

Program Change Request

APPROVED BY SENATE
11/10/2025

EP.26.054_FINAL
Approved by EP 10/20/2025

Date Submitted: 12/03/24 10:39 pm

Viewing: **10KY5460BS : Interdisciplinary Health Sciences, BS**

Last approved: 07/01/20 9:09 am

Last edit: 10/31/25 12:19 pm

Changes proposed by: Kristi Carlson

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

Proposal Type:
Major (ex. Special Education)

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 1:36 pm
Donna Butler
(dbutler): Approved for U Program Review
2. 12/05/24 1:48 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
(carlo1): Approved
for 1581 Head
5. 01/07/25 3:05 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
6. 03/24/25 11:44 am
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
7. 03/24/25 11:35 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
8. 04/11/25 4:05 pm
Robbin King
(rlking10): Rollback
to 1581-HK
Committee Chair for
KY Committee Chair
9. 04/17/25 2:13 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
10. 04/17/25 6:59 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 2:53 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 12:18 pm
Brooke Newell
(bsnewell): Rollback
to 1581-HK
Committee Chair for
Provost
16. 09/24/25 1:12 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 11:55 am
Suzanne Lee
(suzannel):

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

History

1. Jul 1, 2020 by Kristi
Carlson (carlo1)

Administration Details

Official Program Name	Interdisciplinary Health Sciences, BS	
Diploma Title		
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	Dr. <u>Kristi Carlson</u> Amelia Mays Woods	
Sponsor Email	<u>carlo1@illinois.edu</u> amywoods@illinois.edu	
College Contact	Dr. <u>Steve Petruzzello</u> Kristi Carlson	College Contact Email
	<u>petruzze@illinois.edu</u> 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.

Dr. Kristi Carlson, carlo1@illinois.edu, will make 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 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)"

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 now have a HK rubric, effective Fall 2024. This revision will reflect those changes.
2. 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.
3. This proposal seeks to revise the core curriculum. We are proposing to remove eight courses: CHLH 101, CHLH 274, RST 100, SHS 170, FSHN 120, PSYC 100, REHB 330 (HK 302) 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 which introduce students to the major).

This proposal also revises the concentrations within the degree. Currently, students choose one of four concentrations to complement the core curriculum: 1) Health and Aging, 2) Health Behavior Change, 3) Health Diversity, and 4) Health Technology. We are proposing to revise the concentrations to Health Across the Lifespan (key 893), Health Behavior Change and Rehabilitation (key 894), Health Diversity and Disability (key 895), and Health Technology (key 1108).

4. Through this revision, 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. Removed Summary of Degree Requirements and Free Electives section from the Program of Study.

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. The Department of Kinesiology and Community Health became the Department of Health and Kinesiology, effective Fall 2024. Prior to that, the Department utilized 5 different rubrics (CHLH, HT, IHLT, KIN, and REHB). In order to promote a more cohesive Department, all courses with a CHLH, IHLT, KIN, and REHB rubric have been transitioned to one rubric: HK. Because numerous rubrics were funneling into one rubric, some courses also had to be renumbered.
2. Per Office of the Provost General Education initiative for transparency and accessibility.
3. The undergraduate degree in I-Health has thrived since its inception, as well as after its transition to the Department of Health and Kinesiology (HK) in 2020, with total student enrollments steadily increasing from 79 in 2010 to 547 in 2023. Based on a survey sent to students pursuing the I-Health degree, the majority (65%) were either very satisfied or extremely satisfied by the courses in the degree program. However, students commented on the need to reevaluate courses in the core and add tailored and advanced coursework within the concentrations. To address this need, the department appointed an Undergraduate Curriculum Task Force to review the curriculum and seek faculty and student input on revision. Faculty retreats and small group discussions convened from August 2021 to December 2022.

The proposed core curriculum is now redesigned to include 100- and 200-level courses in research methods, medical ethics, data analysis, health equity, and leadership. The concentrations are similar to the original, but now include 300- and 400-level advanced courses that are more tailored for content. In some cases, such as HK 302, that resulted in removing courses from the major requirements and placing them within a specific concentration. The proposed concentrations include: 1) Health Behavior Change and Rehabilitation, 2) Health Across the Lifespan, 3) Health Diversity and Disability, and 4) Health Technology. Each concentration will require four complementary, advanced-level courses, along with three advanced-level elective courses that are consistently offered by a wide variety of departments across campus. This revision to the I-Health degree program was unanimously approved by the faculty in December 2022.

We believe this revision is essential to remain at the forefront of interdisciplinary health education and to recruit and enroll the highest quality students to our degree program in the future.

4. Reducing the total hours required for graduation will make degree attainment more feasible and economical for students.
5. 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.

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:

RST 100 - RST in Modern Society

SHS 170 - Intro Hum Comm Sys & Disorders

FSHN 120 - Contemporary Nutrition

PSYC 100 - Intro Psych

STAT 100 - Statistics

Please attach any letters of support/acknowledgement for any Instructional Resources.

[Letter of Acknowledgement _ PSYC.pdf](#)

[Letter of Acknowledgement _ SHS.pdf](#)

[Letter of Acknowledgement _ FSHN.pdf](#)

[Letter of Acknowledgement _ STAT.pdf](#)

[Letter of Acknowledgement _ RST _ Santos.pdf](#)

Consider faculty, students, and/or other impacted units as appropriate.

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations?

Yes

Concentrations

Concentrations(s)

Concentrations(s)

Interdisciplinary Health Sciences: Health Across the Lifespan, BS

Interdisciplinary Health Sciences: Health Behavior Change and Rehabilitation, BS

Interdisciplinary Health Sciences: Health Diversity and Disability, BS

Interdisciplinary Health Sciences: Health Technology, BS

Will you admit to
the concentration
directly?

No

Is a concentration
required for
graduation?

Yes ~~No~~

What is the longest/maximum time to completion of this program?

4 years

What are the minimum Total Credit Hours required for this program?

120

CIP Code

510000 - Health Services/Allied Health/Health
Sciences, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

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, BS 40 hours upper division sample plan:

HK 370 - 4 hours

HK 418 - 3 hours

HK 470 - 1 hour

HK 471 - 4 hours

Sum: 12 hours

Minimum 12 hours Concentration Requirements - options are primarily 300 or 400 level

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

The remaining 7 (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

[Side by Side_IHLT_BS.xlsx](#)

[Sample Sequence_IHLT_BS.docx](#)

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.

~~Summary of Degree Requirements The curriculum requires certain existing courses from the approved lists be taken as noted below. The prescribed courses prepare the student for upper division study and may be used to satisfy General Education Requirements provided they are on the appropriate General Education List.~~
General Education Requirements

General Education	36-39
Health Major Requirements	42
Concentration Requirements	22-23
Free Electives	24-28
Total Hours	0
Communication Arts	
Composition I	3-6
Advanced Composition	3
Quantitative Reasoning I & II	
From approved campus list	6
Humanities and the Arts	
From approved campus list	6
Social and Behavioral Sciences	
From approved campus list	6
Natural Sciences and Technology	
From approved campus list	6
Cultural Studies¹	
From Western cultures approved campus list	3
From non-Western cultures approved campus list	3
From U.S. minority cultures approved campus list	3
Total Hours	0

¹~~Courses in cultural studies may be completed through other categories where appropriate.~~

~~Free Electives-~~

Free Electives**24-28****Total Hours****0**

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

Composition I4-6Advanced Composition3Humanities & the Arts (6 hours)6

fulfilled by HK 208 and any other course approved as Humanities & the Arts

Natural Sciences & Technology (6 hours)6Social & Behavioral Sciences (6 hours)6

fulfilled by HK 110 and HK 270

Cultural Studies: Non-Western Cultures (1 course)3Cultural Studies: US Minority Cultures (1 course)3

fulfilled by HK 271

Cultural Studies: Western/Comparative Cultures (1 course)3Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)6-10

fulfilled by HK 201 and HK 209

Language Requirement (Completion of the third semester or equivalent of a language other than English is required)

0-15**Major Requirements****Health Major Requirements****CHLH 101****Course CHLH 101 Not Found****3****CHLH 274****Course CHLH 274 Not Found****3****CHLH 456****Course CHLH 456 Not Found****2-4****KIN 122****Course KIN 122 Not Found****3****RST 100****Recreation, Sport, and Tourism in Modern Society****3****SHS 170****Intro Hum Comm Sys & Disorders****3****FSHN 120****Contemporary Nutrition****3****PSYC 100****Intro Psych****4****STAT 100****Statistics****3****REHB 330****Course REHB 330 Not Found****3**

<u>IHLT 101</u>	<u>Course IHLT 101 Not Found</u>	<u>1</u>
<u>IHLT 102</u>	<u>Course IHLT 102 Not Found</u>	<u>1</u>
<u>IHLT 375</u>	<u>Course IHLT 375 Not Found</u>	<u>4</u>
<u>IHLT 474</u>	<u>Course IHLT 474 Not Found</u>	<u>1</u>
<u>IHLT 475</u>	<u>Course IHLT 475 Not Found</u>	<u>4</u>
<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>Required Concentration. Choose one below:</u>		
<u>Health Across the Lifespan</u>		<u>21</u>
<u>Health Behavior Change and Rehabilitation</u>		<u>22</u>
<u>Health Diversity and Disability</u>		<u>22</u>
<u>Health Technology</u>		<u>21</u>
<u>Total Hours</u>		<u>120</u>

Corresponding
Degree

BS Bachelor of Science

Program Regulation and Assessment

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.

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.

Admission Requirements

Desired Effective Fall 2025
Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

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 will have no impact on enrollment and/or degrees awarded. Students who are currently enrolled in the program will have the option of completing their current curricular program or moving to the new curriculum.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

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

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

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Base tuition

Are you seeking a change in the tuition rate or differential for this program?

No

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.26.054

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

[U Program Review Comments KEY 439 Interdisciplinary Health](#)

Approval Notices

[Sciences, BS 10_15_2024.docx](#)

Banner/Codebook

Name

BS: Interdisc Health Sci -UIUC

Program Code:

10KY5460BS

Minor

Conc

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 Review
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 1:48 pm): Gen Ed Table Check: Good

Robbin King (rlking10) (01/07/25 3:05 pm): Rollback: Rolling back - Please address committee comments here and in the email sent separately.

Kristi Carlson (carlso1) (03/24/25 11:47 am): All comments/suggestions have been addressed. A document has been shared with the AHS Ed Pol committee to show all changes and/or responses to comments.

Shannon Mejia (stmejia) (04/11/25 11:14 am): I am in agreement with reducing the number of lower level core courses so that students can focus on their concentrations. In learning outcomes, to avoid confusion, I would suggest removing reference to kinesiology. If possible, provide an explanation for why HBC concentration requires an additional credit (due to HK 300 requirement).

Meaghan McKenna (meaghanm) (04/11/25 3:02 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.

Robbin King (rlking10) (04/11/25 4:05 pm): Rollback: Rollback: Please review committee comments, edit and re-submit.

Kristi Carlson (carlso1) (04/17/25 2:13 pm): Because we believe the lower level core courses provide a strong foundation for students in the I-Health major, and because the curriculum was voted on and approved by our faculty, we do not wish to reduce the number of lower level core courses. The HBC and DD concentrations both require one 4-credit hour course, which results in 22 credit hours in the concentration instead of 21. This can be seen when reviewing each concentration. Answers have been provided to the questions regarding the assessment of learning outcomes.

Brooke Newell (bsnewell) (04/29/25 12:18 pm): Rollback: Per email discussion with Kristi, Steve, and Robbin.