

Program Change Request

Date Submitted: 12/03/24 10:40 pm

Viewing: **5220 : Interdisciplinary Health Sciences:
Health Behavior Change and Rehabilitation,
~~Change, BS~~**

Last approved: 11/16/23 12:08 pm

Last edit: 10/31/25 12:39 pm

Changes proposed by: Kristi Carlson

Catalog Pages Using
this Program [Interdisciplinary Health Sciences: Health Behavior Change, BS](#)

Proposal Type:
Concentration (ex. Dietetics)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1581-HK
Committee Chair
4. 1581-HK Head
5. KY Committee Chair
6. KY Dean
7. University Librarian
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. Catalog Editor
17. DMI

Approval Path

1. 12/04/24 1:57 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 12/05/24 1:59 pm
Melissa Steinkoenig
(menewell):
Approved for Gen
Ed Review
3. 12/10/24 1:30 pm
Kristi Carlson
(carlso1): Approved
for 1581 Committee
Chair
4. 12/10/24 1:31 pm

- Kristi Carlson
(carlso1): Approved
for 1581 Head
5. 01/07/25 3:06 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
6. 03/24/25 11:46 am
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
7. 03/24/25 11:36 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
8. 04/11/25 4:06 pm
Robbin King
(rlking10): Rollback
to 1581-HK
Committee Chair for
KY Committee Chair
9. 04/17/25 2:17 pm
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
10. 04/17/25 7:00 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
11. 04/21/25 2:04 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
12. 04/21/25 2:05 pm
Robbin King
(rlking10):
Approved for KY

- Dean
13. 04/21/25 2:54 pm
Tom Teper (tteper):
Approved for
University Librarian
14. 04/21/25 4:15 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
15. 04/29/25 12:19 pm
Brooke Newell
(bsnewell): Rollback
to 1581-HK
Committee Chair for
Provost
16. 09/24/25 1:11 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
17. 09/24/25 7:39 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
18. 10/07/25 9:58 am
Robbin King
(rlking10):
Approved for KY
Committee Chair
19. 10/07/25 10:01 am
Steve Petruzzello
(petruzze):
Approved for KY
Dean
20. 10/07/25 10:11 am
Tom Teper (tteper):
Approved for
University Librarian
21. 10/07/25 11:56 am
Suzanne Lee
(suzannel):

Approved for COTE
Programs
22. 10/08/25 2:11 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Sep 24, 2019 by Deb Forgacs (dforgacs)
2. Jul 1, 2020 by Kristi Carlson (carlo1)
3. Nov 16, 2023 by Kathy Martensen (kmartens)

Administration Details

Official Program Name	Interdisciplinary Health Sciences: Health Behavior <u>Change and Rehabilitation</u> , Change , BS	
Diploma Title		
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	<u>Steven Petruzzello</u> Dr. Amelia Mays Woods	
Sponsor Email	<u>petruzze@illinois.edu</u> amywoods@illinois.edu	
College Contact	Dr. Kristi Carlson	College Contact Email
	carlo1@illinois.edu	
College Budget Officer	<u>Suzanne Rinehart</u>	
College Budget Officer Email	<u>srinehar@illinois.edu</u>	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Kristi Carlson, carlo1@illinois.edu, will handle all edits.

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise and Rename the Concentration in Health Behavior Change in the Bachelor of Science in Interdisciplinary Health Sciences in the College of Applied Health Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

Yes. This is one part of a 5-part multi-element proposal including the Interdisciplinary Health Sciences, BS (key 439) and proposed revisions to the 4 existing concentrations Health & Aging (key 893 – proposed name: Health Across the Lifespan), Health Behavior Change (key 894 – proposed name: Health Behavior Change and Rehabilitation), Health Diversity (key 895 – proposed name: Health Diversity and Disability), and Health Technology (key 1108).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. All CHLH, IHLT, KIN, and REHB courses have a HK rubric, effective Fall 2024. This revision will reflect those changes.
2. This proposal seeks to revise the title of the concentration.
3. This proposal seeks to revise the curriculum of the concentration. Within the concentration, we removed RST 316 as a concentration requirement, changed HK 340 and SHS 352 from concentration requirements to concentration electives, and added HK 341, HK 401, and HK 482 as concentration requirements. In addition, under concentration electives, we removed ANTH 143, CHLH 469, CMN 260, CMN 336, CMN 463, CMN 467, EPSY 407, IHLT 230, KIN 365, KIN 448, PSYC 201, PSYC 322, SHS 375, and SOC 273, and added HK 342, HK 409, HK 480, HK 481, HK 484, and HK 485.
4. The following revisions were made to the Program of Study:
 - a. Adding the General Education into the concentration CIM-P record. As noted in the Interdisciplinary Health Sciences, BS (key 439) proposal, the formatting of the POS, such as footnotes, and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified to adhere to the campus General Education Template.
 - b. Adding the major requirements into the concentration CIM-P record. As noted in the Interdisciplinary Health Sciences, BS (key 439) proposal, the core curriculum for the major has been revised. We are proposing to remove eight courses: CHLH 101, CHLH 274, RST 100, SHS 170, FSHN 120, PSYC 100, REHB 330/HK 302 (HK 302 was moved to the Health Diversity and Disability concentration) and STAT 100; and add six courses: HK 110, HK 201, HK 208, HK 209, HK 270, HK 271. Additionally, IHLT 101 was replaced with HK 125, as a result of the merger of multiple rubrics into one (IHLT 101 was deactivated and replaced with HK 125, both of which are courses with introduce students to the major).
 - c. Removed Summary of Degree Requirements and Free Electives section from the Program of Study.
 - d. As noted in the Interdisciplinary Health Sciences, BS (key 439) proposal, we will also decrease the total hours for the program from 128 to 120. The majority of this reduction came from a reduction of the major required hours from 42 to 35. The remaining hour comes from a reduction of free electives.
5. Student learning outcomes were added under Program Features, as required for submission within the CIM system.

6. Description of program for catalog page and additional concentration notes were added to reflect the proposed changes to both the major and the concentration.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. All CHLH, IHLT, KIN, and REHB courses have a HK rubric, effective Fall 2024. This revision will reflect those changes. In order to facilitate multiple rubrics combining into one, some courses have also been renumbered.

2. Health behaviors are actions that significantly influence health outcomes, such as engaging in regular physical activity, consuming a balanced diet, avoiding tobacco and excessive alcohol, ensuring adequate sleep, effectively managing stress, and nurturing positive social and emotional connections. Rehabilitation, aimed at restoring individuals to optimal health and daily functioning through targeted therapy and training, thrives when these health behaviors are prioritized. Health behaviors play a crucial role in the success of rehabilitation by influencing recovery speed, overall outcomes, and long-term well-being. When individuals focus on adopting and maintaining positive health behaviors, they significantly enhance their rehabilitation outcomes, leading to a faster and more complete recovery. As such, the synergist relationship between acknowledging health behaviors and redirecting behavior can maximize positive outcomes. Therefore, we now propose to revise the concentration title to “Health Behavior Change and Rehabilitation.”

3. A recent survey of students enrolled in I-Health found there was a need to add tailored and advanced coursework within the concentrations offered in I-Health. The proposed revision will address this concern. The proposed curriculum leverages our expertise in both Health and Rehabilitation, and includes courses in health behavior theories, assessment, counseling, and application. This revision to the I-Health degree program was unanimously approved by the faculty in December 2022.

4. The following revisions were made to the Program of Study:

a. We added the General Education into the concentration CIM-P record to increase transparency.

b. We added the major requirements into the concentration CIM-P record to increase transparency.

c. Removed Summary of Degree Requirements and Free Electives section from the Program of Study. Because Gen Ed courses and Free Electives often vary by student, the information in the Summary table wasn't accurate for all students.

d. Reducing the total hours required for graduation will make degree attainment more feasible and economical for students.

5. Student learning outcomes were added under Program Features, as required for submission

within the CIM system.

6. Description of program for catalog page and additional concentration notes were added to reflect the proposed changes to both the major and the concentration.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ANTH 143 - Biology of Human Behavior
CMN 336 - Communicating in Families
CMN 463 - Organizational Health Comm
CMN 467 - Communication & Health Equity
EPSY 407 - Adult Learning and Development
PSYC 201 - Intro to Social Psych
PSYC 322 - Intro Intellectual Disability
SHS 375 - Comm Partners & Health
SOC 273 - Social Persp on the Family
RST 316 - Human Development and RST
RST 100 - RST in Modern Society
SHS 170 - Intro Hum Comm Sys & Disorders
FSHN 120 - Contemporary Nutrition
PSYC 100 - Intro Psych
STAT 100 - Statistics
SHS 352 - Hearing Health and Society
SPED 322 - Intro Intellectual Disability

Please attach any
letters of support/
acknowledgement
for any
Instructional

[Letter of Acknowledgement _ANTH.pdf](#)
[Letter of Acknowledgement _SOC.pdf](#)
[Letter of Acknowledgement _PSYC.pdf](#)
[Letter of Acknowledgement _EPSY.pdf](#)
[Letter of Acknowledgement _SHS.pdf](#)

Resources. [Letter of Acknowledgement_FSHN.pdf](#)
Consider faculty, [Letter of Acknowledgement_STAT.pdf](#)
students, and/or [Letter of Acknowledgement_RST 100.pdf](#)
other impacted [Letter of Acknowledgement_SHS 352_SHS 222.pdf](#)
units as [Letter of Acknowledgement_CMN.pdf](#)
appropriate. [Letter of Acknowledgement_RST_Santos.pdf](#)
[Letter of Acknowledgement_PSYC 322_SPED 322.pdf](#)

Program Features

Academic Level Undergraduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

The degree in I-Health is the second highest enrolled program in HK, with 115 new freshman and 547 total students in 2023. Our program continues to grow each year and revision of the curriculum will be highly attractive to prospective students. Based on our preliminary surveys, we predict that the majority of students (42%) will choose the Health Behavior Change and Rehabilitation concentration, while 26% will choose Health Across the Lifespan, 22% will choose Health Technology, and 10% will choose Diversity and Disability. Each student will meet with an assigned advisor twice per year to design a plan of study. Students will be required to take HK 171 (Survey of Interdisc Health) as part of the core curriculum, which will assist in choosing a concentration.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

Interdisciplinary Health Sciences: Health Behavior Change and Rehabilitation, BS 40 hours
upper division sample plan:

HK 300 - 4 hours

HK 341 - 3 hours

HK 370 - 4 hours

HK 401 - 3 hours

HK 418 - 3 hours

HK 470 - 1 hour

HK 471 - 4 hours

HK 482 - 3 hours

Sum: 25 hours

9 hours Concentration Electives - options are primarily 300 or 400 level

The remaining 6 (or more depending on courses selected to meet the concentration requirements) hours can be chosen from additional upper-division HK electives, the general education requirement, or Free Electives. The attached sample sequence has over 30 hours of free electives after accounting for all program requirements, including the general education and LOTE requirements.

Revised programs [Sample Sequence_IHLT_BS_HBC.docx](#)
 [Side by Side_IHLT_BS_HBC.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The degree in I-Health combines knowledge of biology and health sciences with a comprehensive understanding of health and well-being for the whole person. Students choose one of four concentrations to complement the core curriculum: 1) Health Across the Lifespan, 2) Health Behavior Change and Rehabilitation, 3) Health Diversity and Disability, and 4) Health Technology. This program will prepare students for entry to graduate or professional degree programs in physical therapy, occupational therapy, medicine, nursing, physician assistant, or other health-oriented careers.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

<u>Composition I</u>	<u>4-6</u>
<u>Advanced Composition</u>	<u>3</u>
<u>fulfilled by HK 300</u>	
<u>Humanities & the Arts (6 hours)</u>	<u>6</u>
<u>fulfilled by HK 208 and any other course approved as Humanities & the Arts</u>	
<u>Natural Sciences & Technology (6 hours)</u>	<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by HK 110, HK 270, HK 300</u>	
<u>Cultural Studies: Non-Western Cultures (1 course)</u>	<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>	<u>3</u>
<u>fulfilled by HK 271</u>	
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>	<u>3</u>
<u>Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)</u>	<u>6-10</u>
<u>fulfilled by HK 201 and HK 209</u>	
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>	<u>0-15</u>

Major Requirements

<u>HK 110</u>	<u>Contemporary Health</u>	<u>3</u>
<u>HK 125</u>	<u>Orientation to Health & Kinesiology</u>	<u>1</u>
<u>HK 154</u>	<u>Physical Activity, Nutrition, and Health</u>	<u>3</u>
<u>HK 171</u>	<u>Survey of Interdisc Health</u>	<u>1</u>
<u>HK 201</u>	<u>Health Sciences Research Methods</u>	<u>3</u>

<u>HK 208</u>	<u>Introduction to Medical Ethics</u>	<u>3</u>
<u>HK 209</u>	<u>Introduction to Biostatistics and Health Data Analysis</u>	<u>3</u>
<u>HK 270</u>	<u>Leadership in Health</u>	<u>3</u>
<u>HK 271</u>	<u>Health Equity in the United States</u>	<u>3</u>
<u>HK 370</u>	<u>Interdisciplinary Health Delivery and Early Field Work</u>	<u>4</u>
<u>HK 418</u>	<u>Organization of Health Care</u>	<u>3</u>
<u>HK 470</u>	<u>Orientation to Internship</u>	<u>1</u>
<u>HK 471</u>	<u>Health Internship</u>	<u>4</u>
<u>Concentration Requirements</u>		
<u>KIN 340</u>	<u>Course KIN 340 Not Found</u>	<u>3</u>
<u>CHLH 304</u>	<u>Course CHLH 304 Not Found</u>	<u>4</u>
RST 316	Human Development and Recreation, Sport and Tourism	3
<u>HK 300</u>	<u>Health Behavior Theories and Applications</u>	<u>4</u>
<u>HK 341</u>	<u>Health Behaviors and Obesity</u>	<u>3</u>
<u>HK 401</u>	<u>Health Behavior and Technology</u>	<u>3</u>
<u>HK 482</u>	<u>Counseling Techniques for Health Professionals</u>	<u>3</u>
<u>Concentration Electives (Choose at least 3 courses from the following):</u>		<u>9</u>
<u>HK 340</u>	<u>Social & Psychological Aspects of Physical Activity</u>	<u>3</u>
<u>HK 342</u>	<u>Health Behaviors and Cognition</u>	<u>3</u>
<u>HK 409</u>	<u>Women's Health</u>	<u>3</u>
<u>HK 472</u>	<u>Health and Kinesiology Study Abroad</u>	<u>3</u>
<u>HK 480</u>	<u>Medical Aspects of Disability</u>	<u>4</u>
<u>HK 481</u>	<u>Work and Disability</u>	<u>2</u>
<u>HK 484</u>	<u>Psychosocial Aspects in Health and Rehabilitation</u>	<u>3</u>
<u>HK 485</u>	<u>Assessment in the Rehabilitation Setting</u>	<u>3</u>
<u>CMN 462</u>	Health Communication in Relationships	3
or <u>CMN 464</u>	Health Communication Campaigns	
<u>CMN 463</u>	<u>Course CMN 463 Not Found</u>	
CMN 464	Health Communication Campaigns	
CMN 467	Communication & Health Equity	

EPSY 407	Adult Learning and Development	
IHLT 230	Course IHLT 230 Not Found	
IHLT 498	Course IHLT 498 Not Found	
KIN 365	Course KIN 365 Not Found	
KIN 448	Course KIN 448 Not Found	
PSYC 201	Intro to Social Psych	
PSYC 322	Introduction to Intellectual Disability	
SHS 375	Communication Partners and Health	
SOC 273	Social Perspectives on the Family	
SHS 352	Hearing Health and Society	3
Select three of the following (at least two at the 300 or 400 level):		9
ANTH 143	Biology of Human Behavior	
CHLH 469	Course CHLH 469 Not Found	
CMN 260	Intro to Health Communication	
CMN 336	Communicating in Families	

Total Hours

120

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Interdisciplinary Health Sciences, BS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Content Knowledge: Students will learn and engage with significant theories, models, themes, and ideas within the health and/or kinesiology disciplines.

Critical Thinking and Discovery: Students will explore and analyze scientific findings to promote inquiry, generate evidence-based solutions, and create new ideas within health and/or kinesiology disciplines.

Awareness and Understanding: Students will be exposed to and engage with a holistic perspective related to the diverse socioeconomic, behavioral, sociocultural, biological, environmental, philosophical, ethical and historical factors that influence health and/or kinesiology.

Programming and Assessment: Students will apply evidence-based practices in developing, implementing, and assessing programs and interventions related to health promotion, physical activity adoption and adherence, and the prevention and management of diseases.

Leadership and Engagement: Through a variety of applied learning opportunities, students will demonstrate leadership and effective communication skills, showcase an appreciation of and commitment to health and well-being as they develop and sustain productive relationships and work for the common good at local, national, and global levels. ~~administrative update to correct red box errors~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Student learning outcomes will be assessed through each course. Both formative and summative assessments, such as quizzes, exams, projects, or assignments, will be used throughout the courses to determine student comprehension of the material. Practical learning experiences such as lab activities, opportunities to engage in research, and applied practices experiences will be integrated throughout the curriculum to allow students to apply the material and improve their skills in communication and leadership. Additionally, the Health Internship will be used to assess competency in all learning outcomes of the program. Graduating seniors will also participate in an exit survey which will provide information on the extent to which students feel they were prepared with regard to the stated learning outcomes.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

To signify that students have met the outcomes, they will be expected to meet or exceed a 3.0 GPA.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

The outcomes from each course (including grades and feedback such as ICES/FLEX evaluations) will be utilized to assess each course and make adjustments as needed to improve the course quality and student experience. Each instructor will utilize this information to reflect upon and evaluate the effectiveness of their course, and to determine where improvements are needed. Students will receive ongoing feedback from their instructors about the extent to which they are demonstrating competencies, which will help promote student success in achieving and demonstrating the expected outcomes.

In addition, program staff will meet each term to discuss student performance in the classroom and any adjustments that need to be made to enhance success. Program staff will conduct regular program reviews, incorporating assessment data alongside faculty and student feedback. The team will identify any specific areas to enhance student learning, such as gaps in particular skills, knowledge areas, or learning outcomes.

Program
Description and
Requirements
Attach Documents

Delivery Method

This program is
available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision should have minimal to no impact on enrollment and degrees awarded.

Budget

Are there
budgetary
implications for this
revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is

currently available?

No

Additional Budget
Information

The proposed program builds on the existing undergraduate program.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources?

No

Attach letters of
support

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

This revision will have no impact on faculty resources.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The proposal was shared with the Library's Applied Health Sciences subject specialist who indicated that the Library already acquires material for this area, including online and print books and journals, as well as relevant databases. The current proposal has no impact on library resources and services. If the program expands beyond the anticipated 5 year growth, the need for Library resources should be revisited with Library personnel.

EP Documentation

EP Control Number EP.26.056

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback

Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 894 Interdisciplinary Health
Approval Notices \[Sciences Health Behavior Change and Rehabilitation, BS
 \\[10_15_2024.docx\\]\\(#\\)\]\(#\)](#)

Banner/Codebook
Name
 Health Behavior Change

Program Code: 5220

Minor	Conc	5220	Degree	BS
Code	Code		Code	Major
				Code
5460				

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments	Brooke Newell (bsnewell) (10/15/24 12:43 pm): U Program Review Comments attached in the DMI Documentation section. Brooke Newell (bsnewell) (10/15/24 12:50 pm): Rollback: Rolled back per request of Kristi Melissa Steinkoenig (menewell) (12/05/24 1:59 pm): Gen Ed Table Check: Good Robbin King (rlking10) (01/07/25 3:06 pm): Rollback: Rolling back - Please address committee comments here and in the email sent separately. Kristi Carlson (carlso1) (03/24/25 11:46 am): All comments/suggestions have been addressed. A document has been shared with the AHS Ed Pol committee to show all changes and/or
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responses to comments.

Meaghan McKenna (meaghanm) (04/11/25 2:50 pm): Thank you for addressing the previous comments. Even though it is a revision, a response to these two items even if nothing will change in the way of work would be helpful to reviewers to evaluate student performance and mastery of learning outcomes: Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Shannon Mejia (stmejia) (04/11/25 3:12 pm): To avoid confusion. please remove reference to kinesiology in the learning outcomes.

Robbin King (rlking10) (04/11/25 4:06 pm): Rollback: Rollback: Please review committee comments, edit and re-submit.

Kristi Carlson (carlso1) (04/17/25 2:17 pm): Because the department has approved learning outcomes that span all programs, we do not wish to remove the term "kinesiology" from the learning outcomes. These learning outcomes are being utilized for our programs in Kinesiology, Public Health, and Interdisciplinary Health. Answers have been provided to the questions regarding the assessment of learning outcomes.

Brooke Newell (bsnewell) (04/29/25 12:19 pm): Rollback: Per email discussion with Kristi, Steve, and Robbin.