recommended prerequisite: Graduate GPA of at least 3.0 required. Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Instructor permission required. Graded on S/F basis only.

SPH-E 698 M.P.H. Culminating Experience in Epidemiology (1-3 cr.)

This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Epidemiology. Students must be in their final year of the MPH program to enroll in the Fall SPH-E 698 course. SPH-E 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-E 698 course requires successful completion (passing grade) of the Fall SPH-E 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-E 758 Advanced Epidemiology (3 cr.)

Recommended prerequisites: SPH-E 658; SPH-E 659 or equivalent (or permission of instructor). Causal inference from observational data is a key task of epidemiology. This course will first present the concepts underlying causal theory and then show how epidemiologic concepts and methods introduced in E658 and E659 can be understood within this general framework. Epidemiologic concepts such as confounding, comparability, overall effects, direct effects, intermediate variables, selection bias, and information bias will be formally defined within the context of counterfactual theory.

SPH-E 759 Advanced Epidemiological Methods (3 cr.)

Recommended prerequisites: SPH-E 658; SPH-E 659 or equivalent (or permission of instructor). This course will present advanced statistical methods used in Epidemiology. Topics covered include: Marginal Effects and Potential Outcomes Estimation; Propensity Scores; Analysis of Time-Dependent Treatments; Cox-Proportional Hazards Model; Longitudinal and Hierarchical Data Analysis; Generalized Estimating Equations; GLMs and GAMs.

SPH-E 790 Proposal Development and Grant-writing for Epidemiologic Research (3 cr.)

Recommended prerequisite: Enrollment in SPH-E-790 is restricted to PhD students only. This is an advanced course in the research methods that epidemiologists use to answer empirical questions. This course advances doctoral students in analytical epidemiology and the process of epidemiological research. This course provides training in constructing the argument, determining the best study design, and articulating the rationale for analysis.

SPH-E 792 Independent Research in Epidemiology (1-3 cr.)

Recommended prerequisite: SPH-E 651. Research project is conducted under the direction of faculty member of the graduate faculty. This can be in form of grant writing, or manuscript preparation, or data analysis. Enrollment is limited to advanced graduate students, and project proposals must be approved in advance. Repeatable for credit.

SPH-E 793 Independent Readings in Epidemiology (1-3 cr.)

Recommended prerequisite: SPH-E 651. Planned readings in specialized epidemiology areas of professional interest are conducted under the direction of a member of the graduate faculty. Enrollment is limited to advanced graduate students. Instructor permission; Readings proposal must be approved in advance. Repeatable for credit.

SPH-E 794 Doctoral Seminar in Epidemiology (1 cr.)

Recommended prerequisite: SPH-E 651. This course will equip students with skills to apply epidemiological concepts to critically evaluate research reports in the public health and medical literature. Students will have opportunities to lead discussions, and present their proposed dissertation studies. The class will invite guest speakers to present their research relevant to epidemiology and public health. Graded on S/F basis only.

SPH-E 799 Dissertaion Research in Epidemiology (1-12 cr.)

Qualifying exams must be passed prior to enrollment in dissertation credits. Repeatable for credit.

SPH-E 894 Doctoral Competency Evaluation (1 cr.)

Recommended prerequisite: Completion of three semesters of SPH-E 794 Doctoral Seminar in Epidemiology. This course requires students to synthesize and to integrate knowledge acquired through their coursework in epidemiology. Students will be evaluated on Epidemiology PhD competencies.

Interdepartmental

Interdepartmental - SPH-X

SPH-X 242 Travel Study: Wellness 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.

SPH-X 511 Public Relations (3 cr.) Principles of public relations, human relations, identification, and analysis of publics, problem solving, and techniques in communication media.

SPH-X 561 Finance and Budgeting (3 cr.) Sources of revenue and budgetary procedures for public leisure service agencies. Fund management, financial analysis, purchasing, contractual agreements, and other fiscal concerns.

SPH-X 580 Introduction to Qualitative Inquiry in Public Health Research (3 cr.) This course provides an overview of origins and philosophies behind various techniques in qualitative public health research. Topics include: life history and narratives, phenomenology, grounded theory, ethnography, case study, focus group, research question formulation, data collection techniques, and methods of analyzing qualitative data.

SPH-X 590 Introduction to Research in Health, Kinesiology, and Recreation (3 cr.) Methods and techniques of research; potential and completed problems analyzed with view to selection of topics; standards for writing research papers.

SPH-X 601 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.

SPH-X 650 Evidence-based Approaches to Public Health (3 cr.) Introduces basic epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Introduces planning a research study, collecting data and analyzing data to provide evidence leading to effective interventions and preventions.

SPH-X 660 Population Health Determinants (3 cr.) Analyzes health disparities and health equity from a socioecological perspective. Provides training in culturally competent public health communication. Introduces concepts in leadership and intervention design and prepares students to apply systems thinking to a public health issue.

SPH-X 685 Public Health Policy and Politics (3 cr.) The course will provide advanced graduate students with an orientation to public health policy, politics and processes in the United States. Students will examine and critique current public health policy issues at the federal, state and local levels using several policy models and theoretical lenses. As the course is designed for the MPH practice degree, students will produce policy analyses and briefs for use in the public health policy process.

Interdepartmental Graduate School - SPH-G

SPH-G 599 Thesis Research (0 cr.) Master's students who have enrolled in 30 or more hours of graduate course work applicable to the degree and who have completed all other requirements of the degree except the thesis of

final project of performance may enroll in G599. Requires section authorization. Before enrolling in this course, students must have registered in the required number of thesis credits for the degree. Repeatable.

SPH-G 901 Advanced Research (6 cr.) Available to graduate students who have completed all course requirements for their doctorates, have passed doctoral qualifying examinations, and have the requisite number of degree credit hours, this course provides the advanced research student with a forum for sharing ideas and problems under the supervision of a senior researcher. Before enrolling in this course, students must have registered in the required number of dissertation credits for the degree. Repeatable five times for a maximum of six total enrollments.

Kinesiology Athletics - SPH-A

SPH-A 265 Athletic Training Education I (1 cr.) Recommended prerequisite: Acceptance into the Athletic Training Program. Students will be introduced to concepts of experiential and service learning in order to orient them to the roles and responsibilities of the athletic training student at IU and gain the most from the learning experience while in the program. The student will participate in 30 clinical education hours. During this time, the student will write personal reflections about clinical education experiences.

SPH-A 269 Clinical Education in Athletic Training I (1 cr.) P: Acceptance into the Athletic Training Program. Introductory clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 270 Clinical Education in Athletic Training II (1 cr.) P: Acceptance into the Athletic Training Program. Introductory clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 279 Recognition and Evaluation of Lower Extremity Injuries in the Physically Active (3 cr.) P: Acceptance into the Athletic Training Program. Educates the athletic training student in principles and procedures of soft tissue evaluation of lower extremity injuries. Includes skill development and practice in evaluating techniques for assessing lower extremity trauma.

SPH-A 281 Recognition and Evaluation of Upper Extremity Injuries in the Physically Active (3 cr.) P: Acceptance into the Athletic Training Program. Educates the athletic training student in principles and procedures of soft tissue evaluation of upper extremity injuries. Includes skill development and practice in evaluation techniques for assessing upper extremity trauma.

SPH-A 282 Strapping and Bandaging of the Physically Active (3 cr.) P: Acceptance into the Athletic Training Program. Advanced course in the recognition of injuries

and their need for support and bandaging. Lecture and demonstration of emergency procedures as well as general strapping and bandaging.

SPH-A 283 General Medical Issues in Athletic Training (3 cr.) P: Acceptance into the Athletic Training Program. Development of knowledge related to general and medical conditions confronting the Development of knowledge related to general and medical conditions confronting the athletic trainer. An emphasis is placed on understanding the signs, symptoms, and predisposing conditions to these illnesses and conditions. An introduction to principles of pharmacology, assessment and treatment of illness. Off-campus service learning activities may be required. Make consistent with Accreditation Standards may be required.

SPH-A 361 Coaching of Football (2 cr.) Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses.

SPH-A 363 Coaching of Baseball (2 cr.) Fundamentals of pitching, catching, batting, base running, infield and outfield play; offensive and defensive strategy; organization and management.

SPH-A 364 Coaching of Track and Field (2 cr.) Fundamental procedures in conditioning and training for cross country, track, and field. Gives basic understanding of each event's coaching strategy and coaching psychology. Home meet organization and management.

SPH-A 365 Athletic Training Education II (1 cr.) Recommended prerequisites: Acceptance into the Athletic Training Program; SPH-A 270. Students are assigned to a clinical education site. The student's preceptor will specify class-goals. The student will work on evidence-based practice projects, and will become proficient in advanced taping and strapping techniques. The student will write personal reflections about clinical education experiences.

SPH-A 366 Coaching of Gymnastics (2 cr.) Practical and theoretical experiences in gymnastics: students participate in performance of skills in the gym and in class discussion sessions dealing with conducting of meets, organizing workouts, ordering equipment, officiating, history and development of gymnastics, governing bodies, and psychology of coaching.

SPH-A 367 Coaching of Swimming and Diving (2 cr.) Theory and methods of coaching swimming and diving, covering technical, administrative, and organizational aspects of the process. Emphasis on fundamentals, conditioning, and coaching psychology.

SPH-A 368 Coaching of Tennis (2 cr.) Theory and methods of coaching tennis, covering technical, administrative, and organizational aspects of the process. Emphasis on fundamentals, tactics, conditioning, and conduct of practice sessions.

SPH-A 370 Coaching of Soccer (2 cr.) Theory and methods of coaching soccer, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

SPH-A 371 Coaching of Volleyball (2 cr.) Theory and methods of coaching volleyball, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning the player, and organizing practice sessions.

SPH-A 381 Clinical Education in Athletic Training III (1 cr.) P: Acceptance into the Athletic Training Program. Intermediate clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 382 Clinical Education in Athletic Training IV (1 cr.) P: Acceptance into the Athletic Training Program. Intermediate clinical education for students admitted into the Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200 - 300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 383 Principles and Techniques of Therapeutic Modalities (3 cr.) P: Acceptance into the Athletic Training Program. Physics and physiological principles behind the use of therapeutic modalities selected to treat the injured physically active person. The class includes lecture, demonstration, and laboratory experience in the application of therapeutic modalities.

SPH-A 384 Principles and Techniques of Therapeutic Exercise (4 cr.) P: Acceptance into the Athletic Training Program. Principles in the use of physical medicine and rehabilitation techniques to treat the injured physically active person, to facilitate enhanced recovery and safe return to activity. Lecture, demonstration, and laboratory experienced in the principles of therapeutic exercise.

SPH-A 387 Management of Dance Injuries (3 cr.) An introduction to the health care issues encountered by dance professionals. Students will recognize basic problems and injuries that occur in the field and have a solid understanding of essential first aid and treatment concepts.

SPH-A 465 Athletic Training Education III (1 cr.) Recommended prerequisites: Acceptance into the Athletic Training Program; SPH-A 382. Students complete laboratory experiences as well as gain approximately 200-300 hours of practical experience under direct supervision of certified athletic trainers or other health care providers. Students are introduced to instrument assisted soft tissue mobilization.

SPH-A 481 Clinical Education in Athletic Training V (1 cr.) P: Acceptance into the Athletic Training Program. Advanced clinical education for students admitted into the Athletic Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers.

SPH-A 482 Clinical Education in Athletic Training VI (1 cr.) P: Acceptance into the Athletic Training Program. Advanced clinical education for students admitted into the

Athletic Training Education Program (ATEP). Students will complete laboratory experiences as well as gain approximately 200-300 hours of practical experience each semester under the direct supervision of certified athletic trainers or other health care providers. (spring semester)

SPH-A 483 Principles of Sports Officiating (1 cr.)

Topics include such sports as football, baseball, basketball, volleyball, and gymnastics. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

SPH-A 490 Organization and Administration of

Athletic Training (3 cr.) P: Acceptance into the Athletic Training Program. Aligns and defines the importance of the administration role in athletic training. Lectures and reports cover bookkeeping, budget management, athletic medical records, drug testing, and legal aspects of sports medicine.

SPH-A 494 Senior Seminar in Athletic Training (1 cr.)

P: Acceptance into the Athletic Training Program. A seminar designed to assimilate all previous experience of the student athletic trainers as well as prepare them for the athletic trainers certification examination. Practical job-related skills which the athletic trainer will be confronted with, will be addressed in this class.

SPH-A 581 Athletic Training Principles for the Spine

(3 cr.) This course is intended to discuss advanced aspects of injury management with particular emphasis on philosophy of care for the athlete. Class lectures and discussion will focus on detailed assessment techniques and treatment of connective tissue, management of acute and chronic trauma to the spine and pelvis in sport. Particular emphasis will be placed on current research in prevention and treatment in physically active individuals.

SPH-A 582 Current Topics in Athletic Training (3 cr.)

Study of the various problems confronting an athletic trainer. These experiences are developed through lectures, demonstrations, and discussions with authorities (including physicians and lawyers) in the areas of concern.

SPH-A 583 General Medical Conditions in Athletic Training (4 cr.)

This course is designed to enhance the athletic trainer's knowledge of the pathogenesis, pathology, and clinical manifestations of common illnesses, infectious diseases, and other medical conditions commonly seen in the athletic / physically active population. Illness / condition recognition, assessment, differential diagnosis, referral and treatment in different patient populations will be discussed in lectures, labs, and through clinical experiences. It will also provide a comprehensive and relevant understanding of the various aspects of pharmacology as it relates to the pathological conditions covered. The course will identify the basic principles of pharmacology including concepts of drug absorption, distribution, metabolism and elimination. Common indications, contraindications, and adverse reactions of medications covered in the course will include those pertinent to sports related injuries and conditions. It will explore a wide range of substances including prescription medications, as well as some over-the-counter (OTC) medications. The focus will be on major drug groups and will highlight both the sports medicine and clinical medicine issues.

SPH-A 584 Administration of Athletic Training

(3 cr.) Provides classroom and practical experience in developing pre-athletic physical examinations; athletic training responsibilities as viewed by the administrator of athletic programs; certification examination requirements; and cardiopulmonary resuscitation.

SPH-A 585 Rehabilitation and Conditioning of Athletes

(4 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.

SPH-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.

SPH-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.

SPH-A 588 Anatomical Basis of Athletic Injuries

(4 cr.) A gross cadaver anatomy course focusing on the extremities, back, thorax, abdomen, pelvis, and head/neck/brain. Emphasis will be placed on the link between anatomical structure, sports medicine, athletic injuries, and rehabilitative techniques. Designed to be a self-guided learning experience, and will combine lecture and laboratory sessions.

SPH-A 589 Rehabilitation Principles and Techniques in Athletic Training II (3 cr.)

This course will be a continuation of the rehabilitation course sequence relating the scientific background necessary for understanding, planning, and developing rehabilitation programs for athletes. It will continue to emphasize the composition, structure, and biomechanical behavior of connective tissues as it relates to healing. The course will enhance the athletic trainer's understanding of the pathomechanics and functional biomechanics of sports-related injuries and pathological conditions commonly seen in the physically active population. In addition, it will address theoretical concepts and clinical practices in the assessment and rehabilitation of sports related injuries, including muscle strength and endurance, flexibility, posture and body mechanics, proprioception, and functional / activity specific exercise. Emphasis will be in the development of clinical skills necessary for the design and progression of rehabilitation programs.

SPH-A 590 Athletic Training Principles for Lower

Extremities (3 cr.) Evaluation and advanced management of injuries to the lower extremity including, but not limited to, the foot, ankle, knee, hip, and sacroiliac joints. Assessment of gait, orthotic construction, and surgical procedures needed to correct severe injuries. Relevant orthopedic controversies concerning injury management.

SPH-A 610 Introduction to Athletic Training Research

(2 cr.) This course will address a variety of introductory topics related to critical review of research in medical

sciences and athletic training. Topics vary by semester. Repeatable for credit.

SPH-A 611 Advanced Topics: Athletic Training Research (2 cr.) 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. Repeatable once for credit with different topic. (spring semester)

SPH-A 695 Practicum in Athletic Training (2 cr.)
Recommended prerequisites: 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.

Communication - SPH-C

SPH-C 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.

SPH-C 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.

SPH-C 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.

SPH-C 497 Internship in Sport Communication (3 cr.) A field learning experience for sport communication majors. Internship must be approved in advance. Instructor permission required. Only S/F grades given. Repeatable for credit.

SPH-C 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.

SPH-C 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.

SPH-C 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.

SPH-C 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 converging worlds of print journalism, electronic media, public relations, advertising documentary and emerging technologies as expressed in the new commercial reality of sport.

Kinesiology - SPH-K

SPH-K 140 Foundations and Principles of Physical Education (2 cr.) C: SPH-K 141 Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives on the teaching of physical education as a profession.

SPH-K 141 Fundamentals of Human Movement (3 cr.)
C: SPH-K 140 Introduction to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, and skills for effective teaching. Analysis, evaluation, and development of personal movement and sport skills.

SPH-K 150 Introduction to Kinesiology and Public Health (3 cr.) Introductory course designed to provide students with an overview of both the foundations of public health and kinesiology. Specifically, this course will introduce students to the five core knowledge areas of public health including epidemiology, biostatistics, environmental health science, health administration, and social and behavioral sciences as well as the core areas of kinesiology including history of physical activity, exercise physiology, biomechanics, and motor control. The connection between the scholarship of kinesiology and goals of public health will be emphasized.

SPH-K 199 Careers in Helping Professions (2 cr.)
Helping professions are career paths that nurture growth in one or more domains of wellness, including disciplines such as medicine, nursing, allied health, social work, education, fitness, and life coaching. Students will learn how their values, interests, personality, and skills align with career options in the helping professions. Focus is on early career development and navigating career resources.

SPH-K 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.

SPH-K 203 Teaching Practicum in Physical Education (1 cr.) C: SPH-K 214. Recommended prerequisites: Admission to PETE program. Supervised early experience in teaching physical education skills. Repeatable for credit.

SPH-K 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.

SPH-K 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.

SPH-K 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.

SPH-K 214 Basic Methods of Teaching Physical Education (3 cr.)

Recommended prerequisites: SPH-K 140; SPH-K 141; Admission to PETE program. Introduction to teaching methods in physical education including writing goals, objectives, and lesson plans; peer teaching; self-evaluation of teaching; teaching and learning styles; skill analysis; and assessment. Includes observation and teaching experiences.

SPH-K 216 Foundations of Physical Activity and Public Health (3 cr.)

This course is designed to introduce the field of physical activity and public health and provide students with foundational principles of both public health science and exercise science to promote improved health through physical activity.

SPH-K 217 Group Physical Activity/Exercise Instruction (3 cr.)

Recommended prerequisite: SPH-K 205. To apply the CDC/Physical Activity (PA) and ACSM exercise recommendations to group movement for apparently healthy populations of varying abilities. Compose and evaluate group movement experiences utilizing a research-based approach to group exercise instruction of various formats.

SPH-K 218 Individual Physical Activity/Exercise Instruction (3 cr.)

Recommended prerequisites: SPH-K 205, SPH-K 216, Admission to Health Fitness Specialist major or Fitness Instruction minor. To provide content knowledge and practical application of physical activity (PA) and exercise best practices for apparently healthy participants in preparation for one-on-one coaching and instruction of movement programs.

SPH-K 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.

SPH-K 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.

SPH-K 280 Basic Prevention and Care of Athletic Injuries (2 cr.) Course will focus on basic principles of prevention recognition and management of sport-related injuries.

SPH-K 283 Group Fitness Practicum (2 cr.)

Recommended prerequisite: SPH-K 205. Provides guidelines and practical experience for instructing safe, effective, and purposeful group functional training: indoor cycling, water fitness, sports conditioning and bootcamp group fitness formats; course formats utilize a coaching-style approach to group fitness. Provide guidelines and practical experience for instructing group exercise for older adults and large exercisers.

SPH-K 290 Movement Experiences for Preschool and Elementary School Children (2 cr.)

Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children.

SPH-K 301 Job Search Strategies for Kinesiology Students (1 cr.)

This course is designed to assist junior and senior level kinesiology students prepare for their professional endeavors after college. It will help students develop a career plan by addressing general job search strategies, as well as strategies specific to the fields of healthcare, fitness, and wellness, sport marketing and management, and sport communication.

SPH-K 303 Physical Education Laboratory/ Field Experience (0-3 cr.)

Laboratory or field experience in physical education.

SPH-K 313 Tools of Learning (3 cr.)

Recommended prerequisite: SPH-K 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.

SPH-K 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.

SPH-K 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.

SPH-K 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.

SPH-K 319 Physical Activity/Exercise Leadership (3 cr.)

Recommended prerequisites: SPH-K 216 or SPH-I 119 and SPH-K 205 or ANAT-A 215. To apply the CDC/Physical Activity (PA) and ACSM exercise recommendations to fitness leadership experiences

for apparently healthy populations of varying abilities. Create, present and evaluate fitness experiences utilizing a research-based approach to PA/Exercise leadership.

SPH-K 323 Teaching Individual and Dual Activities (2 cr.) Recommended prerequisite: SPH-K 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.

SPH-K 325 Teaching of Team Sports (2 cr.) Recommended prerequisite: SPH-K 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.

SPH-K 326 Lifeguard Training and Water Safety Instructor (3 cr.) Instruction and analysis of swimming and lifesaving skills. Teaching methods and organizational techniques for all levels of swimming. Qualifying students receive the A.R.C. WSI Certification. Students taking this course should have advanced swimming proficiency and be at least 17 years of age.

SPH-K 327 Behavioral Aspects of Physical Activity and Exercise (3 cr.) Provides students with practical experience in physical activity/exercise coaching utilizing behavior models and theories and physical activity/fitness best practices. Students examine physical activity theories and motivational techniques needed to assist participants with physical activity perspectives/interventions. Students apply behavioral techniques to actual clients and evaluate the outcomes of their efforts.

SPH-K 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.

SPH-K 335 Theories of Conditioning for Coaching (3 cr.) A practical application of conditioning and physical training theory of coaching and high level fitness. The class utilizes physiological principles of conditioning to prepare athletes for optimal performance. Discusses various types of training and organization of workouts for endurance, speed, and strength.

SPH-K 372 Scientific Diver Certification (3 cr.) Recommended prerequisite: National Scuba Certification. This course is designed to prepare participants with the knowledge and skills necessary to qualify as an Indiana University Scientific Diver. Course provides comprehensive principles for safe and efficient diving during scientific investigations and surveys. Topics includes OSHA and IU standards for scientific diving, diving physics, physiology, decompression theory, equipment, dive planning, safety and environments. Underwater techniques for data collection in several academic areas and personal diving skills will be emphasized during confined water training sessions.

SPH-K 375 Practicum in Preschool and Elementary School Physical Education (3 cr.) Supervised teaching experiences in physical education with preschool and elementary school children. Repeatable for credit.

SPH-K 385 Practicum in Adapted Physical Activity (1-3 cr.) P: SPH-K 398. A practical learning experience in adapted physical education with disabled children. Instructor permission required. Repeatable for credit.

SPH-K 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.

SPH-K 395 Fitness Specialist Practicum (2 cr.) P: SPH-K 216 and SPH-K 319; Open only to students in the following two majors: Fitness and Wellness and Health Fitness Specialist. Students will learn and apply effective program design and exercise leadership, specifically with youth who are considered overweight and/or obese, in this content-based, performance-based, and process-based course. Students will create safe, effective program designs based on individual client needs and goals. Students will be exposed to a variety of programming options, and provided with tools for personalizing and individualizing exercise programs based on a client's personal profile (medical history, assessment and goals). Graded on S/F basis.

SPH-K 398 Adapted Physical Activity (3 cr.) Study of conditions that require physical activity programs to be adapted to the special needs of individuals. Principles and practices in the application of exercise and activities for persons with specific disabling conditions.

SPH-K 405 Exercise and Sport Psychology (3 cr.) P: Only open to juniors and seniors. An overview of the field, including psychological aspects of sport performance, coaching, and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

SPH-K 409 Basic Physiology of Exercise (3 cr.) P: ANAT-A 215 or SPH-K 205 and PHSL-P 215 or equivalent. Open only to students admitted to the following programs: Exercise Science major, Exercise Science minor, Fitness and Wellness major, Health Fitness Specialist major, Teacher Prep-All Grade major, Athletic Training major. Coaching minor, Kinesiology minor. A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. Not available for graduate credit.

SPH-K 412 Exercise in Health and Disease (3 cr.) Recommended prerequisite or corequisite: SPH-K 409, PHSL-P 431. Designed for students preparing for careers in medical professions: In-depth scientific study of etiology, pathophysiology, and mechanisms of exercise intervention for chronic diseases: including, not limited to, atherosclerotic cardiovascular disease, hypertension, metabolic syndrome, diabetes (including complications), hyperlipidemia, obesity, cancer, and chronic obstructive lung disease.

SPH-K 414 Professional Seminar in Physical Education (1 cr.) Recommended prerequisite: EDUC-M 456 and concurrent EDUC-M 482. Course focus on problem solving, reflection, and professional development during student teaching semester. Portfolio completion and exit interview.

SPH-K 416 Physical Activity/Fitness Administration (3 cr.) Provide research and content information for administration of Physical Activity (PA)/Fitness business practices. Learn trends and best program practices for PA/Fitness businesses. Discuss contemporary issues and participate in group problem solving activities for a business. Integrate knowledge through researching a specific business of interest using PA/Fitness Administrative best practices.

SPH-K 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) Recommended prerequisite: SPH-K 409. Provides an overview of the role of physical activity in the prevention of disease and disability. The causes of common diseases, physiological impact, and treatment side effects of common diseases will be discussed to enable effective exercise prescription within special populations.

SPH-K 419 Fitness Testing and Interpretation (3 cr.) Recommended prerequisites: SPH-K 409; Open only to students in the following programs: Fitness and Wellness major, Health Fitness Specialist major, Exercise Science major, Fitness Instruction minor, Kinesiology minor. Provides practical experience with various fitness testing protocols, basic exercise prescription, and interpretation of fitness data.

SPH-K 420 Exercise Leadership and Program Design (3 cr.) Recommended prerequisites: SPH-K 417, and SPH-K 419. The course is designed to be a culminating experience for the health fitness specialist student to demonstrate practical application of the theory, techniques and skills of safe, effective, efficient exercise leadership and program design in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the ACSM Health, Fitness Instructor national certification.

SPH-K 421 Special Topics in Kinesiology (1-3 cr.) An in-depth investigation of a contemporary topic in the field of kinesiology. Topics vary. Repeatable for credit with different topic. Repeatable for credit with different topic.

SPH-K 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.

SPH-K 435 Philosophical Foundations of Coaching (3 cr.) A philosophical approach to coaching for various sports. Topics include, but are not limited to different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

SPH-K 444 Issues in Kinesiology (1-3 cr.) An upper level student seminar. Multidisciplinary examination of complex issues in kinesiology. Repeatable for credit. Repeatable for credit.

SPH-K 450 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 for credit with different topic.

SPH-K 452 Motor Learning (3 cr.) P: P: SPH-K 205 or ANAT-A 215, PHSL-P 215; Open only to students admitted to the following programs: Exercise Science major, Exercise Science minor, Fitness and Wellness major, Health Fitness Specialist major, Teacher Prep-All Grade major, Athletic Training major. Coaching minor, Kinesiology minor. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

SPH-K 455 Practicum in Coaching (2 cr.) Students will serve as an assistant under an experienced coach and will participate in weekly seminars. Limited to coaching minor students or permission of instructor. Students should have junior or senior class standing when beginning this course.

SPH-K 464 Small Boat Sailing Instructor (3 cr.) U.S. Sailing Small Boat Sailor Level 1 Instructor course. Course topics include sports psychology, sports physiology, lesson planning, risk management, and teaching techniques. Instructor permission required.

SPH-K 472 Professional Diver Development (3 cr.) Recommended prerequisite: SPH-I 371. The course is designed to prepare experienced divers for entry into the Professional Diving Industry. Content includes an introduction to the business of diving, leadership development, boating and navigational skills, photo and video production, equipment troubleshooting, full-face communication mask training, and dive skill mastery.

SPH-K 473 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.

SPH-K 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.

SPH-K 485 Practicum in Kinesiology and Athletics (1-3 cr.) A practical learning experience in teaching and/or coaching under guidance of faculty and supervisor. Instructor permission required. Only S/F grades given. Repeatable for up to 3 credits.

SPH-K 486 Field Experience in Fitness and Wellness (1-8 cr.) P: Open only to students in the Fitness and Wellness major. BSPH students in the Fitness and Wellness degree develop their public health skills through professional experiences in public health settings under the supervision of IU SPH-K faculty and facilitation of preceptors. The faculty coordinator and the preceptors conduct regular evaluations, provide written progress reports, and facilitate the development of the major independent project. Students wishing to register for this course must have completed all Public Health Core and Fitness and Wellness Courses. Instructor permission required. S/F grading. Repeatable for credit.

SPH-K 488 Athletic Training Techniques (3 cr.) Designed for athletic training majors, this course is to provide an anatomical foundation for the understanding

and analysis of human movement, specifically applied to assessment, exercise and rehabilitation of athletic injuries. The course will address theoretical concepts and clinical practices in the assessment and rehabilitation of sports-related injuries, including assessment of joint structures, joint mobility, various anatomical alignments, strength and flexibility testing, as well as gait analysis.

SPH-K 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.

SPH-K 492 Research in Kinesiology (1-3 cr.) Open to junior or senior majors or minors in kinesiology. Research proposal must be approved in advance. Research proposal must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-K 495 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.

SPH-K 496 Laboratory Assisting or Field Experience in Kinesiology (1-3 cr.) 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. Instructor permission required. Repeatable for credit.

SPH-K 497 Internship in Exercise Science (1-3 cr.) A field learning experience for exercise science majors. Internship must be approved in advance. Instructor permission required. Only S/F grades given. Repeatable for credit.

SPH-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.

SPH-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.

SPH-K 520 MATLAB for Data Analysis (3 cr.) This course is intended for programming novices, with little or no background in any programming language. We will cover the basics of programming in general and MATLAB in particular, with a focus on writing programs to organize, structure, and analyze types of data common in behavioral and physiological research. Topics include variables, scripts and functions, selection statements, loops, string manipulation, data structures, file input and output, data plotting, indexing, statistics, and curve fitting. Throughout the course, students will write a series of functions to analyze a real data set. Challenges and strategies related to research data will be emphasized. A statistics course is recommended before students enroll in this course.

SPH-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.

SPH-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.

SPH-K 530 Mechanical Analysis of Human Performance (3 cr.) Recommended prerequisite: ANAT-A 215. Newtonian mechanics applied to human movement. Analysis of sports techniques.

SPH-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.

SPH-K 535 Physiological Basis of Human Performance (3 cr.) Recommended prerequisite: PHSL-P 215. A study of physiological changes that occur with exercise. Emphasis on the cardiorespiratory, muscular, and biochemical adaptations to training, and how these affect human performance. Physiological principles are applied to athletic training, adult fitness, weight regulation, and physical therapy.

SPH-K 536 Obesity/Body Composition (3 cr.) Recommended prerequisite: PHSL-P 215. Study of a variety of contemporary issues related to obesity. Topics may include obesity and health risks, factors promoting fat deposition and metabolism, traditional versus nontraditional weight-loss programs, and adherence to weight-loss programs. Recommendations are presented for developing a comprehensive weight management program.

SPH-K 541 Nature and Basis of Motor Skill (3 cr.) An overview of neural mechanisms underlying motor control. Application of neurophysiological principles to human motor performance.

SPH-K 542 Neuromuscular Control of Movement (3 cr.) An overview of neural mechanisms underlying motor control. Includes applications of neurophysiological principles to human motor performance.

SPH-K 543 Cortical Control of Human Movement (3 cr.) This multidisciplinary course is designed to provide students with an understanding of the neuroanatomical, neurophysiological, and neurobehavioral foundations of voluntary human movement. Seminar-based lectures will emphasize the structure and functional involvement of cortical and subcortical regions associated with purposeful action (e.g., goal-directed reaching, speech, and locomotion). In addition, case descriptions will be discussed to provide students with a link between neuropathogenesis and specific motor deficits.

SPH-K 545 Childhood Motor Development (3 cr.) Study of the developmental aspects of human performance, including the processes of growth and motor development from conception to adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of children.

SPH-K 546 Adolescent Motor Development

(3 cr.) Study of the developmental aspects of human performance, including the processes of growth and motor development throughout adolescence. Emphasizes research on cognitive, affective, and psychomotor development and their impact on the motor behavior of the adolescent.

SPH-K 547 Developmental Movement for Children

(3 cr.) A developmental approach to the physical education of children, covering the impact of developmental movement experiences, curriculum development, teacher behavior, class management, play environments, and a variety of developmentally appropriate movement activities. Students participate in classroom instruction, group projects, and a variety of contemporary game, rhythm, and self-testing activities.

SPH-K 550 Special Topics in Kinesiology (1-3 cr.)

Selected topics in physical education. Repeatable for credit with different topic.

SPH-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.

SPH-K 552 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.

SPH-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.

SPH-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.

SPH-K 555 Problems in Adapted Physical Education

(3 cr.) A study of problems as they relate to philosophy, procedures, and practices in adapted physical education.

SPH-K 556 Physical Activity Assessment in Public Health

(3 cr.) Students will learn the theory and practice of physical activity assessment methods and technology. Physical activity assessment methodology, statistical analysis and data interpretation will be emphasized. Practical experiences using current assessment techniques will be provided. Focus will be placed on measurement and monitoring of both physical activity and sedentary behavior, as well as understanding the delineation between these two health factors.

SPH-K 557 Physical Activity Across the Lifespan

(3 cr.) Overview of physical activity theory, assessment, and research methods across the lifespan from infancy

to older adulthood. Examine and develop evidence-based and developmentally appropriate physical activity programs for various age groups.

SPH-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.

SPH-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.

SPH-K 565 Physical Activity Behavioral Interventions

(3 cr.) Scholarly knowledge and practical experience related to physical activity coaching utilizing behavior models and theories and physical activity best practices. Students examine PA/wellness trends and philosophies, health behavior theories and motivational techniques. Application of coaching/behavioral techniques to actual clients/community integrates theory and best practices.

SPH-K 566 Preventive/Rehabilitative Exercise Program Administration

(3 cr.) An overview of program structure, management, marketing, budget, and finance for corporate fitness, preventive medicine, sports medicine, and hospital-based rehabilitation.

SPH-K 569 Basic Pharmacologic Implications for Exercise and Advanced Cardiac Life Support

(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).

SPH-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.

SPH-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.

SPH-K 578 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.

SPH-K 580 Advanced Technology in Ergonomic Analysis (3 cr.) This course extends competencies in 3D CAD software for virtual world measurement and testing applications. Motion capture EMG, Force plates and Jack Human Simulation software are used to design and evaluate tools and job tasks using CAD processes.

SPH-K 581 Participatory Ergonomics (3 cr.) Course presents facilitation methodologies employed by ergonomic change teams. Models, basic principles and skills practice will be presented in: organizational change, data collection, group process and training development.

SPH-K 582 Macro-Ergonomics: Socio-technical Systems Design (3 cr.) Course presents ergonomics in the design of socio-technical systems. Social, technical, and environmental systems are considered as influences on the design, implementation and ergonomic evaluation of jobs and work systems.

SPH-K 583 Physical Ergonomics (3 cr.) Course surveys topics in physical ergonomics. Musculoskeletal structure and function are examined in relation to commonly occurring sources of strain in workplace and total design.

SPH-K 584 Human Error (3 cr.) Course presents a conceptual model of human error and associated cognitive mechanisms. This frame work is used to describe and analyze human error in the performance of tasks and use of products.

SPH-K 585 Work Design (3 cr.) This course presents work design analysis methods and development tools. Course examines the way in which workers perform job tasks, how workers interact with their tools and workspace, and the operational environment.

SPH-K 586 Industrial Design and Ergonomics (3 cr.) This course surveys the traditional relationships of industrial design and ergonomics. Course examines how aesthetic and functional needs directs the interaction of people with their environment.

SPH-K 587 Assessment in Ergonomics (3 cr.) Students will be prepared in the use of ergonomic assessment tools and methodologies for research and professional settings. Students will receive hands-on experience in the development and implementation of ergonomic solutions.

SPH-K 588 Ergonomics (3 cr.) This is an advanced level course that focuses on research and experimentation to determine the interaction between specific human physical traits and the design of tasks, equipment, and environments with the goal of matching human capabilities with demands through the application of ergonomics methods and techniques.

SPH-K 589 Introduction to CAD in Ergonomics (3 cr.) This course introduces 3D CAD software and Rapid Prototyping production for research and professional ergonomic applications.

SPH-K 599 Master's Thesis (1-5 cr.) Submission and approval of master's thesis committee membership form are required before enrollment in thesis credits. Repeatable for credit.

SPH-K 607 Internship in Ergonomics (8 cr.) 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. The internship must be approved in advance. Instructor permission required.

SPH-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.

SPH-K 630 Biomechanics of Human Performance (3 cr.) P: SPH-K 530. Recommended prerequisite: PHYS-P 201. Study of the mechanical principles of human motion through detailed analysis and specific movements; general applicability of the principles. Forces, moments, stability, and linear and angular momentum.

SPH-K 631 Quantitative Mechanical Analysis of Human Motion (3 cr.) Newtonian study of linear and angular kinematics and kinetics of the human body. Quantitative study of sequential link chains. Computation of joint forces and torques and of muscular forces.

SPH-K 633 Factors Affecting Human Performance (3 cr.) Study of human movement based on scientific foundations of human performance, including advanced kinesiological theories and neuromuscular integration.

SPH-K 634 Respiratory Physiology of Exercise (3 cr.) A system approach to the pulmonary and respiratory responses to acute and chronic exercise. Emphasis on ventilatory and respiratory adaptations associated with athletic performance to physical activity in health and disease.

SPH-K 635 Cardiovascular Physiology of Exercise (3 cr.) A systems approach to the cardiovascular responses to acute and chronic exercise. Emphasis on myocardial and circulatory adaptations associated with athletic performance to physical activity in health and disease.

SPH-K 636 Cardiopulmonary Assessment Lab (3 cr.) A study of the biochemical adaptations that occur during acute exercise or as a result of prolonged exercise training, with emphasis on the biochemical regulators of intermediary metabolism. Laboratory techniques include bio-assay of blood-borne metabolites, muscle enzyme activity, and energy substrate storage/utilization.

SPH-K 637 Intermediary Metabolism (3 cr.) An integrative analysis of the biochemical regulators of intermediary metabolism, with emphasis on the enzymatic, hormonal, and metabolic control of energy production in skeletal muscle. Biochemical principles are applied to human exercise performance.

SPH-K 638 Biochemical Adaptations to Exercise (3 cr.) This course provides content on the research-based finding of 1) how exercise alters biochemical function in skeletal muscle, the liver, and adipose tissue; 2) why biochemical monitoring of athletes is necessary; 3) the methodological limitations of studies in this area; and 4) how to apply biochemical methods to monitor training.

SPH-K 639 Laboratory Techniques for Exercise Biochemistry (2 cr.) A detailed evaluation, including hands-on practice of the laboratory skills needed in a

typical exercise biochemistry laboratory. Experiences will include phlebotomy, titrations, and several spectrophotometric hematological laboratory techniques.

SPH-K 641 Topics in Motor Integration (3 cr.) P: SPH-K 541. A discussion of current research concerns in motor integration. Repeatable for credit with different topic.

SPH-K 651 Rehabilitation of Persons with Physical Disabilities (3 cr.) Identification, analysis, and evaluation of physically disabling conditions; rehabilitation procedures including muscle testing, therapeutic exercise, and exercise prescription. Identification, analysis, and evaluation of persons with physical disabilities; rehabilitation procedures including muscle testing, therapeutic exercise, and exercise prescription.

SPH-K 652 Clinical Exercise Physiology (3 cr.) Advanced study of disease etiology and mechanisms of exercise intervention for cardiovascular, pulmonary, immune, and metabolic disease.

SPH-K 664 Seminar in Physical Education (1-3 cr.) Problems in physical education. Repeatable for credit with different topic.

SPH-K 691 Readings in Physical Education (3 cr.) Guided readings for broadening information about and understanding of the profession. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-K 693 Independent Study and Research (3 cr.) Independent research conducted under the guidance of a graduate faculty member. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-K 694 Seminar in Human Performance (1-3 cr.) Topics vary. Repeatable for credit with different topic.

SPH-K 695 Practicum in Physical Education (1-3 cr.) Practical field experience under supervision; seminar discussions. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-K 696 M.P.H. Field Experience in Physical Activity (1-7 cr.) 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. Instructor permission required. Graduate GPA of at least 3.0 required. Graded on S/F basis only. Repeatable for credit.

SPH-K 697 Internship in Kinesiology (2-8 cr.) Off-campus professional field experience in school or agency situation under qualified supervision. Offered only after completion of course work for master's degree. Instructor permission required. Graduate GPA of at least 3.0 required. Only S/F grades given. Repeatable for credit.

SPH-K 698 M.P.H. Culminating Experience in Physical Activity (1-3 cr.) This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Physical Activity. Students must be in their final year of the MPH program to enroll in the Fall SPH-K 698 course. SPH-K 696 is a prerequisite or a co-requisite. Enrollment in the Spring SPH-K 698 course requires successful

completion (passing grade) of the Fall SPH-K 698 course. Instructor permission required. Graded on S/F basis only. Repeatable for credit.

SPH-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.

SPH-K 791 Readings in Human Performance (2-5 cr.) 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). Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-K 792 Research in Human Performance (2-5 cr.) The research proposal must be approved in advance. Instructor permission required. Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-K 799 Ph.D. Dissertation (1-30 cr.) Instructor permission required. Repeatable for credit.

Marketing and Management - SPH-M

SPH-M 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.

SPH-M 304 Sport Industry Studies (3 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. M304 can be taken up to 4 times with different topics.

SPH-M 318 Managing the Sport Enterprise (3 cr.) Recommended prerequisite: 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.

SPH-M 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.

SPH-M 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.

SPH-M 382 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.

SPH-M 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 credit with different topic.

SPH-M 411 Legal Issues in Sport Settings (3 cr.)

Recommended prerequisites: 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.

SPH-M 415 Sport Promotions and Public Relations (3 cr.)

Recommended prerequisite: Admission to Sport Marketing and Management program. An introduction to the theories and techniques of sport promotions, public relations, and fund-raising.

SPH-M 418 Sport Marketing (3 cr.)

Recommended prerequisites: SPH-M 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.

SPH-M 423 Financial Principles in Sport (3 cr.)

P: Only for students in one of the following programs: Sport Marketing and Management major, Sport Marketing and Management minor, Sport Communication-Broadcast major; Sport Communication-Print major. 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. Students should have senior class standing when beginning this course.

SPH-M 425 Sport Governance in the Global Community (3 cr.)

Recommended prerequisite: 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.

SPH-M 426 Sales Management in Sport (3 cr.)

Recommended prerequisite: For students in one of the following programs: Sport Marketing and Management major, Sport Marketing and Management minor, Sport Communication-Broadcast major; Sport Communication-Print major. The application of sales strategies to the

sport industry. Students should have junior or senior class standing when beginning this course.

SPH-M 428 Strategic Management in the Sport Industry (3 cr.)

Recommended prerequisite: Only for students in one of the following programs: Sport Marketing and Management major, Sport Marketing and Management minor, Sport Communication-Broadcast major; Sport Communication-Print major. Study of the sport industry with an emphasis on developing an understanding of how firms within the sport industry develop and apply competitive strategies. Students should have senior class standing when beginning this course.

SPH-M 495 Practicum in Sports Studies (1-3 cr.)

P: Admission to Sport Marketing and Management major or Sport Marketing and Management Minor. Practical job-related learning experience in sport management or marketing under supervision of professional in area. The practicum must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-M 497 Internship in Sport Management (1-6 cr.)

P: Admission to Sport Marketing and Management major or Sport Marketing and Management Minor. A field learning experience for sport management majors. Internship must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-M 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.

SPH-M 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.

SPH-M 512 Issues in Commercial Sports (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.

SPH-M 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.

SPH-M 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.

SPH-M 515 Principles of Management in the Sport Industry (3 cr.)

The purpose of this course is to introduce students to principles of management theory and application to contemporary sport management. Students are expected to develop a general understanding of basic management principles and concepts in preparation for sport management careers working with and through

others to achieve organizational objectives in a very competitive, diverse, and dynamic environment.

SPH-M 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.

SPH-M 517 Contemporary Sports Law Issues (3 cr.) Comprehensive analysis of timely legal issues impacting participation, administration, or consumption of amateur and/or professional sports.

SPH-M 518 Governance in Sport Management (3 cr.) This course provides students with an advanced study of the governance of sport infrastructures, services, and businesses, nationally and internationally. It is no longer sufficient to merely understand the domestic side of sport management. Through multiple forms of assessment and contemporary case study, this course allows students to critically analyze issues in the global governance of sport.

SPH-M 520 Research in Sport Management (3 cr.) This course covers theories and concepts related to research methods and data analysis in sport management. Specific focus will be given to action components of the research process including: design and formulation, research strategies, methodological tools, and data analytical methods necessary to perform research.

SPH-M 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.

SPH-M 522 The Role of Sport 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.

SPH-M 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.

SPH-M 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.

SPH-M 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.

SPH-M 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.

SPH-M 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.

SPH-M 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.

SPH-M 615 Financial Analysis in Sport (3 cr.) Recommended prerequisite: SPH-X 561 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.

SPH-M 677 Internship in Athletics (3 cr.) Recommended prerequisite: Graduate GPA of at least 3.0 required. 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. Instructor permission required. Repeatable for credit.

SPH-M 687 Internship in Sport Management (2-5 cr.) Recommended prerequisite: Graduate GPA of at least 3.0 required. Off-campus professional field experience in agency situation under qualified supervision. Offered only after completion of course work for master's degree. Instructor permission required. Only S/F grades given. Repeatable for credit.

SPH-M 688 Sport Strategy and Application Culminating Experience (3 cr.) Recommended prerequisite: Completion of at least 15 credits of program, including SPH-M 520. This course is designed to help students apply their concentration knowledge by synthesizing and integrating knowledge obtained throughout coursework to develop a research study. Students will integrate theory and principles obtained during study to their chosen concentration and develop a research study aimed at addressing a gap in the research.

Physical Activity Instruction - SPH-I

SPH-I 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 activity.

SPH-I 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, strength and balance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F graded. Fee charged. Repeatable once for credit.

SPH-I 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. Fee charged.

SPH-I 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.

SPH-I 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.

SPH-I 113 Billiards (1 cr.) Instruction in basic skills, including bridge forming, stroke techniques, bank shots, and cue ball spin. Fee charged.

SPH-I 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.

SPH-I 119 Personal Fitness (2 cr.) Designed to help students understand the basics of physical fitness and how being physically fit related to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. Geared to all students including those not having had previous athletic or physical education experience. Fee charged.

SPH-I 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. S/ F graded.

SPH-I 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.

SPH-I 130 Army Physical Fitness (2 cr.) Recommended prerequisite: Open to ROTC cadets only. The path to total fitness requires a combination of physical conditioning, mental conditioning, and common-sense dietary considerations. Army Physical Fitness is for those willing to accept a disciplined regimen proven to lead to total fitness.

SPH-I 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. S/F graded.

SPH-I 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.

SPH-I 135 Golf (3 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.

SPH-I 137 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.

SPH-I 138 Indoor Climbing-Intermediate (1 cr.) Builds on the basic climbing skills learned in Indoor Climbing and help develop lead climbing skills and lead belaying technique and skills. Highly experience-based course where students engage in site setting, climbing safety, genuine reflection, and new skill demonstration.

SPH-I 140 Beginning Brazilian Ju-Jitsu (1 cr.) Instruction in the basic ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on body posturing, position control, flow-drills, and submission techniques.

SPH-I 143 Modern Arnis (1 cr.) Instruction in basic weapon handling and self-defense using concepts and drills taken from the Remy Presas Modern Arnis system. Students should achieve rudimentary technical skill and learn the philosophy and concepts to empty-hand martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, body posturing, weapon control, flow-drills, and disarms.

SPH-I 144 Chi Gong (1 cr.) Designed to give students an understanding and an appreciation of the function of chi gong. Qigong (another spelling of this ancient Chinese art) is an energy balancing and energy generation and restoration method of training consisting of visualizations and affirmations combined with a series of gentle movements that can be easily learned by anyone who wants to improve and sustain their health and wellness. Students are expected to learn a set of chi gong and other basic techniques of tension release and energy restoration. Grading will be based on attendance.

SPH-I 145 Introduction to the Martial Arts (1 cr.) A basic introduction to the martial arts, including karate, hapkido, jujitsu, judo, aikido, kung-fu, boxing, and wrestling. Students will learn the core concepts of each art, and thus gain a working understanding of what the martial arts are all about, and the differences between them.

SPH-I 146 Jeet Kune Do Concepts (1 cr.) Instruction in the basic concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan Kickboxing and Wing-chun Kung Fu. Students should achieve rudimentary technical skill in the art of Jun-fan Kickboxing and Wing-chun and learn the philosophy and training concepts of Jeet Kune Do.

SPH-I 147 Hapkido (1 cr.) Instruction in techniques for throwing, blocking, striking, kicking, and self-defense applications of joint locks. Students should achieve technical skill level of yellow belt. Judo uniform required.

SPH-I 148 T'ai Chi Ch'uan (1 cr.) Introduction to the slow movements of t'ai chi ch'uan. Course provides instruction in William C. C. Chen's 60 movement form, physics of body leverage, history, philosophy, and cultural context. One of the most popular forms of exercise in China today.

SPH-I 149 Judo (1 cr.) Beginning instruction in techniques for throwing, grappling skills and limited self defense. Students should achieve technical skill level of yellow belt. Judo uniform required.

SPH-I 150 Tae Kwon Do (1 cr.) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Students should achieve technical level of yellow belt. Karate uniform required.

SPH-I 151 Self Defense (1 cr.) Instruction in techniques for practical common sense self defense skills and situations. No uniform required.

SPH-I 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.

SPH-I 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.

SPH-I 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.

SPH-I 158 Shotokan Karate (1 cr.) Beginning Shotokan provides instruction in the basics of Karate, offensive and defensive techniques, as well as the philosophical underpinning of the Japanese martial arts.

SPH-I 159 Racquetball (1 cr.) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

SPH-I 168 Swimming—Nonswimmers (1 cr.) Beginning instruction in self-rescue remedial swimming skills and several basic strokes. For students with no swimming skills. S/F graded.

SPH-I 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.

SPH-I 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.

SPH-I 187 Weight Training (1 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning

programs. S/F graded. Fee charged. Repeatable once for credit.

SPH-I 190 Yoga I (1 cr.) Instruction in basic principles and techniques of yoga. Emphasis on personalized training. Repeatable once for credit.

SPH-I 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 learned skills. Fee charged. Repeatable once for credit.

SPH-I 209 Ballroom and Social Dance II (1 cr.) In depth instruction in ballroom dance, including the foxtrot, waltz, cha-cha, tango, rhumba, samba and quick step beyond the E109 beginning level.

SPH-I 211 Advanced Basketball (1 cr.) Recommended: SPH-I 111. Review of fundamental basketball skills including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses.

SPH-I 227 Intermediate Fencing (1 cr.) Recommended prerequisite: SPH-I 127. Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level. Fee charged.

SPH-I 230 Advanced Army Physical Fitness (2 cr.) Recommended prerequisite: SPH-I 130. Continuing along the path to total fitness begun in SPH-I 130, this course emphasizes the leadership aspect of Army Physical Fitness. Students will lead PT sessions, participate in and lead formation runs, and continue the disciplines regimen begun in SPH-I 130.

SPH-I 240 Intermediate Brazilian Ju-Jitsu (1 cr.) Recommended prerequisite: SPH-I 140. Instruction in intermediate ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve intermediate technical skill and learn the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on body posturing, position control, flow-drills and submission techniques for competition. Students should achieve Yellow Belt proficiency.

SPH-I 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.

SPH-I 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 of Jeet Kune Do. Focus is placed on individual development and the application of basic techniques toward more advanced, dynamic training.

SPH-I 247 Intermediate Hapkido (1 cr.) Designed to give students an increased understanding and an appreciation of the art of hapkido. Content emphasis involves advanced applications of basic hapkido techniques and self-defense. Students should achieve the technical level of a green belt in hapkido.

SPH-I 248 Intermediate T'ai Chi Ch'uan (1 cr.) Recommended prerequisite: SPH-I 148. This intermediate course examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60 movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.

SPH-I 249 Judo—Intermediate (1 cr.) Recommended prerequisite: SPH-I 149. Instruction includes intermediate throwing and grappling techniques and free exercise (randori). Students should achieve technical skill level of green belt. Judo uniform required.

SPH-I 250 Intermediate Tae Kwon Do (1 cr.) Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required. Students wishing to enroll in this course must have yellow belt technical level or consent of instructor.

SPH-I 268 Swimming—Intermediate (1 cr.) (Formerly HPER-E 268) Instruction designed to help the less skilled swimmer master the five basic strokes, be proficient in self-rescue and basic rescue skills.

SPH-I 270 Introduction to Scientific Scuba (2 cr.) Introduction to the theory and practical skills for basic scuba. Program designed to give participants knowledge of physics and physiology as applied to breathing with a self-contained underwater breathing apparatus (SCUBA). Swimming ability and scuba medical history form required. Letter graded. This is a non-certification course. Fee charged. Repeatable once for credit.

SPH-I 272 Scuba Knowledge Development (1 cr.) Scuba knowledge development through web based and CD-ROM sessions for International Scuba certification. Completes all Professional Association of Diving Instructors (PADI) open water certification knowledge sessions and examinations.

SPH-I 275 Aquatic Conditioning (1 cr.) Acquire a moderate to high level of aerobic capacity while using the water, equipment, and other useful techniques, skills, and/or ideas. Achieve student's desired goal through fitness utilizing the water.

SPH-I 281 Tennis—Intermediate (1 cr.) Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies.

SPH-I 290 Yoga II (1 cr.) P: SPH-I 190. Intermediate yoga builds upon material presented in SPH-I 190 Beginning Yoga. The class will continue an emphasis on breath and release work through yoga, including variations on familiar asanas, continued explorations of the body systems, and deeper understanding of the health benefits

of this practice. The energizing and strengthening value of standing poses will also be featured. Grading is based on attendance, effort, and the completion of out-of-class written assignments.

SPH-I 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 technique. Competition is stressed. Students should achieve Advanced Yellow Belt proficiency.

SPH-I 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.

SPH-I 348 T'ui Shou (1 cr.) Recommended prerequisite: SPH-I 248. Introduction to the techniques, skills, and strategies of t'ai chi ch'uan t'ui shou (push-hands). Course provides instruction and practice of Yang Style.

SPH-I 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.

SPH-I 370 Scuba Certification (2 cr.) Recommended prerequisite or concurrent: SPH-I 270. National scuba certification program for recreational divers. Program includes lecture and pool sessions to enable students to participate in the openwater qualification dives with PADI Referral (valid 12 months). Dives may be completed with IU or any PADI International facility. Additional fees required.

SPH-I 371 Advanced Scuba (3 cr.) Recommended prerequisite: SPH-I 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.

SPH-I 445 Independent Study in the Martial Arts (1 cr.) This course allows advanced students in the IU Martial Arts Program to continue their training and personal development in preparation for their instructor's certification in their respective art. Students in this course will meet with the IU Martial Arts Program Coordinator to discuss the personal and professional goals they have set for the semester. Focus will be placed upon teaching pedagogy, independent exploration into cross training with martial arts outside their area of expertise, and training regiment to ensure a prepared and well-rounded

student. Completion of this course should coincide with the student's achievement of instructor certification.

SPH-I 447 Advanced Hapkido II (1 cr.) 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. Students wishing to enroll in this class must have attained a Brown belt (third kup) or higher technical level or instructor consent. Uniform required.

SPH-I 448 T'ai Chi Chu'an Sword (1 cr.) Recommended prerequisites: SPH-I 148 and SPH-I 248. Master William C.C. Chen's 64 Movement T'ai Chi Ch'uan Sword form refines the continuous flowing movement introduced in the T'ai Chi Ch'uan Solo Form. Students gain practical experience in the body mechanics of t'ai chi ch'uan through the larger, faster movements and the use of a handheld object. This practice continues the meditative technique of t'ai chi ch'uan that develops the ability to shift both physical and psychological focus.

SPH-I 450 Advanced Tae Kwon Do II (1 cr.) 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. Students wishing to enroll in this class must have attained a Brown belt (third kup) or higher technical level or instructor consent. Uniform required.

SPH-I 470 Diver Safety and Rescue (2-3 cr.) 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. Students wishing to enroll in this class must have attained scuba certification. Fee charged.

SPH-I 471 Underwater Archaeology Techniques (3 cr.) Topics include historic shipwrecks from "age of exploration" to today. Emphasis on documentation and interpretation of submerged cultural resources. Includes required mock-shipwreck pool session and two openwater dives for recreational dive certification in underwater archaeology.

SPH-I 472 Scuba Instructor Development (2 cr.) Instructor preparation course for recreational scuba diving. Participants will complete all dive master requirements prior to standard national evaluation exams.

Recreation, Parks, and Tourism Studies Recreation - SPH-R

**SPH-R 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.

SPH-R 142 Living Well (3 cr.) Broaden your view of living well by actively pursuing healthy lifestyles. This course utilizes School of Public Health faculty and professionals throughout the Bloomington community to help students achieve balance in health, physical activity, and leisure pursuits. Students address concepts of peer mentoring and goal setting strategies to achieve this balance.

SPH-R 145 A Multidisciplinary Approach to Wellness (2 cr.) Now that you know about the eight dimensions of wellness from your R-142 course, it is time to start looking at how these dimensions apply to your life. It's time to start asking questions and exploring your own goals associated with holistic wellness. What challenges will you face? What challenges can you overcome? This one credit hour course will accomplish three things: (1) allow you to analyze wellness information presented by guest speakers, (2) push you to think critically about wellness and discuss your ideas with others, and (3) use your knowledge in new ways through application of wellness practices. The culminating project for this course will require you to put together a wellness portfolio that highlights your knowledge, skills, and abilities as they relate to wellness.

SPH-R 200 Foundations of Leisure and Public Health (3 cr.) (formerly: SPH-R 110) Introduction to leisure as a significant force in contemporary life, a human behavior spanning history and cultures, and an essential contributor to public health. Focus on the relation of leisure to the public health of individuals and communities by studying its social, psychological, historical, philosophical, economic, anthropological, and geographical foundations.

SPH-R 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.

SPH-R 202 Major Gifts and Planned Giving (2 cr.) (Formerly HPER-T 202) Techniques and best practices used to cultivate, solicit, and close large philanthropic commitments from individuals. Focus on different ways gifts can be designed (or "planned") to fit the needs of the donor and maximize the impact on the nonprofit recipient.

SPH-R 203 Development Services (2 cr.) Behind-the-scenes foundation for planning and managing innovative and effective resource development (fundraising) efforts. Emphasis on practical resources and techniques in research, stewardship, information systems, and development technologies.

SPH-R 210 Inclusion in Recreation, Parks, and Tourism (3 cr.) Overview and rationale for the provision of recreation, park, and tourism services for all populations and ages with a focus on individuals with disabilities. Moral and legal issues, relevant terminology, accessibility guidelines, awareness of needs and abilities of under-represented groups, and techniques for the inclusion of individuals of all abilities.

SPH-R 212 Computers in Park, Recreation, Sport, and Tourism Management (3 cr.) An introduction to computer applications in parks, recreation, sports, and tourism. The primary emphasis is placed on word processing, spreadsheet, database, presentation, desktop publishing, electronic mail, and Internet computing skills.

SPH-R 220 Foundations of Public, Nonprofit, and Community Recreation (3 cr.) Exploration of the uniqueness of public and nonprofit recreation service providers, including their history and mission, while developing an understanding of community and societal issues related to their programs, services and administration of these agencies, and the nature of working in public service.

SPH-R 221 Recreation Facility Management (3 cr.) Exploration of the uniqueness of public and nonprofit recreation service providers, including their history and mission, while developing an understanding of community and societal issues related to their programs, services and administration of these agencies, and the nature of working in public service.

SPH-R 223 Recreation Based GIS (3 cr.) Introductory GIS course focusing on acquiring, mapping and analyzing geographic information as it relates to recreation, park and tourism issues. Potential issues include planning, transportation, marketing, natural resource management and demographics.

SPH-R 230 Recreational Sport Programming (3 cr.) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings.

SPH-R 235 Sport and Violence (3 cr.) This course explores the roots of violence from the context of sport. Foundations are examined in the theoretical framework of sport in society from historical, sociological, psychological, and anthropological perspectives, as well as linkage to contemporary resources that address this problem.

SPH-R 250 Topics in Recreation, Park, and Tourism Studies (3 cr.) Emerging topics in recreation, parks, and tourism, emphasizing current research and practice. Specific topics vary. Repeatable once for credit with different topic.

SPH-R 301 Capital Campaigns (2 cr.) Advanced course in resource development/ fundraising focusing on the successful organization, implementation, and completion of a capital campaign. Especially applicable for future and current nonprofit managers and fundraisers.

SPH-R 303 Development Marketing and Analytical Services (2 cr.) Introduction to the integration of for-profit marketing practices into the nonprofit culture.

SPH-R 304 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.

SPH-R 311 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.

SPH-R 312 Career Perspectives & Internship Preparation (3 cr.) P: SPH-R 200 or SPH-B 150 or SPH-K 150; admitted major in Outdoor Recreation, Parks, and Human Ecology, or Public, Nonprofit, and Community Recreation, or Recreational Sport Management, or Tourism, Hospitality, and Event Management. Survey of recreation, park, and tourism services as a career field, to familiarize students with concepts related to professionalism and the internship and job search process. Students will practice the process of career planning through self-assessment and exploration of career options, and will receive feedback on interview and writing skills.

SPH-R 314 Data-Based Decision-Making Methods (3 cr.) Overview of the processes of research and evaluation as encountered in leisure services. Development of inquiry skills useful for planning and management, and various methods of effective information collection and synthesis. Practice using factual evidence to support programming or planning decisions and to document the outcomes of programs being implemented.

SPH-R 315 Leadership in a Diverse Society (3 cr.) Exploration into the nature of leadership and of diversity within oneself and society, including workplaces, work practices, and policies. Study of theoretical models of leadership, diversity, and social interaction, to explore how leadership can be enhanced through diversity.

SPH-R 321 Aquatic Management (3 cr.) Skills/knowledge necessary to assume a management role in the area of aquatics will be covered. Course will introduce aspects of managing a variety of aquatic settings, and will acquaint students with the latest trends in aquatic programs/facilities/equipment. Materials/testing to become certified in American Red Cross Lifeguard Management included.

SPH-R 350 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.

SPH-R 375 Winery and Food Tourism: The Case of Sorrento, Italy (3 cr.) The focus of this course is on the role of wineries and restaurants in the tourism industry. The impact that winery and food tourism has on local, regional and national economies will be examined. Revenue centers that can be developed in conjunction with a winery and a restaurant, such as restaurants, gift shops and events will also be analyzed. Activities away from the winery and restaurant location such as participation in wine and food festivals, wine and food seminars and culinary events will be included as topics for discussion. The orientation of the course will be winery and food tourism as a business and, as such, will emphasize the functions of management and marketing.

SPH-R 381 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.

SPH-R 388 Marketing Principles for Leisure Services (3 cr.) Application of marketing principles to leisure service delivery systems, including procedures for developing marketing plans for leisure service organizations and agencies. Emphasis on organizing and analyzing the marketing process and planning the marketing mix, including product, price, place, and promotion.

SPH-R 389 Practicum in Fundraising (1-3 cr.) (Formerly HPER-T 399) Designed to facilitate the acquisition of practical knowledge and experiences in fundraising and resource development under faculty/agency supervision.

SPH-R 390 Graduate Prerequisite in Recreation and Park Administration (3 cr.) An overview of the various disciplines within the field of Recreation, Park, Tourism and Sport intended for graduate students with minimal background in recreation and leisure services.

SPH-R 391 Readings in Recreation, Park and Tourism Studies (1-3 cr.) Individualized advanced study of specific topics under faculty direction. Instructor permission required. Repeatable for credit.

SPH-R 395 Practicum in Recreation, Park and Tourism Studies (1-6 cr.) Practical field experience under faculty supervision and with seminar discussions. Permission of Department required. Repeatable for credit.

SPH-R 396 Work Experience in RPTS (0 cr.) This class allows students on a visa to register when completing curricular practical training or other work experience, such as the 320 Hours, required for a Recreation degree. Repeatable.

SPH-R 401 Advanced Planned Giving: Wills and Estates (2 cr.) Advanced course for students contemplating a career in fundraising with a specialization in major gifts and planned giving. Pre-law students will also find this course useful.

SPH-R 410 Event Planning and Program Development (3 cr.) Students learn event planning and program techniques while applying course materials to real-world experiences through service learning. Students will develop and facilitate event planning and recreation programs through the study of a variety of models including the event/program development cycle.

SPH-R 413 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.

SPH-R 414 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.

SPH-R 425 Strategic Planning for Recreation, Park and Tourism Organizations (3 cr.) P: Open only to seniors. Study of strategic and comprehensive planning, its application and processes, including management components and influences. Emphasis on the planning process, public engagement techniques, research methods, trends analysis and planning models.

SPH-R 426 Human Resource Management in Leisure Services (3 cr.) Principles and practices of human resource management in recreation and leisure service agencies will be studied with emphasis upon the skills necessary to manage full-time, part-time, and seasonal employees as well as volunteers.

SPH-R 431 Youth Sport Management (3 cr.) P: SPH-R 230. Exploration and examination of youth sport history, philosophy, developmental stages of youth, sport management and programming, and current issues and events necessary to deliver youth sport programming within a variety of settings, agencies and/or organizations.

SPH-R 434 Legal Issues in Sport Settings (3 cr.) The course purpose is to provide a fundamental understanding of the American system of jurisprudence, statutory, tort, contract, trademark, and constitutional laws while educating students about the legal risks and issues inherent in the management of sport programs as a way to avoid or reduce the probability of litigation.

SPH-R 484 Workshop in Recreation, Park, and Tourism Studies (1-6 cr.) Topics in recreation, park, and tourism studies, in an interactive setting emphasizing application, under the direction of faculty members. Repeatable for credit with different topic.

SPH-R 492 Research in Recreation, Park and Tourism Studies (1-3 cr.) Undergraduate independent research under the guidance of a faculty member. The research proposal must be approved in advance. Permission of department required. Cumulative GPA of at least 3.0 required. Repeatable for credit.

SPH-R 497 Professional Internship (12 cr.) 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. Permission of department required. Prior to the internship, students should complete the the following: 320 Hours; Non-Recreational Therapy majors should have completed SPH-R 392 and SPH-R 430, and have at least junior standing. Recreational Therapy majors should have completed all required recreational therapy classes, anatomy, physiology, lifespan development, and abnormal psychology. Cumulative GPA of at least 2.0 required.

SPH-R 499 Internship in Fundraising (1-3 cr.) Designed as a hands-on full-time work experience in fundraising and resource development for eight to fourteen weeks with a selected agency. Internship must be approved in advance. Instructor permission required.

SPH-R 510 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.

SPH-R 511 Organizational Leadership of Leisure Services (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.

SPH-R 512 Administrative Theory and Management Practices in Leisure Services (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 given to implications for leisure service managers and organizational responses.

SPH-R 522 Tourism Planning and Management in Recreation, Park, and Nonprofit Agencies (3 cr.) Introduction to the basic elements and concepts of tourism planning. Examines the planning process for developing regional tourism, as well as the most common approaches to planning for specific types of tourism and tourism-related facilities. Special emphasis given to the planning of city tourism.

SPH-R 523 Policy Studies in Outdoor Recreation and Tourism (3 cr.) Critical analysis of the historic development, current status, and changing patterns of public policy in outdoor recreation and tourism and related environmental sustainability as it pertains to the United States and selected countries. Intensive examination of selected public policy issues, particularly those affecting tourist and visitor experience and relative impacts.

SPH-R 524 Fundraising for Public and Nonprofit Agencies (3 cr.) Provides basic principles of professional fund-raising including why people give, how funds are raised, legal and ethical considerations, volunteerism, and institutional advancement. Applies to a broad array of graduate students in the fields of recreation, sports, fine arts, music, and education.

SPH-R 525 Foundations of Conservation, Parks, and Recreation (3 cr.) The course will explore the philosophical, ethical, historical and cultural foundations of conservation, park and recreation in America and its importance related to present environmental and social problems. The course will review current research in the field and philosophical frameworks.

SPH-R 526 Great Lakes Park Training Institute (1 cr.) Practicum in the management of a continuing education institute for park and recreation administrators, supervisors, and technicians.

SPH-R 528 Recreation Resource Administration (3 cr.) Examination of resource management approaches to recreation resource administration, including an ecological and sociological approaches to understanding complex problems and issues, management practices, resource policies, and allocation of resources. Special focus on legal and ethical aspects of resource management, environmental protection, personnel management, and budget formulation.

SPH-R 531 Planning and Design for the Built Environment (3 cr.) The course offers an analysis of park planning and design techniques in order to encourage health, active living, and improve quality of life in communities through deliberate, purposeful improvements to the built environment. The class will focus on procedures for developing community park and recreation plans, trail plans, feasibility studies and site specific plans including design characteristics for selected recreation, park, commercial use areas and support facilities. Emphasis will be placed on the ability to master course objectives as demonstrated through group discussion, readings mastery and submission of course assignments.

SPH-R 542 Fiscal Management in Recreation Administration (2 cr.) Students will develop an understanding of key fundamental fiscal management concepts and skills relevant to the field of Recreation.

SPH-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.

SPH-R 550 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 for credit with different topic.

SPH-R 572 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.

SPH-R 573 Current Events in Recreation Administration (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.

SPH-R 574 Human Resource Management in Recreation (3 cr.) Principles and practices of human resource management in recreational sport organizations, emphasizing the skills necessary to manage full-time, part-time, and seasonal employees and volunteers. The course will consist of lectures, discussions, case studies, video presentations, and learning applications. Opportunities for supervisory skill development in the classroom will be provided.

SPH-R 585 Leisure as a Determinant of Health (3 cr.) The World Health Organization defined health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. An emerging and expanding area of growth is evident in the examination of leisure and health, and how these constructs inform and influence each other. This course will seek to explore and understand the role that leisure plays in maintaining, strengthening and enhancing physical, mental and social well-being for all members of

society. The outcomes related to leisure are not always positive, thus these areas will also be considered.

SPH-R 588 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.

SPH-R 595 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 and conducted in workshop fashion under the direction of faculty members.

SPH-R 598 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.

SPH-R 599 Master's Thesis (1-5 cr.) Submission and approval of thesis committee membership form is required before registering for this course. Instructor permission required. Repeatable for credit.

SPH-R 685 Trends in Survey Methodology and Public Health Research (3 cr.) This course is designed for graduate students who are designing or implementing a survey either as part of a thesis/dissertation or other project. The course emphasizes hands-on experience in the design, administration, analysis and interpretation of survey data for quantitative research studies.

SPH-R 691 Readings in Recreation (1-5 cr.) 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. Reading proposal must be approved in advance. Permission of department required. Cumulative Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-R 692 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.

SPH-R 693 Independent Study and Research (1-5 cr.) Independent research conducted under guidance of a graduate faculty member. Research proposal must be approved in advance. Permission of department required. Cumulative Graduate GPA of at least 3.0 required. Repeatable for credit.

SPH-R 694 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 with different topic.

SPH-R 695 Practicum in Recreation and Parks (1-6 cr.) Field experience as specified in written

individualized contracts with supervising faculty. Practicums are available in the following areas of emphasis: park/recreation administration, recreational sports administration, therapeutic recreation, outdoor recreation, tourism, armed forces recreation, and resource management. Instructor permission required. Repeatable for credit.

SPH-R 696 M.P.H. Field Experience in Parks and Recreation (4 cr.) Public health skills are developed through professional experiences in public health settings facilitated by preceptors and supervised by faculty. Regular critiques will be held with supervisors, written progress reports and development of a major independent project are required. Students should complete the MPH Core and required courses before taking this course. Permission of department required. Graduate GPA of at least 3.0 required. Graded on S/F basis only.

SPH-R 697 Internships in Recreation and Parks (2-8 cr.) 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. Internship must be approved in advance. Instructor permission required. Repeatable for credit.

SPH-R 698 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.

SPH-R 710 Social Psychology of Leisure (3 cr.) P: Only for students in the PhD in Leisure Behavior program. Students gain an understanding of the application of social psychology to one important aspect of human life-leisure behavior.

SPH-R 711 Higher Education in Recreation, Parks, and Tourism Studies (3 cr.) Investigation and discussion of current trends and issues affecting higher education in recreation, parks, and leisure services.

SPH-R 712 Inquiry Methodology in Leisure Behavior (3 cr.) In-depth study of the realm of research in leisure behavior. Conceptual and methodological issues involved in problem formulation and application of appropriate designs.

SPH-R 782 Advanced Research Inquiry in Recreation, Parks, and Tourism Studies (2 cr.) P: Only for students in the PhD in Leisure Behavior program. The course aims to supply in-depth, advanced knowledge relevant to inquiry method beyond an introductory graduate-level methodology course. It discourses updated research methods transpiring in social sciences in general and covers contemporary investigative approaches applied

to the issues in recreation, park and tourism studies in specific. Instructor permission required.

SPH-R 784 Doctoral Teaching Seminar (2 cr.) P: Only for students in the PhD in Leisure Behavior program. Graduate students will learn and exchange ideas, and skills/strategies that promote teaching excellence. We will examine concepts and methods related to the professional development of future teachers in higher education. This course is to prepare graduate students with necessary fundamental teaching skills.

SPH-R 791 Advanced Readings in Recreation (1-5 cr.) P: Only for students in the PhD in Leisure Behavior program. 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. Reading proposal must be approved in advance. Instructor permission required. Cumulative graduate GPA of at least 3.0. Repeatable for credit.

SPH-R 792 Advanced Research in Recreation (1-5 cr.) P: Only for students in the PhD in Leisure Behavior program. 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. Research proposal must be approved in advance. Research proposal must be approved in advance. Instructor permission required. Cumulative graduate GPA of at least 3.0. Repeatable for credit.

SPH-R 794 Doctoral Seminar: Leisure Behavior (2 cr.) P: Only for students in the PhD in Leisure Behavior program. This course is a doctoral seminar in leisure behavior theory. The ontological approach to leisure serves to analyze the components of leisure behavior from antecedents to outcomes. What kind of behaviors exist when one is at leisure? Cumulative graduate GPA of at least 3.0.

SPH-R 799 Ph.D. Dissertation (1-30 cr.) Instructor permission required. Repeatable for credit.

Outdoor Recreation, Parks, and Human Ecology - SPH-O

SPH-O 111 Campus Gardening Experience (1 cr.) This course provides opportunities for development and application of nature education and gardening skills in a natural setting. Students will learn general foundations and concepts and have opportunities to practice and apply leadership skills to nature education and gardening activities.

SPH-O 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.

SPH-O 214 Wildflowers and Wild Edibles (3 cr.) Students will gain a knowledge for identification of wildflowers and wild edible plants. Activities may include a weekend field trip, a chance to improve skills in identifying local plants, as well as a culinary experience in wild edibles.

SPH-O 244 Natural History and Field Ecology (3 cr.) P: SPH-O 210. Investigation of general natural history and field ecology concepts in a laboratory setting. Weekly field trips.

SPH-O 250 Introduction to Equine Assisted Activities (3 cr.) This lecture and laboratory course introduces equine assisted activities. Topics include NARHA, history, teaching techniques, safety issues, volunteers, selecting/training therapy horses, public relations, fund-raising, disabilities, choosing rider populations and mounting procedures. Student will be required to participate in hands-on experiences at PAL (People and Animal Learning Services).

SPH-O 279 Outdoor Adventure Education (3 cr.) Overview focusing on theoretical concepts and common practices. Investigation and elucidation of theory and philosophy via a mixture of abstracted knowledge and practical involvement in a backcountry environment.

SPH-O 305 Integrated Resource Management (3 cr.) Provides a managerial understanding of ecological concepts, resource management practices, and resource policies related to natural resource/land management. Focus on allocation of resources, carrying capacity, resource protection, and environmental impacts of uses on natural resources.

SPH-O 310 Ecosystem Management (3 cr.) P: SPH-O 210. Study of basic concepts, theories, and importance for outdoor recreation, with particular emphasis on key aspects of ecosystems that are conducive to successful and sustainable environmental communities, impacts of strategies on resource sites, and best practices. Required field work.

SPH-O 313 Wilderness and Protected Lands (3 cr.) The philosophical turmoil of formal wilderness creation in the United States will be presented in this course. Discussion and debate of the European influences on wilderness thinking in the United States as well as examination of wilderness experiences of early European settlers to America will be addressed. The course traces the history of influential leaders in wilderness designations and the political climate of wilderness debates.

SPH-O 318 Outdoor Recreation Consortium (3 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.

SPH-O 322 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.

SPH-O 324 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.

SPH-O 340 Interpretation and Tour Guiding (3 cr.)
P: SPH-O 210. Introduction to personal-heritage interpretation and tour guiding. Exploration of the tenets and principles from various fields of study that encompass the body of knowledge used in the interpretation/tour guiding profession.

SPH-O 341 Field Techniques in Environmental Education (3 cr.) This is an intensive one-week course that uses the outdoors as a laboratory to share strategies, methodologies, and techniques to teach environmental education concept to others. The course offers training and subsequent certification in the three environmental education curriculums—Project Wild, Project Wet, and Project Learning Tree.

SPH-O 342 Applied Ecology: Water Communities (3 cr.) This is an intensive three-week course that uses Bradford Woods Outdoor Education Center as a laboratory to explore and investigate a variety of freshwater systems. This course investigates the important theories associated with freshwater ecology and explores the water communities common to southern Indiana.

SPH-O 343 Sustainable Agriculture (3 cr.) This course will present the fundamentals of specialty crop and animal sustainable agriculture based on an agroecological framework. Students will learn about and apply ecological, social, and economic concepts in evaluating for farm sustainability. The course includes both 'in-class' and field lab experiences.

SPH-O 360 Human Health and Natural Environments (3 cr.) P: SPH-O 210. Examination of the relationships among human health, quality of life, and natural environments from the perspective of cognitive, emotional, spiritual, and related domains. Experiential learning in local natural settings.

SPH-O 412 Ecotourism: Administration and Management (3 cr.) (Formerly HPER-R 429) Theoretical foundations, practical applications and best management practices in ecotourism, under the umbrella of sustainable tourism practices. Course foci include sustainability in ecotourism development and practice; nature-based and adventure tourism; social, environmental, cultural and economic impacts; spatial strategies for ecotourism destinations; and ecotourism as a business.

SPH-O 413 Applications in Outdoor Recreation, Parks, and Human Ecology (3 cr.) P: SPH-O 244; SPH-O 310; SPH-O 340; SPH-O 360; admitted Outdoor Recreation, Parks, & Human Ecology major or official Outdoor Recreation, Parks, & Human Ecology minor. 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. Students should have senior class standing when beginning this course.

SPH-O 420 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.

SPH-O 430 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.

SPH-O 431 Client Management in Adventure and Experiential Education (3 cr.) This course examines the models, theories, case studies, and practical implications for addressing the physical, emotional, and social needs of participants involved in adventure and experiential education.

SPH-O 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.

SPH-O 510 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 environments impact human health and an individual's reported sense of quality of life.

SPH-O 512 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.

SPH-O 514 Camping Administration (3 cr.) Organization and administration of camps; program planning, selection, and training of staff; campsite selection and development; and health and safety.

SPH-O 515 Principles of Outdoor/ Environmental Education (3 cr.) Basic principles, philosophies, and methods of both outdoor education and environmental education. Enables students to associate characteristics that relate to each field as well as aspects that differentiate both. Monthly field trips.

SPH-O 516 Outdoor Recreation Consortium (2 cr.) Conveys both practical information and direct experience to students about components of outdoor recreation and resource management. Enables students to participate in a one-week outdoor recreation consortium at the Great Smoky Mountains National Park. Also offers graduate

students the opportunity for leadership roles associated with consortium topics.

SPH-O 517 Advanced Ecosystem Management in Outdoor Recreation (3 cr.) Exploration of the principles, theories, concepts, and practical realities of ecosystem management. Enables students to design, initiate, and coordinate to completion complex projects of an ecological nature.

SPH-O 519 Issues and Concepts in Adventure and Outdoor-Based Programs (3 cr.) Exploration of various issues and concepts associated with adventure and outdoor-based programs. Includes an experiential learning component. Offered in a seminar format.

SPH-O 520 Principles of Therapeutic Outdoor Programs (3 cr.) Examination of the principles and practices inherent in the field of Outdoor Experiential Therapy (OET). Topics include the historical development of OET, research and practice-based findings, specific techniques currently in use, issues and trends in OET, and emerging developments in therapeutic and managerial adaptations for the field.

SPH-O 521 Leadership in Challenge Education (2 cr.) SPH-O521 is a graduate-level course that investigates the philosophies, theories, research, and practice of facilitation in adventure education. We will combine elements of critical inquiry and discussion with direct experience as we shift between classroom and facilitation settings. Likewise, participants in the course will be required to negotiate and navigate the roles of student, collaborator, facilitator, and instructor as we build our understanding of what it means to engage in an educational experience through the lens of adventure facilitation. The course will include an overnight experiences at Bradford Woods, as well as integrating multiple out-of-the-classroom opportunities throughout the semester.

SPH-O 529 Introduction to Therapeutic Outdoor Programs (1 cr.) Exploration of concepts related to the past, present, and future trends of experiential therapy. Focus on reading and reflection, experiential training, and small group facilitation and discussion.

SPH-O 530 Outdoor Adventure Programming: Foundations and Theories (3 cr.) Examines the history, management, and current issues in outdoor and adventure-based programs. Special attention given to developing an understanding of organizational involvement, social and ecological issues in risk management.

SPH-O 531 Theoretical Foundations of Adventure/ Experiential Education (3 cr.) Examines the models, theories, and research applications utilized in adventure and experiential education. Emphasis placed on developing an understanding of the salient models and resultant research, and integration of that knowledge into the development of "new" models and theories.

SPH-O 540 Wilderness in the American Mind (3 cr.) Examines the philosophical turmoil of formal wilderness creation in the United States. Discussion and debate of the European influences on wilderness thinking in the United States as well as examination of wilderness experiences of early European settlers to America. History

of influential leaders in wilderness designations and the political climate of wilderness debates is traced.

SPH-O 541 Visitor Behavior (3 cr.) Examines the theory and findings of visitor and tourism research as it is conducted in recreation and leisure settings such as parks, museums, towns, historic sites, sporting facilities, and resorts. Topics include visitor motivations, expectations, social interaction, and assessment. Students learn techniques for gathering information from and about visitors.

SPH-O 543 Field Techniques in Environmental Education (3 cr.) Intensive one-week course that uses the outdoors as the laboratory to share strategies, methods, and techniques to teach environmental education concept to others. Offers training and subsequent certification in environmental education curricula such as Project Wild, Project Wet, and Project Learning Tree. These skills enable students to integrate this curriculum into their own formal or non-formal school programs.

SPH-O 594 Seminar: Health, Life, and Environment (3 cr.) 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).

Tourism, Hospitality, and Event Management - SPH-T 201 Introduction to Tourism, Hospitality, and Event Management Industries (3 cr.) Analysis of private, commercial, and industrial recreation fields, focusing on economic impact, marketing strategies, consumer protection, and career opportunities.

SPH-T 203 Principles of Lodging Management (3 cr.) This course provides an overview of lodging management from the perspectives of history, operations, and future trends. The course intends to assist students to acquire rich insights on the operation of the lodging business that entails the domains of: (1) front desk, (2) housekeeping, (3) food and beverage, (4) auxiliary facilities, (5) accounting, and (6) sales. Not everyone will become an hotelier, but lodging deeply impacts our profession and contributes uniquely to public health.

SPH-T 211 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.

SPH-T 267 Theme Park Leadership Strategies: Disney Youth Education Series (3 cr.) With entry into the business world just around the corner, students focus on the strategies and techniques utilized by Walt Disney World Parks and Resorts leaders to create a culture of teamwork and superior guest service. Engaging challenges, observations and interactions with Walt Disney World? Cast Members expand participants' knowledge and skills, and help them realize both immediate and future applications.

SPH-T 301 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.

SPH-T 302 Management of Food and Beverage Operations (3 cr.) P: SPH-T 203. This course is an introduction to the fundamental principles of food and beverage management; emphasizing how food service professionals create and deliver guest-driven service, enhance value, build guest loyalty, and promote repeat business. Students learn theoretical and practical skills for effective management of food and beverage service operations relating to front and back of the house, leadership, management principles, service skills, service styles, and training of personnel.

SPH-T 311 Convention Management and Meeting Planning (3 cr.) P: SPH-T 201; admission to the Tourism, Hospitality, & Event Management major; or official minor in Event Planning; Hospitality Services; or Tourism, Hospitality, & Event Management. To enhance their effectiveness in the tourism and commercial recreation industry, students should extend this programming focus to include nonrecreational facilities and services, particularly those associated with various groups and types of meetings such as conventions, banquets, receptions, and special events.

SPH-T 321 Resort Management (3 cr.) P: SPH-T 203; admission to the Tourism, Hospitality, & Event Management major; or official minor in Event Planning; Hospitality Services; or Tourism, Hospitality, & Event Management. This class provides an overview of resort management, including the history of travel, evolution of resort management, resort design, and the emerging trends of resort development. In addition, the students will explore a variety of managerial problems and apply problem-solving skills to a critical issue (e.g. marketing).

SPH-T 323 Festival and Event Management (3 cr.) P: SPH-T 201; admission to the Tourism, Hospitality, & Event Management major; or official minor in Event Planning; Hospitality Services; or Tourism, Hospitality, & Event Management. Focus on key management, marketing and operational areas in festival & event tourism, including managing culture and leisure experiences, merchandising and retail, catering, ticketing and pricing operations, the role of politics and policy, and issues in the economics of event tourism and risk management.

SPH-T 333 Festival and Event Tourism (3 cr.) P: SPH-T 201; admission to the Tourism, Hospitality, & Event Management major; or official minor in Event Planning; Hospitality Services; or Tourism, Hospitality, & Event Management. Study of key operational areas including destination branding, social impacts, heritage interaction, urban regeneration, the role of politics and policy, and the economics of event tourism. Application of current best practices through case studies in local arts and cultural events, food and wine festivals, mega sporting events, and heritage settings.

SPH-T 335 Entrepreneurship in Tourism, Hospitality & Event Management (THEM) (3 cr.) Introduction to hospitality business management theory and practice

in an entrepreneurial environment within the hospitality industry. Topics include: financial and legal requirements of a startup venture, competitive market analysis, business plan development, and strategic planning. Working in teams, students develop concise presentation decks and detailed business plans in a competitive framework over the course of the semester, leading to presentations to a panel of experienced entrepreneurs.

SPH-T 336 Systems Integration in Hospitality Business (3 cr.) This course provides an overview of the information needs of lodging properties and food service establishments; addresses essential aspects of computer systems, such as hardware, software, and generic applications; focuses on computer-based property management systems for both front office and back office functions; examines features of computerized restaurant management systems; describes hotel sales computer applications, revenue management strategies, and accounting applications; addresses the selection and implementation of computer systems; focuses on managing information systems; and examines the impact of the Internet and private intranets on the hospitality industry.

SPH-T 345 Special Event Production and Technology (3 cr.) This course provides an overview of the event and entertainment industry with an emphasis on event production and the technologies used to conduct successful events. Topics include lighting, A/V, staging and rigging and design theory for a variety of events. Students will explore several current events as case studies of the implementation of these ideas.

SPH-T 389 Global Destination Management (3 cr.) Understanding the process of global destination management with a focus on leadership/coordination, strategic tourism planning and product development, destination marketing, and partnership and community relations. The role of destination management organizations around the world is reviewed.

SPH-T 411 International Meeting Planning (3 cr.) Course addresses the organization and production of international corporate business meetings, seminars, incentive trips, and conventions using innovative and cost-effective programs impacted by changing business needs. International issues include organizing and/or hosting international events, managing international finances, cultural considerations, international contracting, marketing, and legalities, and convention safety and security.

SPH-T 418 Public Health Issues in Global Travel and Tourism (3 cr.) This course examines the global travel and tourism phenomenon through the lens of public health. Issues reviewed include pollution and water quality, climate change, poverty, human rights, infectious diseases, sexual behavior, health care access in the context of global travel and tourism. Strategies and practices of minimizing the risks for health and the environment in travel & tourism are discussed.

SPH-T 425 Capstone in Tourism, Hospitality, and Event Management (THEM) (3 cr.) The study of strategic and comprehensive planning, its application and processes to include management components, and various impacts and influences that help determine a destinations development. Emphasis will be placed upon

the planning process, public engagement techniques, research methods, trends analysis and planning models as they relate to recreation and tourism organizations within a destination. A simulation program involving a real-time management program will be utilized in the class to apply ideas. Students should have junior or senior class standing when beginning this course. This is the capstone class in the major.

SPH-T 431 Green Operations in Hospitality Services (3 cr.) P: SPH-T 203; Open only to juniors or seniors. Overview of green management in the hospitality business from the perspectives of history, operations, and future trends. Focus on green operations including waste management, design, marketing, and purchasing.

SPH-T 513 Economics and Marketing for Leisure and Tourism (3 cr.) Marketing's role in promoting tourism destinations with focus on the effects of economic, social, cultural, technological, and legal changes in tourism. Controllable variables essential to tourism marketing success are examined in addition to how marketing guides tourism destination's business strategy.

SPH-T 550 Foundational Issues: Research in Tourism (3 cr.) This class will provide an analysis of historical tourism research to provide the foundation, context, and background of contemporary issues and research agendas facing the tourism field today.

SPH-T 552 Contemporary Issues in Tourism Studies (3 cr.) A critical overview of tourism studies from different social science perspectives, including politics, economy, environment, society, culture, geography, community development, psychology, and marketing.

Wilderness and Outdoor Skills - SPH-W

SPH-W 110 Outdoor Adventure Leadership Skills (1 cr.) This course provides opportunities for application of pre-existing outdoor adventure skills in a natural setting. Students will learn general leadership concepts and have opportunities to practice and apply leadership skills to land- and water-based outdoor adventure activities.

SPH-W 111 Wilderness Survival (1 cr.) This course is designed to introduce the techniques required for wilderness survival and living skills and also to promote your awareness of self and nature, shelter construction, friction fire, and wilderness ethics. Classroom knowledge and skills will be followed with a weekend in the back country practicing and refining newly acquired skills.

SPH-W 112 Wilderness Survival-Advanced (1 cr.) P: SPH-W 111. Introduces students to "gearless survival" skills, including creating basic stone tools, shelter, and fire by friction utilizing only essential natural materials. Designed to promote awareness of self and nature, shelter construction, friction fire making, and wilderness ethic.

SPH-W 113 Backpacking (1 cr.) Introduces the basics of backpacking and backcountry camping, including proper equipment selection, use of topographic map, water purification, campsite selection, and Leave No Trace ethics. This is a highly experience-based course where students will engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

SPH-W 115 Leave No Trace (3 cr.) Provides the Leave No Trace principles and ethics and opportunity to practice minimum impact skills. Highly experienced-

based course where students will engage in camp setting and maintenance, genuine reflection, and new skill demonstration.

SPH-W 116 Wilderness First Aid (1 cr.) Help prepare students to obtain the Wilderness First Aid certification. Highly experience-based course where students will be followed by scenarios conducted outside the classroom. A third of the class time will be spent outside practicing skills in scenarios.

SPH-W 117 Swiftwater Rescue (1 cr.) Designed to help students respond quickly and safely to water emergencies. Topics include self rescue, broaching, entrapment, throw rope technique, Z-pulley systems, first aid, rescue equipment, kayak and raft rescue, swift water safety.

SPH-W 120 Fundamentals of Search and Rescue (2 cr.) This course prepares students for national certification as a Search and Rescue (SAR) Tech II according to the National Association of Search and Rescue. Content includes topics in three major areas: survival and support, search, and rescue. Course provides practical experience during simulated search and rescue operations during day/evening scenarios.

SPH-W 121 Wildland Firefighting (2 cr.) Provides basic knowledge/skills necessary to become qualified as a wildland firefighter for state or federal agencies. Topics of course are oriented toward suppression of wildland fires. Successful completion of the course and pack test (aerobic capacity) will qualify students for Red Card certification as a Wildland Firefighter.

SPH-W 122 Wilderness Living Skills (1 cr.) Designed to introduce students to the essential techniques for earth living (i.e fire by friction, shelter building, etc.) in a back country setting. Most class time will be spent in the field using experiential learning approaches with another portion taught from readings, presentations, and lectures.

SPH-W 125 Mountain Biking (1 cr.) Designed to introduce the practical knowledge and techniques of mountain biking: Based upon the International Biking Association (IMBA) rules of the trail. Learning proper trail use and care is a fundamental point covered to allow enjoyment of nature on the scenic trails surrounding Bloomington. Students participate through inquisitive learning as well as demonstrating new skills.

SPH-W 129 Map and Compass (1 cr.) Designed to introduce practical knowledge and techniques of topographic map and compass. Highly experience-based course where students engage in camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 130 Orienteering (1 cr.) This course is designed to introduce you to the fundamentals of orienteering. Course topics include an overview of the sport in which the competitor is given a topographic map of a forest marked with a course consisting of a series of check points to be visited. Students will learn map reading and compass skills practicing their skills on an orienteering course.

SPH-W 132 Canoeing (1 cr.) Introduces the basics of canoeing, including paddle strokes, essential maneuvers, basic canoe rescues, and Leave No Trace ethics. Highly experience-based course where students will engage in

camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 133 Whitewater Canoeing (1 cr.) Designed to introduce the essential techniques required in whitewater canoeing. Topics covered include canoeing strategies and tactics, water safety, river dynamics, and relevant whitewater canoeing equipment. Highly experience-based course where students engage in genuine reflection and new skill development.

SPH-W 134 Whitewater Rafting (1 cr.) Designed to introduce the essential techniques required in whitewater rafting. Topics covered include rafting strategies and tactics, water safety, river dynamics, and relevant whitewater rafting equipment. Highly experience-based course where students engage in genuine reflection and new skill demonstration.

SPH-W 135 Whitewater Kayaking (1 cr.) Designed to introduce the essential techniques required in whitewater kayaking strategies and tactics, water safety, river dynamics, and new skills demonstration.

SPH-W 136 Coastal Kayaking (1 cr.) This course will provide you with an overview of the essential skills and knowledge for safe paddling on inland protected waters. These skills include essential maneuvering strokes, wet exits, assisted and unassisted rescues, kayak equipment, safety planning, and Leave No Trace ethics.

SPH-W 137 Coastal Kayaking-Intermediate (1 cr.)
P: SPH-W 136. Reviews fundamental coastal kayaking techniques and introduces advanced techniques in boat control, paddle, and water navigation on a large body of water. Highly experience-based course where students engage in camp settings and maintenance, genuine reflection, and new skill demonstration.

SPH-W 138 Cross Country Skiing (1 cr.) This course will help you develop the fundamental skills and knowledge for cross country skiing and winter backcountry travel. This course introduces you to flat-track techniques then progresses to uphill and downhill techniques.

SPH-W 139 Snowshoeing (1 cr.) This course will entail two days of snowshoeing in a winter environment. It is designed to provide you with the overview of snowshoeing techniques and winter living skills. This is a highly experience based course where participants must engage in site setting, snowshoeing safety, genuine reflection and Leave No Trace ethics.

SPH-W 140 Snowboarding (1 cr.) This course is designed to introduce or further the skills of the student in snowboarding. Intended for all experience levels from beginners to advanced. The Nationally Certified Instructors of Paoli Peaks will tailor lessons to the specific wants and needs of the student to help advance their snowboarding skills.

SPH-W 142 Downhill Skiing (1 cr.) This course is designed to introduce or further the skills of the student in downhill skiing. 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 downhill skiing skills

SPH-W 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.

SPH-W 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.

SPH-W 145 Rock Climbing-Intermediate (1 cr.)
P: SPH-W 144. This course is designed to build on skills introduced in Rock Climbing and introduce you to intermediate rock climbing techniques and anchor building. This is a highly experience based course where participants must engage in site setting, rock climbing safety, anchor building, decision making, and genuine reflection.

SPH-W 146 Rock Climbing-Advanced (1 cr.) P: SPH-W 145. This course is designed to build on skills introduced in Rock Climbing and introduce you to advanced rock climbing techniques and lead climbing skills. This is a highly experience based course where participants must engage in site setting, rock climbing safety, anchor building, decision making, and genuine reflection.

SPH-W 149 Vertical Caving (1 cr.) Designed to introduce you to the essential techniques in vertical caving. Highly experience-based course where students engage in the use of equipment, rappelling technique, caving commands, genuine reflection, and new skill demonstration in the beautiful cave throughout the Midwest.

SPH-W 190 Foundations of Outdoor Adventure (2 cr.) Experiential overview of basic concepts, principles, and practices in the areas of outdoor adventure and wilderness stewardship, emphasizing the construction of personal meaning in the context of lifelong learning.

SPH-W 305 Introduction to Wilderness Leadership (3 cr.) This eight-week course will introduce the foundations of outdoor adventure leadership, including an introduction to the core competencies of outdoor living skills, education, leadership, risk management, environmental integration, and planning and logistics. The course emphasizes backcountry leadership and judgement with a broad overview of the relevant theories and practices of the outdoor adventure industry. Students participate in two weekend backcountry field experiences. This course introduces students to the Wilderness Education Association (WEA) curriculum. Teaching processes include lecture, discussion, group projects, peer teaching experiences, practical skills sessions, and expeditionary learning.

SPH-W 331 Wilderness First Responder (3 cr.) The Wilderness First Responder (WFR) course is the most widely accepted standard in wilderness medical care for professional outdoor leaders including mountain and river guides, wilderness trip leaders, expedition leaders, camp and outing club leaders and rangers; anyone who

is responsible for the safety and care of a group of people in the backcountry. The curriculum uses the principles of long-term care, improvised resources and varying environmental conditions as the framework for learning. The course was created to provide outdoor leaders and adventurers with the knowledge and skills needed to deal with emergencies in remote settings. The course takes an in-depth look at the underlying physiology of common and uncommon emergencies that might be encountered in the wilderness context. It goes well beyond most first aid courses, particularly those that are oriented to 'urban/street medicine. The primary components of the course include personal/group safety and hygiene, backcountry survival, anatomy and physiology, pathophysiology, patient assessment, documentation, trauma medical emergencies, environmental emergencies, long-term care, teamwork, organizing/improvising rescues, decision-making, leadership, judgment and prevention.

Recreational Therapy - SPH-Y

SPH-Y 225 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.

SPH-Y 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.

SPH-Y 378 Recreational Therapy Assessment and Planning (3 cr.)

P: SPH-Y 277. This class is the first in a two-part series to learn appropriate treatment skills for the entry-level recreational therapist. This is a service learning class, and the laboratory section must be taken simultaneously in order to receive credit for the class.

SPH-Y 379 Recreational Therapy Facilitation Techniques and Evaluation (3 cr.)

P: SPH-Y 225; SPH-Y 378; Admission to the Recreational Therapy major. Basic concepts, methods, and techniques associated with the selection and implementation of therapeutic interventions, and the evaluation of the interventions towards the treatment goals of the patient. This is a service learning class, and the laboratory section must be taken simultaneously in order to receive credit.

SPH-Y 397 Recreational Therapy Internship and Professional Preparation (3 cr.)

P: SPH-Y 277; Admission to the Recreational Therapy major; Open only to seniors. This course is designed to prepare students for their required professional internship through a review of skills, consideration of the best placement for their career goals, and planning for the job search. Professional preparatory skills will also be developed and honed.

SPH-Y 470 Contemporary Issues in Recreational Therapy (3 cr.)

P: SPH-Y 277; Admission to the Recreational Therapy major. This course is designed to advance the student's knowledge of issues and concerns

that influence the provision of recreational therapy services and the advancement of the profession. Students are required critically to examine and discuss issues impacting the health care field.

SPH-Y 472 Recreational Therapy in the Health Care Environment (3 cr.)

P: SPH-Y 378; Admission to the Recreational Therapy major. This course presents the foundation for understanding the contemporary health care system, as well as developing systematic program design, implementation and management of recreational therapy services. Students will understand the insurance and reimbursement systems; relevant guidelines and standards related to health care organizations; and the process of program development.

SPH-Y 560 Professional Development for Therapeutic Recreation (3 cr.)

Contemporary principles and understanding for the delivery of therapeutic recreational service. Opportunities to refine personal and professional philosophy of therapeutic recreation.

SPH-Y 561 Advanced Therapeutic Recreation Processes (3 cr.)

Techniques, approaches, procedures, and practices in the provision of therapeutic recreation service.

SPH-Y 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.

SPH-Y 563 Program Development and Consultation in Therapeutic Recreation (3 cr.)

Concerns in developing and providing therapeutic recreational programs and consultation.

SPH-Y 564 Advanced Facilitation Techniques in Recreational Therapy (3 cr.)

P: Admission to MS in Recreation degree program in Recreational Therapy. This class covers 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 or client.

Current Faculty

- Abshier, Leslie E., M.P.A. (*Indiana University, 2012*), *Adjunct Lecturer in Health & Wellness Design*
- Acikada, Caner, Ph.D. (*Marmara University, 1990*), *Visiting Scholar in Kinesiology*
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- Allison, David B., Ph.D. (*Hofstra University, 1990*), *Distinguished and Provost Professor in Epidemiology and Biostatistics and Dean, School of Public Health-Bloomington*
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- Beeker, Charles D., Ph.D. (*Institute of Archaeology and Ethnol., 2013*), *Clinical Professor in Kinesiology and Director, Underwater Science Program*
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- Hadfield, Jaclyn I., Ph.D. (*Indiana University, 2020*), *Post Doctoral Fellow in Applied Health Science*
- Hale, Brendon S., Ph.D. (*Indiana University, 2005*), *Visiting Research Associate in Kinesiology*
- Hall, Austin L., B.S. (*Indiana University, 2020*), *Adjunct Lecturer in Kinesiology*
- Han, Sua, *Visiting Scholar in Health & Wellness Design*
- Hansen, Cathleen H., Ph.D. (*Indiana University, 2014*), *Adjunct Lecturer in Applied Health Science*
- Hardy, Richard J., Ed.D. (*University of Utah, 1966*), *Adjunct Professor in Applied Health Science*
- Harezlak, Jaroslaw, Ph.D. (*Harvard University, 2005*), *Professor in Epidemiology and Biostatistics and Assistant Dean of Research and Analytics, School of Public Health-Bloomington*
- Hartpence, Christopher G., *Adjunct Lecturer in Kinesiology*
- Hawley, Kirsten M., M.T.E. (2019), *Visiting Lecturer in Kinesiology*
- Held, Maragret L., *Adjunct Lecturer in Kinesiology*
- Henderson, Crystal, M.A. (*Indiana University-IUPUI, 2008*), *Research Associate in Applied Health Science*
- Hendryx, Michael S., Ph.D. (*Northwestern University, 1986*), *Professor in Environmental and Occupational Health*
- Henschel, Beate, M.P.H. (*Indiana University, 2014*), *Research Associate in Epidemiology and Biostatistics*
- Henshel, Diane S., Ph.D. (*Washington University, 1987*), *Adjunct Associate Professor in Environmental and Occupational Health*
- Heo, Yoon, M.S. (*Seoul National University, 2019*), *Adjunct Lecturer in Kinesiology*
- Herbenick, Debra L., Ph.D. (*Indiana University, 2007*), *Professor and Director, Center for Sexual Health Promotion in Applied Health Science*
- Hess, Hayden W., Ph.D. (*University of Buffalo, 2020*), *Post Doctoral Fellow in Kinesiology*
- Higgins, Rebecca R., M.S. (*Indiana University, 1994*), *Adjunct Lecturer in Health & Wellness Design*
- Hocevar, Barbara A., Ph.D. (*Case Western Reserve University, 1993*), *Associate Professor in Environmental and Occupational Health*
- Holden, Richard J., Ph.D. (*University of Wisconsin-Madison, 2009*), *Professor and Chair in Health & Wellness Design*
- Huber, Lesa, Ph.D. (*University of Nebraska, 1989*), *Clinical Associate Professor in Applied Health Science*
- Huntoon, Ann M., M.A. (*West Virginia University, 1992*), *Senior Lecturer in Kinesiology*
- James, Julie A., M.S. (*Indiana University, 2004*), *Adjunct Lecturer in Applied Health Science*
- James, Rory G., *Adjunct Lecturer in Applied Health Science*
- Jamshidi-Naeini, Jasmine, Ph.D. (*Texas Tech University, 2020*), *Post Doctoral Fellow in Epidemiology and Biostatistics*
- Jayawardene, Wasantha P., Ph.D. (*Indiana University, 2014*), *Adjunct Lecturer and Assistant Research Scientist in Applied Health Science*
- Ji, Chao, Ph.D. (*University of Miami, 2020*), *Post Doctoral Fellow in Environmental and Occupational Health*
- Johnson, Blair D., Ph.D. (*Indiana University, 2011*), *Associate Professor in Kinesiology*
- Johnston, Jeanne D., Ph.D. (*Indiana University, 2006*), *Clinical Associate Professor and Associate Chair in Kinesiology*
- Jones, Aaron D., M.P.H. (*Indiana University, 2006*), *Research Associate and Adjunct Lecturer in Applied Health Science*
- Jordan, Evan J., Ph.D. (*Michigan State University, 2014*), *Assistant Professor in Health & Wellness Design*
- Jozkowski, Kristen N., Ph.D. (*Indiana University, 2011*), *Professor in Applied Health Science*
- Jun, Mikyoung C., Ph.D. (*Indiana University, 2005*), *Assistant Research Scientist in Applied Health Science*
- Kaba, Ismet C., Ph.D. (*Marmara University, 2016*), *Visiting Scholar in Health & Wellness Design*
- Kahe, Ka, Sc.D. (*Harvard University, 2003*), *Visiting Professor in Epidemiology and Biostatistics*
- Kamendulis, Lisa, M., Ph.D. (*University of New Mexico, 1994*), *Associate Professor in Environmental and Occupational Health*
- Iaplan, Kyle W., *Visiting Scholar in Applied Health Science*
- Kawata, Keisuke, Ph.D. (*Temple University, 2016*), *Assistant Professor in Kinesiology*
- Keeler, Jason M., Ph.D. (*University of Kentucky, 2018*), *Post Doctoral Fellow in Kinesiology*
- Kelly, Patrick, M.S. (*Indiana University, 2006*), *Academic Specialist in Kinesiology*
- Kercher, Vanessa M., Ph.D. (*University of Idaho, 2017*), *Clinical Assistant Professor in Kinesiology*
- Kessler, Ian, *Adjunct Lecturer in Kinesiology*
- Kessler, Robert G., M.S. (*Indiana University, 1999*), *Academic Specialist; Curriculum and Physical Activity Coordinator in Kinesiology*
- Kiessling II, Peter B., Ph.D. (*Indiana University, 2019*), *Adjunct Lecturer in Health & Wellness Design*
- Kim II, Junhyoung, Ph.D. (*Pennsylvania State University, 2012*), *Assistant Professor in Health & Wellness Design*
- King, Rosemary A., M.P.H. (*East Tennessee State University, 1988*), *Research Associate in Applied Health Science*
- Kingma, Jaclynn J., Ph.D. (*A.T. Still University, 2016*), *Clinical Associate Professor in Kinesiology*
- Kitano, Koichi, Ph.D. (*Indiana University, 2011*), *Research Associate in Kinesiology*
- Klaunig, James, E., Ph.D. (*University of Maryland, 1980*), *Professor in Environmental and Occupational Health*
- Kleinlein, Lily S., M.S. (*Indiana University, 2006*), *Adjunct Lecturer in Kinesiology*
- Klimek, Sally A., *Adjunct Lecturer in Kinesiology*
- Knapp, Douglas H., Ph.D. (*Southern Illinois University, 1994*), *Associate Professor in Health & Wellness Design*

- Knapp, Julia S., Ph.D. (*Indiana University, 2000*), *Clinical Assistant Professor in Health & Wellness Design*
- 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*
- Kramper, Megan N., *Adjunct Lecturer in Kinesiology*
- Kristeller, Jean L., Ph.D. (*Yale University, 1983*), *Adjunct Professor in Applied Health Science*
- Kruger, Tina M., Ph.D. (*University of Kentucky, 2011*), *Adjunct Assistant Professor in Applied Health Science*
- Kugler, Roger L., B.A. (*Ohio University, 2001*), *Adjunct Lecturer in Kinesiology*
- Labe, Genevieve, *Adjunct Lecturer in Applied Health Science*
- LaGrange, Michael W., M.D. (*Indiana University, 2005*), *Adjunct Lecturer in Kinesiology*
- LaRoche, Kathryn J., Ph.D. (*University of Ottawa, 2020*), *Post Doctoral Fellow in Applied Health Science*
- Lartey, Stella T., Ph.D. (*University of Tasmania, 2020*), *Post Doctoral Fellow in Epidemiology and Biostatistics*
- Laughlin, Catherine M., D.H.S. (*Indiana University, 1998*), *Clinical Professor in Applied Health Science*
- Lawrence, Carrie A., Ph.D. (*Indiana University, 2014*), *Adjunct Lecturer and Assistant Research Scientist in Applied Health Science*
- Lawson, Richard T., *Adjunct Lecturer in Applied Health Science*
- Lay, Mary A., M.P.H. (*Indiana University, 1987*), *Research Associate in Applied Health Science*
- Lee, Albert, *Adjunct Professor in Applied Health Science*
- Lee, Daehyoung, Ph.D. (*Indiana University, 2020*), *Visiting Research Associate in Kinesiology*
- Lee, Z. N. Trevor, Ph.D. (*Columbia University, 2020*), *Post Doctoral Fellow in Kinesiology*
- Li, Ming, Ph.D. (*Michigan State University, 2012*), *Associate Professor in Epidemiology and Biostatistics*
- Lim, Choong Hoon, Ph.D. (*University of Maryland, 2007*), *Adjunct Associate Professor in Kinesiology*
- Lin, Hsien-Chang, Ph.D. (*The University of Michigan, 2010*), *Associate Professor in Applied Health Science*
- Lion, Margaret M., M.S. (*Indiana University, 1989*), *Senior Lecturer in Kinesiology*
- Litvinova, Maria, Ph.D. (*University of Trento, 2016*), *Post Doctoral Fellow in Epidemiology and Biostatistics*
- Liu, Nianjun, Ph.D. (*Yale University, 2005*), *Professor in Epidemiology and Biostatistics*
- Lu, Liping, Ph.D. (*Shanghai Jiao Tong University, 2017*), *Visiting Scholar in Epidemiology and Biostatistics*
- Ludema, Christina, Ph.D. (*University of North Carolina, 2013*), *Assistant Professor in Epidemiology and Biostatistics*
- Lueken, Joseph S., M.S. (*University of Arizona, 1990*), *Adjunct Lecturer in Kinesiology*
- Luiselli, Claudio S., B.A. (*Indiana University, 2006*), *Adjunct Lecturer in Kinesiology*
- Luo, Juhua, Ph.D. (*Karolinska Institute, 2008*), *Associate Professor in Epidemiology and Biostatistics*
- Macy, Jonathan T., Ph.D. (*Indiana University, 2009*), *Associate Professor in Applied Health Science*
- Madsen, Leif P., Ph.D. (*Indiana University, 2017*), *Clinical Assistant Professor in Kinesiology*
- Maier, Julie M., Ph.D. (*University of Maryland, 2018*), *Post Doctoral Fellow in Applied Health Science*
- Maki, Kevin C., Ph.D. (*University of Chicago, 1998*), *Adjunct Professor in Applied Health Science*
- Marler, Kwang, B.A. (*North Central College, 2017*), *Adjunct Lecturer in Kinesiology*
- Maus, Matthew J., M.A. (*Indiana University, 2015*), *Adjunct Lecturer in Kinesiology*
- Mayo-Wilson, Evan R., Ph.D. (*Oxford University, 2011*), *Associate Professor in Epidemiology and Biostatistics*
- Mayo-Wilson, Larissa J., Ph.D. (*The Johns Hopkins University, 2009*), *Associate Professor in Applied Health Science*
- McCloskey, Laura A., Ph.D. (*The University of Michigan, 1986*), *Professor in Applied Health Science*
- McMickle, Hope S., B.A. (*Franklin College of Indiana, 1993*), *Research Associate in Applied Health Science*
- McPherson, Alyssa M., M.S. (*Indiana University, 2013*), *Academic Specialist in Kinesiology*
- Mickleborough, Timothy D., Ph.D. (*Colorado State University, 2000*), *Professor in Kinesiology*
- Miller, Mark D., M.S. (*James Madison University, 2012*), *Adjunct Lecturer in Health & Wellness Design*
- Miller, Michelle, M.S. (*Indiana University, 1996*), *Senior Clinical Lecturer in Kinesiology*
- Montenegro, Maria S., Ph.D. (*University of Arizona, 2017*), *Post Doctoral Fellow in Applied Health Science*
- Mooradian, Elizabeth A., M.S. (*Michigan State University, 2002*), *Adjunct Lecturer in Kinesiology*
- Morgan, Robert G., M.A. (*Marshall University, 1973*), *Adjunct Lecturer in Kinesiology*
- Morse, Martha C., Ph.D. (*Tufts University, 2011*), *Lecturer in Applied Health Science*
- Moscicki, Brian M., Ph.D. (*Springfield College, 2014*), *Lecturer in Kinesiology*
- Moses, Mary B., B.S. (*Indiana University, 1981*), *Adjunct Lecturer in Applied Health Science*
- Murray, Maresa J., Ph.D. (*Michigan State University, 2001*), *Clinical Associate Professor in Applied Health Science and Assistant Dean of Diversity, Inclusion, and Organizational Climate, School of Public Health-Bloomington*
- Naganobori, Hiroki, B.S. (*Indiana University, 2001*), *Adjunct Lecturer in Kinesiology*
- Nelson, Erik J., Ph.D. (*University of Minnesota, 2014*), *Assistant Professor in Epidemiology and Biostatistics*
- Nichols, Tammy, M.S. (*Indiana University, 2009*), *Adjunct Lecturer in Kinesiology*

- Obeng, Cecilia S., Ph.D. (*Indiana University, 2001*), Associate Professor in Applied Health Science
- Olcott, Courtney O., Ph.D. (*Indiana University, 2012*), Assistant Research Scientist in Applied Health Science
- Omodior, Oghenekaro, Ph.D. (*University of Florida, 2015*), Assistant Professor in Health & Wellness Design
- Orner Jr., Ronald E., M.S. (*Indiana University, 2016*), Adjunct Lecturer in Health & Wellness Design
- Owora, Arthur H., D.P.H. (*University of Oklahoma, 2015*), Assistant Professor in Epidemiology and Biostatistics
- Palacios, Ana M., M.D. (*Pontificia Universidad Javeria, 2007*), Assistant Professor in Applied Health Science
- Park, Jin, M.S. (*Indiana University, 2013*), Adjunct Lecturer in Kinesiology
- Park, Ju Ho, Ph.D. (*Yonsei University, 2017*), Visiting Scholar in Kinesiology
- Parker, Maria A., Ph.D. (*Michigan State University, 2016*), Assistant Professor in Epidemiology and Biostatistics
- Parsons, John T., Ph.D. (*Arizona State University, 2009*), Adjunct Associate Professor in Kinesiology
- Patton, Mary L., M.S. (*Indiana University, 2008*), Adjunct Lecturer in Applied Health Science
- Payne, Shirley I., Ph.D. (*Indiana University, 2020*), Adjunct Lecturer in Applied Health Science
- Pearce, Charles E., Ph.D. (*Indiana University, 2016*), Visiting Lecturer in Applied Health Science
- Pedersen, Paul M., Ph.D. (*Florida State University, 2000*), Professor in Kinesiology
- Perez, Anthony N., Adjunct Lecturer in Kinesiology
- Perry, Cydne A., Ph.D. (*University of Minnesota, 2008*), Assistant Professor in Applied Health Science
- Piatt, Jennifer A., Ph.D. (*University of Utah, 2007*), Associate Professor in Health & Wellness Design
- Quinn, Patrick, Ph.D. (*The University of Texas, Austin, 2014*), Assistant Professor in Applied Health Science
- Radanovich, Jasynda J., M.P.H. (*Indiana University, 2004*), Research Associate and Adjunct Lecturer in Applied Health Science
- Rafalski, Jennifer, Adjunct Lecturer in Applied Health Science
- Raglin, John S., Ph.D. (*University of Wisconsin, 1988*), Professor in Kinesiology
- Ramos, William D., Ph.D. (*Indiana University, 2012*), Associate Professor and Associate Chair in Health & Wellness Design
- Reho, Kaitlyn E., B.S. (*Indiana University, 2012*), Research Associate in Applied Health Science
- Reynolds, Desiree D., M.P.H. (*Indiana University, 2003*), Research Associate in Applied Health Science
- Richard, Monica J., B.S. (*Indiana University, 1997*), Adjunct Lecturer in Health & Wellness Design
- Riggins, Lauralyn, D.P.T. (*A.T. Still University, 2017*), Adjunct Lecturer in Kinesiology
- Rosenberg, Molly, Ph.D. (*University of North Carolina, 2014*), Assistant Professor in Epidemiology and Biostatistics
- Rosenthal, Jeremy I., B.S. (*Indiana University, 2010*), Adjunct Lecturer in Kinesiology
- Ryder, Rachel A., Ph.D. (*Indiana University, 2013*), Senior Lecturer in Kinesiology
- Sadler, Katharine K., M.Ed. (*Indiana University Southeast, 2002*), Research Associate and Adjunct Lecturer in Applied Health Science
- Sage, Bradley, M.S.Ed. (*Old Dominion University, 2005*), Senior Lecturer in Kinesiology and Program Director in Athletic Training
- Sailes, Gary A., Ph.D. (*University of Minnesota, 1984*), Associate Professor in Kinesiology
- Samuel, Susan, M.S. (*Indiana University, 1985*), Research Associate in Applied Health Science
- Schlader, Zachary J., Ph.D. (*Massey University, 2011*), Associate Professor in Kinesiology
- Schmidt, Maria K., Ph.D. (*Indiana University, 1994*), Adjunct Assistant Professor in Applied Health Science
- Seo, Dong-Chul, Ph.D. (*Indiana University, 2003*), Professor in Applied Health Science
- Shao, Kan, Ph.D. (*Carnegie-Mellon University, 2011*), Associate Professor in Environmental and Occupational Health
- Shaw, Joseph, Ph.D. (*University of Kentucky, 2001*), Adjunct Associate Professor in Environmental and Occupational Health
- Shea, John B., Ph.D. (*The University of Michigan, 1974*), Professor in Kinesiology
- Shimek, Jo Anna M., Ph.D. (*University of Illinois, Chicago, 2010*), Clinical Associate Professor in Environmental and Occupational Health and Assistant Dean of Academic Affairs
- Sieg, Brandon L., M.S. (*Indiana University, 1998*), Adjunct Lecturer in Kinesiology
- Silveyra, Patricia, Ph.D. (*University of Buenos Aires, 2009*), Associate Professor in Environmental and Occupational Health
- Simeone, David, M.S. (*Midwestern State University, 1988*), Adjunct Lecturer in Kinesiology
- Simmons, Susan E. C., Ph.D. (*Indiana University, 2003*), Adjunct Lecturer in Kinesiology
- Singleton, Braden T., Ph.D. (*Indiana University, 2013*), Academic Specialist in Kinesiology
- Skirvin, David M., Ed.D. (*Indiana University, 1998*), Adjunct Assistant Professor in Kinesiology
- Slates, Kevin J., Ed.D. (*Spalding University, 2005*), Clinical Associate Professor in Applied Health Science
- Smiley, David L., M.S. (*University of Central Florida, 2012*), Senior Lecturer in Health & Wellness Design
- Smith, Todd D., Ph.D. (*University of Georgia, 2010*), Assistant Professor in Applied Health Science
- Solon, Megan E., Ph.D. (*Indiana University, 2015*), Assistant Research Scientist in Applied Health Science
- Spence, Lisa A., Ph.D. (*Purdue University, 2002*), Assistant Research Scientist in Applied Health Science
- Stavrianakis, Konstantinos, Adjunct Lecturer in Health & Wellness Design
- Summerlot, John P., M.S. (*Mississippi State University, 2004*), Adjunct Lecturer in Applied Health Science

- Taylor, Michella L., A.A. (*Indiana University, 2013*), *Adjunct Lecturer in Kinesiology*
- Taylor, Shelley L., M.A. (*Indiana University, 1991*), *Adjunct Lecturer in Kinesiology*
- Tekwe, Carmen D., Ph.D. (*University of Buffalo, 2011*), *Associate Professor in Epidemiology and Biostatistics*
- Thiagarajah, Krishna, Ph.D. (*Indiana University, 2005*), *Senior Lecturer in Applied Health Science*
- Thomas Jr., James F., B.G.S. (*Indiana University, 2001*), *Adjunct Lecturer in Kinesiology*
- Tinsley, Walter A., *Adjunct Lecturer in Applied Health Science*
- Torabi, Mohammad R., Ph.D. (*Purdue University, 1982*), *Chancellor's Professor in Applied Health Science*
- Valdez Jr., Daniel, Ph.D. (*Texas A&M University, 2018*), *Assistant Professor in Applied Health Science*
- VanDeventer, Vickie L., M.S. (*Ball State University, 2009*), *Adjunct Lecturer in Applied Health Science*
- Vanterpool, Karen B., Ph.D., (*Indiana University, 2020*), *Adjunct Lecturer in Applied Health Science*
- Vorland, Colby J., Ph.D. (*Purdue University, 2019*), *Post-doctoral Fellow in Applied Health Science*
- Walsh-Buhi, Eric R., Ph.D. (*Texas A&M University, 2006*), *Chair and Professor in Applied Health Science*
- Walsh-Buhi, Margaret L., Ph.D. (*University of South Florida, 2014*), *Adjunct Instructor in Health & Wellness Design*
- Wang, Haiping, *Visiting Research Associate in Epidemiology and Biostatistics*
- Wang, Peng, Ph.D., (*Southern Medical University, 2015*), *Post Doctoral Fellow in Epidemiology and Biostatistics*
- Ward, Ricky D., M.S. (*Indiana University-IUPUI, 2014*), *Adjunct Lecturer in Applied Health Science*
- Watson, Jacqueline F., M.S. (*Indiana University, 2008*), *Adjunct Lecturer in Kinesiology*
- Weigel, Mary-Margaret, Ph.D. (*University of California, 1985*), *Professor in Environmental and Occupational Health*
- Welty, Arlo E., B.S. (*Indiana University, 2004*), *Adjunct Lecturer in Kinesiology*
- Wheeler, Brian D., *Adjunct Lecturer in Kinesiology*
- Whitaker, Robert, DMIN (*Princeton Theological Seminary, 2012*), *Adjunct Lecturer in Kinesiology*
- Wilkinson, Jennifer A., M.S. (*Indiana University, 2005*), *Adjunct Lecturer in Kinesiology*
- Willett, Michael S., Ed.D. (*Indiana University, 2013*), *Clinical Associate Professor and Associate Chair in Kinesiology*
- Williams, Antonio S., Ph.D. (*Indiana University, 2010*), *Associate Professor and Director of Graduate Education in Kinesiology*
- Wilson, Rachel, *Visiting Lecturer in Kinesiology*
- Wilson, Tanya K., M.S. (*Cal State Fullerton, 2016*), *Lecturer in Kinesiology*
- Wolf, Sarah C., M.S. (*Purdue University, 2010*), *Adjunct Instructor in Health & Wellness Design*
- Wong, Wan-Teng A., M.S. (*Indiana University, 2010*), *Adjunct Lecturer in Applied Health Science*
- Worley, Morgan L., M.SC. (*West Chester University, 2018*), *Research Associate in Kinesiology*
- Wyatt, Cathy A., M.H.S. (*Indiana University, 2016*), *Adjunct Lecturer in Applied Health Science*
- Yarber, William L., H.S.D. (*Indiana University, 1973*), *Provost Professor; Professor in Applied Health Science; Professor of Gender Studies; Senior Director, Rural Center for AIDS/STD Prevention; and Senior Research Fellow, The Kinsey Institute for Research in Sex, Gender, and Reproduction*
- Ybe, Joel A., Ph.D. (*The State University-Rutgers, 1991*), *Senior Research Scientist in Environmental and Occupational Health*
- Yoon, Juha, Ph.D. (*Indiana University, 2017*), *Lecturer in Kinesiology*
- Young, Sarah J., Ph.D. (*Indiana University, 1998*), *Professor in Health & Wellness Design*
- Zoh, Roger S., Ph.D. (*Iowa State University, 2012*), *Associate Professor in Epidemiology and Biostatistics*

Faculty Emeriti

- Austin, David R., *Professor Emeritus of Health & Wellness Design*
- Belisle, James J., *Associate Professor Emeritus of Kinesiology*
- Billingham, Robert, *Associate Professor Emeritus of Applied Health Science*
- Billingsley, Hobert S., *Associate Professor Emeritus of Kinesiology*
- Brantley, Herbert, *Professor Emeritus of Health & Wellness Design*
- Brown, James R., *Associate Professor Emeritus of Kinesiology*
- Burns, Donald J., *Associate Professor Emeritus of Kinesiology*
- Compton, David M., *Professor Emeritus of Health & Wellness Design; and Professor Emeritus of Environmental and Occupational Health*
- Dapena, Jesus, *Professor Emeritus of Kinesiology*
- Ellis, Nancy T., *Associate Professor Emerita of Applied Health Science*
- Engs, Ruth C., *Professor Emerita of Applied Health Science*
- Ewert, Alan W., *Professor Emeritus of Health & Wellness Design; and Professor Emeritus of Environmental and Occupational Health*
- Fielding, Lawrence W., *Professor Emeritus of Kinesiology*
- Fly, Alyce, *Professor Emerita of Applied Health Science*
- Gallahue, David L., *Professor Emeritus of Kinesiology; and Dean Emeritus, School of Public Health- Bloomington*
- Getchell, Leroy H., *Professor Emeritus of Kinesiology*
- Gilbert, Kathleen R., *Professor Emerita of Applied Health Science*
- Grove, Catherine A., *Clinical Professor Emerita of Kinesiology*
- Hamm, Gwendolyn A., *Associate Professor Emerita of Kinesiology*
- Haven, Betty H., *Clinical Associate Professor Emerita of Kinesiology*

- Hawkins, Barbara A., *Professor Emerita of Health & Wellness Design*
- Hronek, Bruce B., *Professor Emeritus of Health & Wellness Design*
- Jamieson, Lynn M., *Professor Emerita of Health & Wellness Design*
- Kay, Noy, *Clinical Professor Emerita of Applied Health Science*
- Kolbe, Lloyd J., *Professor Emeritus of Applied Health Science*
- Lawrence, Robert E., *Instructor Emeritus of Kinesiology*
- Lindeman, Alice K., *Associate Professor Emerita of Applied Health Science*
- Lohrmann, David, *Professor Emeritus of Applied Health Science*
- Marshall, Edwin C., *Professor Emeritus of the School of Public Health-Bloomington*
- Meier, Joel F., *Professor Emeritus of the School of Public Health- Bloomington*
- Middlestadt, Susan, *Professor Emerita of Applied Health Science*
- Mindheim, Arthur D., *Assistant Professor Emeritus of Kinesiology*
- Mobley, Tony A., *Professor Emeritus of Health & Wellness Design; and Dean Emeritus, School of Public Health- Bloomington*
- Ridenour, James M., *Professor Emeritus of Health & Wellness Design*
- Rillo, Thomas J., *Professor Emeritus of Health & Wellness Design*
- Ross, Craig M., *Professor Emeritus of Health & Wellness Design*
- Russell, Ruth V., *Professor Emerita of Health & Wellness Design*
- Schrader, John W., *Clinical Professor Emeritus of Kinesiology*
- Sherwin, Hilda A., *Assistant Professor Emerita of Kinesiology*
- Shier, Nathan W., *Associate Professor Emeritus of Applied Health Science*
- Skinner, James S., *Professor Emeritus of Kinesiology*
- Stager, Joel M., *Professor Emeritus of Kinesiology*
- Surburg, Paul R., *Professor Emeritus of Kinesiology*
- Torabi, Mohammad R., *Dean Emeritus, School of Public Health- Bloomington*
- Wallace, Janet P., *Professor Emerita of Kinesiology*
- Wilkerson, Jerry D., *Professor Emerita of Kinesiology*
- Yeagley, Jerad L., *Assistant Professor Emeritus of Kinesiology*

Faculty

The School of Public Health-Bloomington has more than 200 full-time faculty members. They are internationally known for their research and leadership contributions in the fields of applied health; environmental and occupational health; kinesiology; health & wellness design; epidemiology; and biostatistics. Faculty research explores a broad range of topics from factors that contribute to

movement science, to healthy lifestyle choices and personal health, and to environmental issues.

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.](#)

Description of Program

The Department of Applied Health Science at Indiana University is one of the oldest, most respected professional and academic degree granting entities in the United States. The department offers study in dietetics, human development and family studies, nutrition science, public health, safety management, youth development, and school and college health education. It has one of the most highly respected health behavior doctoral programs in the nation, and the MPH program has two Department of Applied Health Science concentrations, including Social, Behavioral and Community Health, which is among the best of approximately 300 similar programs nationwide.

Faculty

Chair Walsh-Buhi

Assistant Chairperson Sherwood-Laughlin

Director Graduate Education Macy

Director Undergraduate Education Murray Applegate, Getty, Slates

Professors Dodge, Herbenick, Jozkowski, McCloskey, Seo, Torabi, Walsh-Buhi, Yarber

Associate Professors J. Agle, Barnes, Elam, Erinosh, Gletsu-Miller, Green, Guerra-Reyes, Jennings Mayo-Wilson, Lin, Macy, Obeng

Assistant Professors Brown, Chow, Crawford, Galaviz, Gonzalez, Greene, Palacios, Perry, Quinn, Smith, Valdez Jr.

Clinical Professors Sherwood-Laughlin

Clinical Associate Professors Getz, Huber, Murray, Slates

Senior Lecturers Applegate, Finley, Getty, Thiagarajah

Lecturers Cooperman, Githiri, Greives, Morse

Academic Specialist Eastman-Mueller

Senior Research Scientist Gassman

Assistant Research Scientist D. Agle, Jayawardene, Jun, Lawrence, Olcott, Solon, Spence

Post-Doctoral Fellows Bueno Garcia, Hadfield, LaRoche, Maier, Montenegro, Vorland

Research Associates Fu, Gay, Henderson, Jones, King, Lay, McMickle, Radanovich, Reho, Reynolds, Sadler, Samuel

Visiting Lecturer Blair, Pearce

Visiting Research Associate Cleland, Delong, Kaplan
Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

Applied Health Science

- Faculty
- Description of the Program
- Areas of Specialization
- Degree Programs
- Careers
- Scholarly Inquiry
- Research, Instructional, and Service Projects

Academic Programs

Academic programs currently available in the Department of Applied Health Science

Undergraduate Academic Programs

Certificate in Safety Management

Bachelor of Science in Applied Health Science Degree Majors:

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

Bachelor of Science in Public Health - Community Health Degree

Optional Undergraduate Minors:

Gerontology
Human Development and Family Studies
Human Sexuality
Nutrition
Obesity and Health
Public Health
Safety
Youth Development

Graduate Academic Programs

Online Graduate Certificates:

Gerontology and Health
Public Health
Safety Management

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:

Nutrition Science
Safety Management
School and College Health Education

Doctor of Philosophy (PhD.) Degree Major:

Health Behavior

Doctoral Minors: Addictive Behaviors

Health Behavior
Health Promotion
Human Development and Family Studies
Human Sexuality Education
Nutrition Science
Public Health
Public Health and Aging
Safety Management

School and College Health Education

Research, Instructional, and Service Projects

In addition to offering a variety of courses and degree programs, the department is continuously involved in a number of innovative research, instructional, and service projects that include the following:

- **Center for Health and Safety Studies** provides support services to the university community, to the profession, and to the state of Indiana through conferences, research projects, and the management of grants and contracts. Director: Torabi.
- **Center for Minority Health** has the mission of research, outreach, programming, and training with regard to public health and health disparities. Director: McCloskey.
- **Center for Sexual Health Promotion** is a collaborative effort of sexual health scholars from across the IU campuses and strategic partner academic institutions around the globe. These scholars, in partnership with practitioners from community-based health organizations, government, and industry, work toward advancing the field of sexual health through research, education, and training. Director: Reece.
- **Center for Student Leadership Development**
The center works with existing student leaders who volunteer their time to influence and be involved with their student organizations as well as develop and deliver both academic courses and special extracurricular experiences that expand students' leadership skills and capacities.
- **Indiana 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.
- **Prevention Insights** 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.
- **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.

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.

Areas of Specialization

The department offers comprehensive curricula of undergraduate and graduate degree programs and courses that emphasize the importance of education in the prevention of personal and family problems related to lifestyle and health behavior. Seven areas of specialization are available to the student:

- **Dietetics** is the profession of utilizing food and nutrition science to both prevent and treat disease and promote a healthy lifestyle. Students learn to practice the principles of nutrition, food science, and food management in an applied setting. The curriculum meets standards established by the Commission on Accreditation of Dietetics Education (CADE) of the American Dietetic Association (ADA) for the Didactic Program in Dietetics (DPD).
- **Human development and family studies** specializes in the examination of human well-being and behavior from the perspective of lifespan development, and within the context of the intimate environment of the family. As an applied field, it focuses on the illumination of relationships and behavior through application of theories on family and human development.
- **Nutrition science** integrates the understanding of nutrition with physical and life sciences to promote healthy lifestyles. It has become an increasingly popular academic pursuit for IU pre-med, pre-dental, and pre-physician assistant students. Nutrition science provides a thorough background in advanced science courses preparing not only nutrition-savvy medical professionals, but also nutrition educators and researchers.
- **Public health** focuses on assessing, understanding, and responding to the social, behavioral, and ecological factors that influence the health of communities throughout the world along with managing the systems that are responsible for protecting the public's health. Public health professionals work with individuals and communities through government agencies, nonprofit organizations, hospitals, and corporations. Fully accredited by the Council on Education for Public Health (CEPH), the MPH program has two Department of Applied Health Science concentrations, which include behavioral, social, and community health and public health administration. Each MPH concentration includes core classes

in public health assessment, evidence-based approaches to public health, population health determinants, and public health policy and politics.

- **Safety and safety management** programs develop the skills and professional competencies to support workplace safety and health programs and efforts in both public and private organizations. This program promotes the increasingly important area of safety and health in today's technological workplace through education; hazard identification, evaluation, and control; and risk management. Safety professionals are the leaders in protecting corporate resources and workers' lives.
- **School and college health education** provides comprehensive and coordinated programs that promote the health of children and young adults. Students accrue professional skills required to design, deliver, and assess effective health instruction in schools and colleges. Undergraduate students can earn secondary teacher certification in a joint program with the School of Education. The graduate program allows for advanced study, focusing on leadership roles in school health programs and university health centers.
- **Youth development** prepares students for the professional delivery of services which focus on the infant, child and adolescent across all ability levels and within the family, community context. Required courses build a strong foundation to serve youth through integration of key professional topics including: professionalism, cultural and human diversity, applied human development, relationships and communication, and program development.

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.

Description of Program

The Department of Environmental and Occupational 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 B.S.P.H. in Environmental Health, M.P.H., and Ph.D. degrees, and postdoctoral training. We seek to provide students with the necessary skills and knowledge in a variety of topics, including toxicology, occupational health, global environmental health, and

human/environment interactions, to identify and solve environmental health challenges locally and globally.

Faculty

Chair MacDonald Gibson

Director Graduate Education Shao

Undergraduate Program Coordinator Shimek

Professors Hendryx, Klaunig, MacDonald Gibson, Weigel

Associate Professors Armijos, Hocevar, Kamendulis, Shao, Silveyra

Assistant Professors Commodore

Clinical Assistant Professor Shimek

Assistant Research Scientist Ji

Visit Faculty for a comprehensive list of all School of Public Health - Bloomington faculty.

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Academic Programs

Academic programs currently available in the Department of Environmental and Occupational Health include:

Undergraduate Academic Program

Bachelor of Science in Public Health: Environmental Health Degree

Optional Undergraduate Minor:

Environmental Health

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Major:

Environmental Health

Doctor of Philosophy (Ph.D.) Degree Major:

Environmental Health

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: Dr. Lisa Kamendulis
- **Investigative Toxicology and Pathology Laboratory** The Investigative Toxicology and Pathology laboratory is located in the Klaunig lab

in the innovation center on the IU Bloomington campus. The major theme of the laboratory is using hypothesis-generated experimental approaches including molecular, cellular, and whole body approaches to resolving mechanisms of toxicologic and pathologic chemically-induced injury. The lab has been continually funded from extramural sources including the NIH, USEPA, DOD, and nonfederal sources since the mid-1980's. Our research has been devoted to understanding the mechanisms by which pharmaceutical, other chemical agents, and physical agents impact normal cellular and organ function. Our approach continues to be from the whole body to the molecular level; with the ultimate endpoint being the development of scientifically based human risk assessment. Please visit our Website (Klauning.com) for more information about current and past projects, our publications, current lab personnel, and lab alumni. Director: Dr. James Klaunig

- **Global Environmental Health Laboratory** The mission of this facility is to conduct basic and applied interdisciplinary research focused on the environmental health challenges affecting rural and urban communities in Indiana, the U.S., and abroad, especially Latin America. In addition to our main lab in the IU School of Public Health-Bloomington, we maintain two field sites in northern Ecuador, one in the capitol city of Quito and the other in a rural tropical rainforest area.

One of the lab's major research lines is focused on the effects of air pollutant exposure on systemic inflammation, cardiorespiratory function, and other human health outcomes. Another major research line involves infectious disease epidemiology, prevention and control, especially TB, Leishmaniasis, Chagas', and other parasitic diseases of public health importance. This work includes development and testing of anti-Leishmania vaccines, vector and reservoir ecology, and studies looking at the effect of climate change on infectious dynamics. Other important research lines in the lab include studies of the impact of food insecurity on nutrition and health status, and the musculoskeletal and other occupational health challenges of agricultural workers. Co-Directors: Dr. Rodrigo Armijos and Dr. Margaret Weigel

Scholarly Inquiry

The Department of Environmental and Occupational 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, occupational chemical exposure, and effects of natural environments on human health. 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.

Areas of Specialization

The Department of Environmental and Occupational Health offers both undergraduate and graduate curricula. The Bachelor of Science in Public Health: Environmental Health degree prepares students to assess, understand, and respond to behavioral and ecological factors which influence the health of communities throughout the world. Comprehensive curricula of graduate degree programs and courses emphasize the importance of human/environment interactions as well as environmental risks to human health.

Careers

Epidemiology

Graduates with training in epidemiology rank in the top tier of best-paid healthcare workers, according to 2013 job rankings in US News and World Report (<http://money.usnews.com/careers/best-jobs/epidemiologist>). The Bureau of Labor Statistics has predicted employment growth in this field at almost 36% between 2010-2020; exceeding the average for all occupations. Epidemiologists can be found in local, state, and federal government, businesses, especially insurance companies, pharmaceutical companies, and businesses that develop medical devices, hospitals, outpatient care centers, universities, and health foundations. A Master of Public Health (MPH) degree in epidemiology can lead to careers such as:

- Disease Surveillance Manager
- Health Data Analyst
- Epidemiologist
- Researcher

The graduate with a doctoral degree in epidemiology is prepared for a career as an independent researcher, academician, or practitioner of epidemiology. Graduates from the doctoral program may receive additional research training in postdoctoral positions at a university, research institute or federal research agency, then pursue careers as professors at universities or researchers or executive leaders in places such as the Centers for Disease Control and Prevention, the National Institutes of Health, the World Health Organization, or in the healthcare or pharmaceutical industry.

Biostatistics

Graduates with training in biostatistics are needed for development of statistical methodology and analysis and interpretation of data used in biomedical sciences and public health. Biostatisticians are employed throughout the full range of health-related systems, including, pharmaceutical and healthcare industry, public health departments, hospitals, insurance and other health administrative entities, and universities. The biostatistician provides strategic and scientific leadership for the design and development of clinical programs and associated clinical trials for therapeutic areas or compounds. The biostatistician may define the data analysis methodologies, direct implementation of methodologies and interpretation of the resulting findings, and craft and communicate key messages to internal audiences and selected external audiences. The biostatistician may also interact with regulatory agencies on matters related to the data from clinical programs or

trials. The job market in this area is expected to grow 14% from 2010 to 2020 (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Statisticians, see <http://www.bls.gov/ooh/math/statisticians.htm>).

Description of Program

The Department of Epidemiology and Biostatistics offers the following degrees: BSPH in Epidemiology, Master of Public Health degree with concentrations in Epidemiology and Biostatistics, and a Doctor of Philosophy in Epidemiology. These programs are designed to prepare students in quantitative and analytical skills in epidemiology and biostatistics. The doctoral program in Epidemiology offers rigorous training in epidemiologic methods and prepares students to become independent investigators who can lead population- and clinically-based research.

Faculty

Chairperson Landsittel

Director Graduate Education Li

Director Undergraduate Education Nelson

Professors Hendryx, Harzlak, Liu

Associate Professors Ajelli, Bidulescu, Chen, Li, Luo, Mayo-Wilson, Tekwe, Zoh

Assistant Professors Bento, Eddens, Ludema, Nelson, Owora, Parker, Rosenberg

Academic Specialist Dickinson

Assistant Research Scientist Ejima

Post-Doctoral Fellows Chusyd, Jasmshidi-Naeini, Lartey, Litvinova, Wang

Research Associates Chen, Golzarri Arroyo, Henschel
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Epidemiology and Biostatistics

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Academic Programs

Academic programs currently available in the Department of Epidemiology and Biostatistics include:

Undergraduate Academic Program

Bachelor of Science in Public Health - Epidemiology Degree

Optional Undergraduate Minor:
Epidemiology

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Majors:
Biostatistics
Epidemiology

Doctor of Philosophy (Ph.D.) Degree Major:
Epidemiology

Research, Instructional, and Service Projects

In addition to offering a variety of courses and degree programs, the department is involved in a number of innovative research and service projects including:

IU Nexus Innovations Incubator Research (funded by NIH)

Research and data collection is underway at Indiana University as a part of three Nexus Innovations Incubator projects. The IU Center for Interprofessional Health Education and Practice was created to foster an interdisciplinary approach to health care and education and prepare future health care providers to deliver high-quality, team-based care for the benefit of their patients and the communities they serve. Recent health care reform has placed an added emphasis on efficient, effective and accessible care, and Indiana University is well-positioned to be a leader in training students to collaborate across disciplines to provide optimal care to benefit patients and their families. Eight IU schools are involved in the initiative, including: Dentistry, Health and Rehabilitation Sciences, Medicine, Nursing, Optometry and Social Work, as well as the School of Public Health-Bloomington, and the Fairbanks School of Public Health in Indianapolis.

Diabetes, Diabetes Treatment and Breast Cancer Prognosis (funded by NIH)

Type 2 Diabetes and breast cancer are common diseases with tremendous worldwide health impact. This project uses the Women's Health Initiative (WHI), a large prospective cohort study, to assess the influence of pre-existing diabetes on prognosis of patients with breast cancer. The project will also examine the influence of the drug metformin on breast cancer prognosis. Metformin is used to treat diabetes but is attracting interest for its potential anticancer effects. We expect the study to advance understanding of whether and how pre-existing diabetes and diabetes treatment influence breast cancer survival. Improving knowledge of the effects of diabetes and diabetes treatment in relation to breast cancer prognosis will inform proper care not only for women who have diabetes and breast cancer, but also for women who have diabetes in general.

Trace Element Levels and Risk of Stroke (funded by NIH)

Despite minor geographic shifts, the "Stroke Belt", a region of highest stroke mortality in the Southeastern US identified a half century ago, still persists today. For decades, it has been demonstrated outside the US that geographic variations in trace elements may play critical roles in the development of cardiovascular diseases. However, the geographic variation of trace element levels in relation to stroke risk remains unclear. The overall objectives of this project are to examine the associations between trace element levels and stroke risk and to investigate whether geographic variation of trace element levels is related to the "Stroke Belt". This research will help identify at-risk individuals for stroke, thus providing important data identifying whether stroke risk can be reduced by dietary, supplemental, lifestyle or environmental interventions that modify trace element patterns.

Longitudinal Study of Caucasian and African American Colon Cancer Survivors (funded by American Cancer Society)

The overall health and well-being of the growing number of cancer survivors increasingly requires attention. Cancer survivors are at elevated risk for recurrence, second cancers, and other forms of co-morbidity (e.g., cardiovascular disease, diabetes, and osteoporosis), and there are racial disparities in colon cancer prognosis and survival. Health behaviors may be associated with colon cancer prognosis and survival; however, little is known about patterns of health behaviors among persons diagnosed with colon cancer, and there is no data on possible racial differences. The purposes of this study are to quantify the extent to which health behaviors (e.g., diet, physical activity, and dietary supplement use) change following a diagnosis of colon cancer and possible racial differences. We will also examine whether colon cancer prognosis may be related to these modifiable health behaviors in both African American and White colon cancer patients.

Genetic Susceptibility of Congenital Heart Defects (funded by NIH)

Congenital heart defects (CHDs) are the most prevalent and the most severe of all birth defects, occurring in approximately 8 of every 1,000 live births. More than 85% of CHDs are thought to result from complex interactions between genetic variants, epigenetic modifications and maternal environmental exposures. However, the genetic causes of CHDs are largely unknown. The objective of this project is to develop innovative statistical genetic approaches to improve the discovery process of gene-by-gene (GXG) and gene-by-environment (GXE) interactions underlying complex human diseases, such as CHDs. The completion of this project may enhance our understanding of CHD etiology and build a foundation to further investigate the role of newly discovered GXG/GXE interactions in CHD prediction and prevention, and to expand of the proposed statistical genetics approaches to other human disorders, such as cancers and other congenital conditions.

Biostatistics Consulting Center

The Biostatistics Consulting Center (BCC) in the Department of Epidemiology and Biostatistics provides a wide range of support and services through collaborative research, including biostatistics and epidemiology consulting to faculty, staff, and students within and outside the School of Public Health to support health-related research. BCC has expertise in a wide range of statistical/epidemiological methods, including study design, data collection, analysis and interpretation. <http://biostats.indiana.edu>

Scholarly Inquiry

The Department of Epidemiology and Biostatistics is committed to scholarly inquiry across the fields of public health and related biomedical sciences. A key feature of research in this department is the interdisciplinary nature, with an integrated approach that capitalizes upon epidemiological principles related to understanding the complex causes of health problems, and the development of prevention and treatment strategies. Scholars advance research agendas that contribute to the understanding

of the etiologies and determinants of disease, disease prevention, treatment and wellness. Research efforts are carried out in collaboration with investigators from other disciplines across schools and universities. Our research involves the application of epidemiological concepts and statistical theory and methods to the study design, the collection, analysis and interpretation of public health and biomedical data. Faculty and graduate student research in our department includes epidemiology in studies of cardiovascular disease, cancer, diabetes, obesity, infectious diseases, nutrition, and physical activity, and, biostatistics methods and applications in bioinformatics, statistical genetics, high-dimensional data analysis, and survival data analysis.

Areas of Specialization

The Department of Epidemiology and Biostatistics offers one Bachelor of Public Health degree, two Master of Public Health programs, and one doctoral path of study. These programs aim to prepare students to become effective investigators involved in study design, data collection, analysis and interpretation of population- and clinically-based research.

- The Epidemiology Program offers training for BSPH, MPH and PhD degrees. The BSPH in Epidemiology features required courses in the five core areas of public health, along with an epidemiology major component including disease surveillance, study design, data collection and analysis, risk factor identification, and interpretation of findings from research studies. A capstone field experience provides students with opportunities to apply learned skills and competencies, and to fine tune professional behavior and communication. Students completing this degree will be well positioned to begin employment as epidemiologists, or to pursue an advanced degree. The Master of Public Health in Epidemiology emphasizes epidemiologic methodology and the design and analysis of epidemiologic and medical studies. This program is full-time with three semesters of course work and a one-semester internship. Upon completion of the MPH degree, students will be prepared to begin careers on epidemiology research teams in government, institutes, universities or industry. In addition, these students are prepared to continue on to a doctoral program or professional school. The doctoral training in epidemiology prepares students to become independent and effective investigators and to be able to lead population- and clinically-based studies. The doctoral training can be distinguished from the Master's training by the additional training in advanced epidemiological methods and completion of several research projects culminating in the preparation and defense of the doctoral dissertation.
- The Biostatistics Program offers training for the MPH in Biostatistics. The program provides students with a background in theoretical and applied biostatistics, including data collection, data analysis, interpretation of statistical analysis and data management. These students will be well-qualified for positions as statistical analysts in academic research departments in medical schools and schools of public health or in the pharmaceutical, insurance or

health care consulting industries. The program is full time with 3 semesters of course work and a one semester internship.

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, fundraising/philanthropy, sports advertising/marketing, and youth agencies.

Description of Program

The Department of Kinesiology offers both undergraduate and graduate curricula. Undergraduates programs include exercise science, fitness and wellness, and sport marketing and management. The Dr. John M. Cooper Graduate Program in Kinesiology (Cooper Graduate Program) offers curricula in applied sport science, athletic training, biomechanics, ergonomics, exercise physiology, motor learning/control, physical activity, 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.

Faculty

Chairperson Kocuja

Associate Chairpersons Johnston, Willett, Williams

Director Graduate Education Williams

Director Undergraduate Education Cothran

Professors Cothran, Docherty, Kocuja, Mickleborough, Pedersen, Raglin, Shea

Associate Professors Block, Byon, Chapman, Frey, Johnson, Sailes, Schlader, Williams

Assistant Professors Carter, Gruber, Kawata

Clinical Professors Beeker

Clinical Associate Professors Coble, Johnston, Kingma, Willett

Clinical Assistant Professors Kercher, Madsen

Clinical Senior Lecturer Miller

Senior Lecturers Kennedy-Armbruster, Huntoon, Lion, Ryder, Sage

Lecturers Moscicki, Wilson, T., Yoon

Academic Specialists Kelly, Kessler, McPherson, Singleton

Post Doctoral Fellow Baranuskas, Hess, Keeler, Lee

Visiting Lecturer Galloway, Wilson

Research Associate Kitano, Worley

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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 Kinesiology Degree Majors:

Exercise Science

Sport Marketing and Management

Bachelor of Science in Public Health: Fitness and Wellness Degree

Undergraduate Minors Aquatics (Interdepartmental: Kinesiology and Recreation, Park, and Tourism Studies) Coaching

Exercise Science

Fitness Instruction

Kinesiology

Sport Marketing and Management

Cognate

Physical Education-Teaching

Graduate Academic Programs

Master of Public Health (M.P.H.) Degree Major:

Physical Activity

Master of Science in Kinesiology Degree Majors:

Applied Sport Science

Athletic Administration/Sport Management

Athletic Training

Biomechanics

Ergonomics

Exercise Physiology

Motor Learning/Control

Doctor of Philosophy (Ph.D.) Degree Major:

Human Performance

with the following Human Performance major emphases: Biomechanics

Exercise Physiology

Motor Learning/Control

Sport Management

Research, Instructional, and Service Projects

Department faculty is involved in numerous service and research projects conducted by its laboratories, centers, and programs. These include the Wynn F. Updyke Center

for Physical Activity, the Councilman Center for the Science of Swimming, and the Human Performance Laboratories.

Scholarly Inquiry

The Department of Kinesiology faculty engages in research and creative activity in a variety of areas, including the exercise sciences, sport management, and pedagogy.

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 marketing, sport history, and sociocultural issues in sport. Within these areas, studies examine issues related to sport 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.

Areas of Specialization

The Department of Kinesiology offers both undergraduate and graduate curricula. The Bachelor of Science in Kinesiology degree is offered with concentrations in exercise science and sport marketing and management. Additionally, the department offers a Bachelor of Science in Public Health: Fitness and Wellness degree. 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.

- **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.
- **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.

- **The BSPH in Fitness and Wellness degree** focuses on the applied science of movement and research-based preparation of a health and fitness professional. Students who choose to study in this program become qualified to seek certification through many NCCA accredited organizations, including the American College of Sports Medicine (ACSM).

Graduate curricula in the Dr. John M. Cooper Graduate Program in Kinesiology (Cooper Graduate Program) lead to the degrees Master of Public Health in physical activity, Master of Science in Kinesiology, and Doctor of Philosophy (Ph.D.) in human performance. A variety of emphasis areas are available for graduate degree candidates, including applied sport science, athletic training, human performance, ergonomics, sport management, and physical activity, fitness and wellness. The Ph.D. program in human performance emphasizes: biomechanics, exercise physiology, motor learning/control, and sport management. The department operates human performance research laboratories in these areas.

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.

Description of Program

The Department of Health and Wellness Design 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, 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.

Faculty

Chair: Holden

Assistant Chair: Ramos

Professors Chen, Holden, Young

Associate Professors Cole, D. Knapp, Piatt, Ramos

Assistant Professors Jordan, Kim II, Omodior

Clinical Assistant Professor Allsop, Fecske, J. Knapp

Senior Lecturer Smiley

Lecturer Forist

Post Doctoral Fellow Anderson

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Academic Programs

Academic programs currently available in the Department of Health and Wellness Design include:

Undergraduate Academic Programs

Bachelor of Science in Recreation Degree Majors:

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

Undergraduate Minors:

Event Planning
Hospitality Services
Outdoor Recreation, Parks, and Human Ecology
Parks and Recreation Administration
Recreational Sport Management
Tourism, Hospitality, and Event Management

Graduate Academic Programs

Master of Science in Recreation Degree Majors:

Outdoor Recreation
Parks and Public Lands Management
Recreation Administration (In-person, classroom-based)
Recreation Administration (Online)
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.

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.

- **Center for Sport Policy and Conduct** Founded in 2000, the CSPC provides a platform for researchers in sport management to investigate a variety of issues and concerns while also providing the opportunity for implementing positive changes in the community. Partnerships with community and international organizations have been developed and maintained in an effort to provide strong links that will yield further research and benefits to the community in the areas of youth sport development, violence prevention, and sport policy.
- **Epley Institute for Parks and Public Lands** The institute provides quality recreational and educational experiences for people through support of agencies and organizations that conserve, protect, and manage natural and cultural resources. The Epley Institute staff is uniquely qualified to serve park, recreation, and public land management agencies. The Epley Institute thrives on developing public/private partnerships, customizing training programs, providing applied and fundamental research services, and planning and design for recreation services, parks, public lands, and facilities.
- **Executive Development Program** This midcareer park and recreation program assists executives in keeping abreast of the changing world and in continuing to develop managerial skills.
- **Great Lakes Park Training Institute** Serving park executives and their staffs with up-to-date, hands-on techniques, this institute draws administrators, supervisors, and technicians from municipal, regional, state, and federal agencies in the United States and Canada.
- **Leisure Research Institute** Equipped with the latest in available computer support, this institute provides research support services to students and faculty as well as a focus for departmental research efforts and the expansion of cooperative research projects.
- **The National Center on Accessibility** The center is a national leader in the movement to include people with disabilities in recreation, parks, and tourism. Through its comprehensive services of research, technical assistance, and education, NCA focuses on Universal Design and practical accessibility solutions that create inclusive recreation opportunities for people of all abilities. The NCA is a program of Indiana University's Department of Recreation, Park, and Tourism Studies in cooperation with the National Park Service Accessibility Management Program.
- **Other Research and Service Projects** Graduate and undergraduate students are afforded non-classroom experiences through such programs and park and recreational facilities as:
Bloomington Parks and Recreation Department
Division of Campus Recreational Sports
Indiana Memorial Union
Institute for the Study of Developmental Disabilities
Museums
Outdoor Recreation Consortium
State and national forests, parks, and recreational areas

YMCA Fitness Center and youth agencies

Scholarly Inquiry

Scholarship in the Department of Health and Wellness Design 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 therapy; tourism management; and leisure behavior.

Areas of Specialization

The Department of Health and Wellness Design 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 Therapy** prepares students to assume positions as recreational therapists. Using a variety of techniques, including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings, therapists treat and maintain the physical, mental, and emotional well-being of their clients. Professionals assess individuals' needs, plan and implement specific interventions to meet those needs, and document and evaluate the effectiveness of the interventions.
- **Tourism, Hospitality, and Event Management** prepares students to enter the world's largest and most diverse industry. Tourism is the business of attracting and catering to the needs and

expectations of visitors. Although the tourism industry includes transportation, travel brokers, and food and lodging, students in this program focus on the marketing and management of tourist facilities and destinations. These include government tourism divisions, hotels, resorts, convention centers, theme parks, visitor centers, cruises, and airlines.

Graduate specializations include:

- **Outdoor Recreation** is for students interested in outdoor recreation management, resource management, camping administration, outdoor/environmental education, interpretation, and outdoor leadership.
- **Park and Public Lands Management** is for students interested in stewardship of public lands and management of land-based operations at the national, state, regional, and local levels.
- **Recreation Administration** is for students interested in public agencies, private/commercial agencies, recreational sport administration, or general administration or management.
- **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.

Departments & Centers

The School of Public Health - Bloomington is composed of the Department of Applied Health Science; the Department of Environmental and Occupational Health; the Department of Epidemiology and Biostatistics; the Department of Kinesiology; and the Department of Health & Wellness Design. Several research and service centers operate within the school, including:

Applied Health Science

- Applied Health Behavior Research Laboratory
- Center for Research on Health Disparities
- Center for Sexual Health Promotion
- Center for Student Leadership Development
- Industrial Hygiene Laboratory
- Institute for Research on Addictive Behavior
- Nutrition Science Laboratories
- Prevention Insights
- Rural Center for AIDS/STD Prevention
- Tobacco Control and Wellness Research Working Group

Environmental and Occupational Health

- Oxidative Stress and Environmental Analysis Core Laboratory

Epidemiology and Biostatistics

- Study Design and Data Analysis Consulting Center

Kinesiology

- Councilman Center for the Science of Swimming
- Councilman Center Indiana Swim Team
- Human Performance Laboratories
- President's Challenge Physical Activity and Fitness Awards Program
- Athletic Training Facilities
- Underwater Science Laboratory
- Wynn F. Updyke Center for Physical Activity

Health & Wellness Design

- Aquatic Institute
- Executive Development Program
- Leisure Research Institute

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.

Academic Advising

An academic advisor is assigned to each student upon admission to the School of Public Health - Bloomington. Because the advisor-student relationship is so beneficial to the student's academic progress and career planning, each student in the school is required to meet with his or her assigned School of Public Health - Bloomington academic advisor before registering for classes each term. During these meetings, a student and advisor identify the courses in which the student will enroll for the following term. The resulting semester schedule is recorded either in the student information system's ADRX advising contacts system, or on a paper Academic Advisor Registration Approval Form, and signed by the advisor. If the advising record is saved online, the advisor will contact the School of Public Health - Bloomington Records Office and the student will be given clearance to register. If the paper form is utilized, the student must submit the signed form to the Records Office in SPH 123 to receive clearance to register. Paper copies of the Advisor Registration Approval Form may be picked up in SPH 123, or the form may be downloaded online at <https://uisapp2.iu.edu/confluence-prd/display/SPHODARMC/Forms>. (Additional registration information is available at <http://studentcentral.indiana.edu/register/index.shtml>.)

Students seeking certificates, baccalaureate degrees, and master's degrees may use online academic advisement reports and degree requirement tab sheet summaries as effective tools to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at <https://one.iu.edu>. AAR's allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished.

In addition, requirements for each degree program are summarized on Course Requirement Summaries. These Course Requirement Summaries are available online at <https://uisapp2.iu.edu/confluence-prd/pages/viewpage.action?pageId=510820884>, or in printed form in the School of Public Health - Bloomington Records Office in SPH 123. The Course Requirement 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.

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 <https://publichealth.indiana.edu/student-portal/financial-support/scholarships/index.html>

Career Services

Each academic department actively provides career resources and services for students in their fields. Services include: career exploration, job search assistance and resources, resume and cover letter development, interview preparation, internship coordination, workshops, employer information sessions, on-campus interview opportunities, networking events, and job fairs. Contact your major department office or your academic advisor for more details.

Dean's Alliance

Under the leadership of David B. Allison, Dean, the Alliance is charged with providing assistance to enhance the quality, reputation, and financial strength of the School as well as providing support to students, faculty, and programs.

Specifically, the Dean's Alliance:

- Aids the Dean in defining and realizing the institutional goals of the school;
- Serves as ongoing consultants to the school as strategies are revised and created;
- Undertakes committee assignments where members' individual expertise or influence can be beneficial to the school;
- Utilizes members' experiences and insight to develop and support ways and means of advancing the presence of the school in the State of Indiana, the region, the nation, and around the world; and
- Plays an important conceptual role in enhancing fundraising efforts by assisting the school to make key contacts.

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.

Office of Global and Community Health Partnerships

The School of Public Health-Bloomington has a long tradition of engaging community partners to address critical public health needs. The Office of Global and Community Health Partnerships fosters partnerships that promote student engagement, workforce development, continuing education, community service, and collaborative and community-based research. The Office focuses on two-way partnerships between the School of Public Health-Bloomington and local, state, national, and international collaborators to promote public health:

- student engagement
- workforce development
- continuing education
- community service

- community-based research
- leadership outreach

Identification, tracking, and support of existing partnerships are part of the mission of this office, as well as the development, implementation, and support of new partnerships. In addition, the Office facilitates communication and information-sharing among those involved in the partnerships it fosters.

Student Organizations

Students are encouraged to participate in the student organizations of the School of Public Health - Bloomington. For more information on organizations, membership eligibility, and activities, contact the department or division in which the organization is listed. Some of these organizations are:

School of Public Health - Bloomington Undergraduate Student Advisory Council

The Dean's Undergraduate Student Advisory Council, is represented by a cross-section of undergraduate representatives from all academic departments of the School, and serves to advise and assist the Dean on matters of strategic importance to the School. Specifically, it exists to render advice to the Dean and/or his designates on matters related to planning, and decision-making involving issues of strategic importance to undergraduate students; to assist with recommending, planning, and sponsoring special events and social activities of interest to students; to link current students with alumni and friends of the University.

School of Public Health - Bloomington Graduate Student Advisory Council

This school council is composed of two representatives from each academic department, appointed annually by the departments to discuss issues of interest to their student constituents within the school. This council also serves in an advisory capacity to the dean.

Public Health Student Assembly

The Public Health Student Assembly is the student organization that represents the interests of students enrolled in public health degree programs. The PHSA is open to all students in the School of Public Health - Bloomington and provides students with opportunities to participate in governance and program decision-making. Members are also involved in professional opportunities, leadership activities, and social events that enhance the student experience.

School of Public Health - Bloomington International Club

The School of Public Health - Bloomington International Club fosters academic and social support for international students and facilitates contact among the School's students, faculty, and alumni.

Applied Health Science Student Organizations

American Society of Safety Engineers
Eta Sigma Gamma—Nu Chapter (the national health science honorary)
Indiana University Dietetics Club

Kinesiology Student Organizations

Association of Student Sport Management Professionals
Kinesiology Club

Student Athletic Training Council

Recreation, Park, and Tourism Studies Student Organizations

Graduate Recreation Society
Outdoor Recreation Club
Recreational 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 <http://recsports.indiana.edu/get-involved/srsa.php> for additional information.

Public Health Bloomington Bulletin

Administration

School of Public Health - Bloomington

- DAVID B. ALLISON, Ph.D., *Dean*
- CARRIE DOCHERTY, Ph.D., *Executive Associate Dean*
- BRANDON HOWELL, Ed.D., *Assistant Dean of Operations*
- MARESA MURRAY, Ph.D., *Assistant Dean of Diversity, Inclusion, and Organizational Climate*
- JO ANNA SHIMEK, Ph.D., *Interim Assistant Dean of Academic Affairs*
- DAVID M. SKIRVIN, Ed.D., *Assistant Dean of Facilities*
- JAMES D. GIBSON, M.A., *Assistant Dean for Student Academic Affairs*

Departmental Chairpersons

- ERIC WALSH-BUHI, Ph.D., *Chairperson, Department of Applied Health Science*
- JACQUELINE MACDONALD GIBSON, Ph.D., *Chairperson, Department of Environmental and Occupational Health*
- DOUGLAS LANDSITTEL, Ph.D., *Chairperson, Department of Epidemiology and Biostatistics*
- DAVID M. KOCEJA, Ph.D., *Chairperson, Department of Kinesiology*
- RICHARD J. HOLDEN, Ph.D., *Chairperson, Department of Health & Wellness Design*