

# Program Change Request

APPROVED BY SENATE

11/10/2025

EP.26.055\_FINAL

Approved by EP 10/20/2025

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

Viewing: **5219 : Interdisciplinary Health Sciences:**

**Health Across the Lifespan, & Aging, BS**

Last approved: 07/01/20 9:06 am

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

Changes proposed by: Kristi Carlson

Catalog Pages Using  
this Program

Interdisciplinary Health Sciences: Health & Aging, 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 1:56 pm  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 12/05/24 1:51 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 11:46 am  
Kristi Carlson  
(carlo1): 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 4:05 pm  
Robbin King  
(rlking10): Rollback  
to 1581-HK  
Committee Chair for  
KY Committee Chair
9. 04/17/25 2:16 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 2:54 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 11:55 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 (carlso1)

## Administration Details

Official Program Name	Interdisciplinary Health Sciences: Health <u>Across the Lifespan, &amp; Aging</u> , BS	
Diploma Title		
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	Dr. <u>Kristi Carlson</u> <del>Amelia Mays Woods</del>	
Sponsor Email	<u>carlso1@illinois.edu</u> <del>amywoods@illinois.edu</del>	
College Contact	Dr. <u>Steven Petruzzello</u> <del>Kristi Carlson</del>	College Contact Email
	<u>petruzze@illinois.edu</u> <del>carlso1@illinois.edu</del>	
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 (carlso1@illinois.edu) will address all rollbacks.

Does this program have inter-departmental administration?

No

## Effective Catalog Term

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Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

## Proposal Title

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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 & Aging 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)"

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

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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. 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 SHS 271 as a concentration requirement, changed PSYC 361 from a concentration requirement to a concentration elective, and added HK 459 (which had previously been a concentration elective) and HK 474 as concentration requirements. In addition, under concentration electives, we removed CHLH 494, EPSY 407, HDFS 310, KIN 365, KIN 386, SHS 320, SHS 375, SOCW 240, and UP 340, and added HK 403, HK 409, HK 451, CMN 336, and HDFS 408.
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 was 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 now have a HK rubric, effective Fall 2024. This revision will reflect those changes. Because multiple rubrics were funneling into one, in some cases, courses have also been renumbered.

2. The proposed title, Health Across the Lifespan, more clearly depicts the content of the concentration. Health is prioritized in adulthood as a precautionary measure to preserve a high quality of life and ensure independence as older adults. However, acknowledging and engaging in healthy behaviors is important throughout the lifespan, from infancy to advanced stages of maturity. Therefore, we propose to revise the concentration title to “Health Across the Lifespan” to highlight the multitude of factors that promote resilience and well-being across all developmental periods, including advanced curriculum in early adolescent development, healthy behaviors across the lifespan, and gerontology.

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. This proposal seeks to revise the curriculum of the concentration. 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 was added to reflect the proposed changes to both the major and the concentration.



## Instructional Resources

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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:

EPSY 407 - Adult Learning and Development

HDFS 310 - Adult Development

SHS 271 - Communication and Aging

SHS 320 - Development of Spoken Language

SHS 375 - Comm Partners & Health

SOCW 240 - Death & Dying

UP 340 - Planning for Healthy Cities

CMN 336 - Communicating in Families

HDFS 408 - Hospitalized Children

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

[Letter of Acknowledgement\\_SHS.pdf](#)

[Letter of Support\\_HDFS.pdf](#)

[Letter of Support\\_CMN.pdf](#)

[Letter of Acknowledgement\\_HDFS.pdf](#)

[Letter of Acknowledgement\\_SOCW.pdf](#)

[Letter of Acknowledgement\\_UP.pdf](#)

[Letter of Acknowledgement\\_EPSY.pdf](#)

[Letter of Acknowledgement\\_STAT.pdf](#)

[Letter of Acknowledgement\\_PSYC.pdf](#)

[Letter of Acknowledgement\\_FSHN.pdf](#)

[Letter of Acknowledgement\\_PSYC 361.pdf](#)

[Letter of Acknowledgement\\_RST\\_Santos.pdf](#)

## Program Features

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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.)

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

No

## Program of Study

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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 Across the Lifespan, BS 40 hours upper division sample plan:

HK 370 - 4 hours

HK 404 - 3 hours

HK 418 - 3 hours

HK 459 - 3 hours

HK 470 - 1 hour

HK 471 - 4 hours

HK 474 - 3 hours

Sum: 21 hours

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

The remaining 10 (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.

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>Humanities &amp; the Arts (6 hours)</u>	<u>6</u>
<u>fulfilled by HK 208 and any other course approved as Humanities &amp; the Arts</u>	
<u>Social &amp; Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by HK 110, HK 262, HK 270</u>	
<u>Natural Sciences &amp; Technology (6 hours)</u>	<u>6</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>
<b><u>Major Requirements</u></b>		
<u>HK 110</u>	<u>Contemporary Health</u>	<u>3</u>
<u>HK 125</u>	<u>Orientation to Health &amp; 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>
<b><u>Concentration Requirements</u></b>		
<u>KIN 262</u>	<u>Course KIN 262 Not Found</u>	<u>3</u>
<u>CHLH 404</u>	<u>Course CHLH 404 Not Found</u>	<u>3,4</u>
<del>SHS 271</del>	<del>Communication and Aging</del>	<del>3</del>
<u>HK 262</u>	<u>Motor Develop, Growth &amp; Form</u>	<u>3</u>
<u>HK 404</u>	<u>Gerontology</u>	<u>3</u>
<u>HK 459</u>	<u>Physical Activity Across the Lifespan</u>	<u>3</u>
<u>HK 474</u>	<u>Public Health Nutrition</u>	<u>3</u>
<b><u>Concentration Electives (Choose 3 courses from the following):</u></b>		<b><u>9</u></b>
<u>HK 272</u>	<u>Aging and Health Policy</u>	<u>3</u>

<u>HK 403</u>	<u>Technology, Health, and Aging</u>	<u>3</u>
<u>HK 409</u>	<u>Women's Health</u>	<u>3</u>
<u>HK 451</u>	<u>Biology of Chronic Diseases</u>	<u>3</u>
<u>HK 472</u>	<u>Health and Kinesiology Study Abroad</u>	<u>3</u>
<u>CMN 336</u>	<u>Communicating in Families</u>	<u>3</u>
<u>EPSY 430</u>	Early Adolescent Development	3
<del>HDFS 310</del>	<del>Adult Development</del>	
<del>IHLT 240</del>	<del>Course IHLT 240 Not Found</del>	
<del>IHLT 498</del>	<del>Course IHLT 498 Not Found</del>	
<del>KIN 365</del>	<del>Course KIN 365 Not Found</del>	
<del>KIN 386</del>	<del>Course KIN 386 Not Found</del>	
<del>KIN 459</del>	<del>Course KIN 459 Not Found</del>	
<u>HDFS 408</u>	<u>Hospitalized Children</u>	<u>3</u>
<u>PSYC 361</u>	The Psychology of Aging	3
<del>Select three of the following (at least two at the 300- or 400- level):</del>		<del>9</del>
<del>CHLH 494</del>	<del>Course CHLH 494 Not Found</del>	
<del>EPSY 407</del>	<del>Adult Learning and Development</del>	
<u>RST 316</u>	Human Development and Recreation, Sport and Tourism	3
<del>SHS 320</del>	<del>Development of Spoken Language</del>	
<del>SHS 375</del>	<del>Communication Partners and Health</del>	
<del>SOCW 240</del>	<del>Death &amp; Dying</del>	
<u>SOCW 315</u>	Social Work Services for Older Adults	3
<del>UP 340</del>	<del>Planning for Healthy Cities</del>	
<u>Total Hours</u>		<u>120</u>

## Program Relationships

Corresponding  
Program(s):

Corresponding Program(s)

Interdisciplinary Health Sciences, BS

# Program Regulation and Assessment

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## Plan to Assess and Improve Student Learning

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*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.

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

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This program is  
available:

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

## Enrollment

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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

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Are there                      No  
budgetary  
implications for this  
revision?

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

No

Additional Budget      The proposed program builds on the existing undergraduate program. No new staffing will be  
Information              required.

Attach File(s)

## Financial Resources

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How does the unit intend to financially support this proposal?

There are no foreseen budgetary implications to the proposed revision that will require additional financial support. At present, the number of faculty in the Department of Health and Kinesiology is sufficient to handle anticipated demand.

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

No

Attach letters of  
support

## Faculty Resources

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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.26.055

Attach Rollback/  
Approval Notices

Non-EP Documentation

U Program Review  
Comments

Rollback  
Documentation and  
Attachment

DMI Documentation

Attach Final                    [U Program Review Comments KEY 893 Interdisciplinary Health  
Sciences Health Across the Lifespan, BS 10\\_15\\_2024.docx](#)

Approval Notices

Banner/Codebook  
Name  
Health and Aging

Program Code:                5219

Minor	Conc	5219	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 1:51 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 (carlo1) (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 responses to comments.

**Shannon Mejia (stmejia) (04/11/25 2:54 pm):** This is well reasoned proposal. To avoid confusion, I would suggest removing reference to kinesiology in the learning outcomes.

**Meaghan McKenna (meaghanm) (04/11/25 2:55 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 (carlo1) (04/17/25 2:16 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.