

# Program Change Request

APPROVED BY SENATE

11/10/2025

EP.26.058\_FINAL

Approved by EP 10/20/2025

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

## Viewing: **6145 : Interdisciplinary Health Sciences: Health Technology, BS**

Last approved: 11/28/22 10:52 am

Last edit: 10/31/25 1:48 pm

Changes proposed by: Kristi Carlson

Catalog Pages Using  
this Program

[Interdisciplinary Health Sciences: Health Technology, 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 1:39 pm  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 12/06/24 4:53 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 11:47 am  
Kristi Carlson  
(carlso1): Approved  
for 1581-HK  
Committee Chair
7. 03/24/25 11:37 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 2:21 pm  
Kristi Carlson  
(carlso1): Approved  
for 1581-HK  
Committee Chair
10. 04/17/25 7:07 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 1:10 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 9:59 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. Nov 28, 2022 by  
Kristi Carlson  
(carlso1)

## Administration Details

Official Program Name	Interdisciplinary Health Sciences: Health Technology, BS		
Diploma Title	Bachelor of Science in Interdisciplinary Health Sciences		
Sponsor College	Applied Health Sciences		
Sponsor Department	Health and Kinesiology		
Sponsor Name	<u>Kristi Carlson</u> <del>Amelia Mays Woods</del>		
Sponsor Email	<u>carlso1@illinois.edu</u> <del>amywoods@illinois.edu</del>		
College Contact	<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> <del>Liz Clawson</del>		
College Budget Officer Email	<u>srinehar@illinois.edu</u> <del>clawson@illinois.edu</del>		

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

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 Concentration in Health Technology 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 curriculum of the concentration. Within the concentration, we removed HK 201 as a requirement, because it is now a requirement for the major, and replaced it with HK 400. In addition, under concentration electives, we removed ACE 161, CS 101, CS 124, CMN 462, CHLH 494, IS 202, IS 308, IS 401, IS 420, KIN 365, LING 270, STAT 200, and STAT 212, and added HK 405, HK 458, ARTD 420, DTX 451, DTX 495, RST 216, and IE 340.
3. 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.
4. Student learning outcomes were added under Program Features, as required for submission within the CIM system.
5. Because the program has not been revised since it was originally approved in 2022, some areas, such as additional concentration notes and budgeting information were updated to include current information.

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. This proposal seeks to revise the curriculum of the Health Technology concentration. Health technology is defined by the World Health Organization as the “application of organized knowledge and skills in the form of devices, medicines, vaccines, procedures and systems developed to solve a health problem and improve quality of life.” Robots, assistive technologies, wearables, and consumer-driven healthcare software are just a few examples of devices that can dramatically improve health and well-being for able bodied or disabled individuals. This concentration already includes several courses that are highly relevant to this area, yet the curriculum continues to evolve due to rapid transformation and adoption of technology-focused courses across campus. Therefore, we are simply updating the course list to include new courses in human-robot interaction, technology-driven health interventions (wearables), rehabilitation biomechanics, and design thinking. This revision to the I-Health degree program was unanimously approved by the faculty in December 2022.
3. 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, there 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.
4. Student learning outcomes were added under Program Features, as required for submission within the CIM system.
5. Because the program has not been revised since it was originally approved in 2022, some areas, such as additional concentration notes and budgeting information were updated to include current information.



## 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:

ARTD 420 - Disability Design  
DTX 451 - Intro to Design Thinking  
DTX 495 - Special Topics in DT  
IE 340 - Human Factors  
LING 270 - Language, Technology & Society  
CMN 462 - Health Comm in Relationships  
ACE 161 - Computer Concepts/Applications  
CS 101 - Intro Computing: Engrg & Sci  
CS 124 - Intro to Computer Science I  
IS 202 - Social Aspects Info Tech  
IS 308 - Race, Gender, and Info Tech  
IS 401 - Intro to Network Systems  
IS 420 - Community Informatics  
STAT 200 - Statistical Analysis  
STAT 212 - Biostatistics  
RST 100 - RST in Modern Society  
SHS 170 - Intro Hum Comm Sys & Disorders  
PSYC 100 - Intro Psych  
STAT 100 - Statistics  
RST 216 - Technology in RST

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

[Letter of Acknowledgement\\_PSYC.pdf](#)  
[Letter of Support\\_DTX.pdf](#)  
[Letter of Support\\_IE.pdf](#)  
[Letter of Support\\_ARTD.pdf](#)  
[Letter of Acknowledgement\\_CMN 462.pdf](#)  
[Letter of Acknowledgement\\_IS.pdf](#)  
[Letter of Acknowledgement\\_CS.pdf](#)

students, and/or  
other impacted  
units as  
appropriate.

[Letter of Acknowledgement\\_ACE.pdf](#)  
[Letter of Acknowledgement\\_SHS.pdf](#)  
[Letter of Acknowledgement\\_FSHN.pdf](#)  
[Letter of Acknowledgement\\_STAT.pdf](#)  
[Letter of Acknowledgement\\_RST\\_Santos.pdf](#)  
[Letter of Support\\_IHLT\\_DTX\\_BADM.pdf](#)  
[Letter of Acknowledgement\\_LING.pdf](#)  
[Letter of Support\\_RST\\_Santos.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 ~~It is estimated that approximately 75 students will enroll~~ in I-Health is the second highest enrolled program in HK, with 115 new freshman and 547 total students in 2023. ~~concentration, however, this is a guess.~~ 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 ~~Currently, there are 489 students enrolled in I-Health, 80 of whom are enrolled in the~~ majority of students (42%) will choose the Health Behavior Change and Rehabilitation Aging concentration, while 26% will choose ~~116 of whom are in Health Across the Lifespan, 22% will choose Behavior Change, 118 of whom are in Health Technology, Diversity, and 10% will choose Diversity and Disability. 175 of whom have not yet selected a concentration.~~ Each student will meet with an assigned advisor at least twice per year to design a plan of study. As you can see from these numbers, many who are already enrolled in the major, but have not yet selected a concentration, may opt for the proposed concentration of Health Technology. Students Others will be required ~~continue to take HK 171 (Survey pursue one of Interdisciplinary Health) as part of the core curriculum, existing concentrations, which will assist should result in choosing a concentration. fairly even number in each.~~

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 Technology, BS 40 hours upper division sample plan:

HK 400 - 3 hours

HK 401 - 3 hours

HK 403 - 3 hours

HK 418 - 3 hours

HK 470 - 1 hour

HK 471 - 4 hours

Sum: 17 hours

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

The remaining 14 hours can be chosen from additional upper-division HK electives, the general education requirements, 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\\_Health Technology.docx](#)  
[Side by Side\\_IHLT\\_BS\\_Health Technology.xlsx](#)

## Catalog Page Text - Overview Tab

Catalog Page Overview Text

The degree in I-Health combines ~~Develop the skills and~~ knowledge ~~of biology and~~ ~~needed to implement and support information technology solutions for~~ health ~~sciences with a~~ comprehensive understanding of health and well-being for the whole person. ~~sector organizations.~~ 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.

The Health Technology concentration ~~Coursework~~ will ~~help~~ students acquire ~~focus on~~ the ~~skills areas of health information management including health information processing and~~ knowledge needed to develop, implement, ~~exchange, health care analytics, enterprise management,~~ and ~~support information technology solutions for health sector organizations. information storage and security management.~~ Coursework will focus on the areas of health technology development, implementation, and evaluation in community health settings.

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>Natural Sciences &amp; Technology (6 hours)</u>	<u>6</u>
<u>Social &amp; Behavioral Sciences (6 hours)</u>	<u>6</u>
<u>fulfilled by HK 110, HK 203, HK 270</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 &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>

### Concentration Requirements

<u>KIN 201</u>	<u>Course KIN 201 Not Found</u>	<u>3</u>
<u>CHLH 203</u>	<u>Course CHLH 203 Not Found</u>	
<u>CHLH 441</u>	<u>Course CHLH 441 Not Found</u>	<u>3</u>
<u>CHLH 470</u>	<u>Course CHLH 470 Not Found</u>	<u>3</u>

~~Select three of the following (at least two at the 300- or 400- level):~~

~~9~~

<del>ACE 161</del>	<del>Computer Concepts &amp; Applications</del>	
<del>CS 101</del>	<del>Intro Computing: Engrg &amp; Sci</del>	
<del>CS 124</del>	<del>Introduction to Computer Science I</del>	
<del>CMN 462</del>	<del>Health Communication in Relationships</del>	
<u>CHLH 421</u>	<u>Course CHLH 421 Not Found</u>	
<u>CHLH 494</u>	<u>Course CHLH 494 Not Found</u>	
<u>IHLT 498</u>	<u>Course IHLT 498 Not Found</u>	
<del>IS 202</del>	<del>Social Aspects Info Tech</del>	
<del>IS 308</del>	<del>Race, Gender, and Information Technology</del>	
<del>IS 401</del>	<del>Introduction to Network Information Systems</del>	
<u>HK 203</u>	<u>Introduction to Health Technology</u>	<u>3</u>
<u>HK 400</u>	<u>Human-Robot Interaction for Health and Wellness</u>	<u>3</u>
<u>HK 401</u>	<u>Health Behavior and Technology</u>	<u>3</u>
<u>HK 403</u>	<u>Technology, Health, and Aging</u>	<u>3</u>

<u>Concentration Electives (Choose 3 courses from the following):</u>		<u>9</u>
<u>HK 402</u>	<u>Tech-Driven Health Intervention</u>	<u>3</u>
<u>HK 405</u>	<u>Aging with Disability</u>	<u>3</u>
<u>HK 416</u>	<u>Applied Health Data Analysis</u>	<u>3</u>
<u>HK 458</u>	<u>Rehabilitation Biomechanics</u>	<u>3</u>
<u>HK 464</u>	<u>Technology &amp; Assessment in Physical Education and Sport</u>	<u>3</u>
<u>HK 472</u>	<u>Health and Kinesiology Study Abroad</u>	<u>3</u>
<u>ARTD 420</u>	<u>Disability Design</u>	<u>3</u>
<u>DTX 451</u>	<u>Introduction to Design Thinking</u>	<u>3</u>
<u>DTX 495</u>	<u>Special Topics in Design Thinking</u>	<u>3</u>
<u>IE 340</u>	<u>Human Factors</u>	<u>4</u>
<u>IS 407</u>	Introduction to Data Science	4
<del>IS 420</del>	<del>Community Informatics</del>	
<del>KIN 365</del>	<del>Course KIN 365 Not Found</del>	
<del>KIN 460</del>	<del>Course KIN 460 Not Found</del>	
<del>KIN 474</del>	<del>Course KIN 474 Not Found</del>	
<del>LING 270</del>	<del>Language, Technology &amp; Society</del>	
<del>STAT 200</del>	<del>Statistical Analysis</del>	
<del>STAT 212</del>	<del>Biostatistics</del>	
<b>Total Hours</b>		<b>21</b>
<u>RST 216</u>	<u>Technology in Recreation, Sport and Tourism</u>	<u>3</u>
<u>Total Hours</u>		<u>120</u>

## Program Relationships

Corresponding  
Program(s):

Corresponding Program(s)

Interdisciplinary Health Sciences, BS

## Program Regulation and Assessment

## 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: ~~There is no required licensure or certification in this field. The coursework for the Health Technology concentration in I-Health will prepare students to look at health care more holistically and draw from the knowledge of several other fields to develop innovative new solutions to health-related problems, with an emphasis on technology.~~ Program Learning Objectives— Upon successful completion of this program, students will be able to: ~~1. discuss the field of health technology 2. discuss human factors methods and techniques 3. examine health behaviors in relation to health technology 4. perform introductory computing skills relevant to health technology 5. utilize knowledge from social, business, human factors, behavioral and information sciences and technology to design, implement, and evaluate health informatics solutions~~ Student learning will be assessed in a variety of ways, some of which include, student course grades, ICES evaluations, and student feedback. Passing course grades will signify student's achievement of learning objectives, and can provide insight on whether or not students are acquiring the necessary content to meet program objectives. While student grades do provide information for individual students, they can also be examined more holistically, to identify any emerging trends. For example, if it is shown that a large percentage of students are not able to pass a course, this is a clear indication that students are not acquiring the content that is necessary to meet program objectives. Student feedback, gained through the ICES forms, will also provide valuable information regarding student's opinions on the quality of the courses, and the degree to which they feel they are being prepared to work within the field of health technology. As consumers of the program, it is important to consider students' opinions of the effectiveness of the program. In addition, IHLT faculty members will conduct an annual assessment as part of the learning outcomes assessment required by the University. This will allow faculty members to gather information related to specifically identified learning outcomes, and the degree to which these outcomes are being met throughout the program. Students ~~The assessment results will be exposed~~ used to improve course offerings and engage with a holistic perspective related to any areas of weakness that are identified throughout the diverse socioeconomic, behavioral, sociocultural, biological, environmental, philosophical, ethical and historical factors that influence health and/or kinesiology. ~~assessment.~~

Programming and Assessment: Students ~~Passing course grades will apply evidence-based practices in developing, implementing, signify student's achievement of learning objectives, and assessing programs and interventions related~~ can provide insight on whether or not students are acquiring the necessary content to health promotion, physical activity adoption and adherence, and the prevention and management of diseases. meet program objectives.

Leadership and Engagement: Through a variety of applied learning opportunities, ~~The coursework for the Health Technology concentration in I-Health will prepare~~ students will demonstrate leadership and effective communication skills, showcase an appreciation of and



commitment to look at health and well-being as they ~~care more holistically and draw from the knowledge of several other fields to~~ develop and sustain productive relationships and work for the common good at local, national, and global levels. innovative new solutions to health-related problems, with an emphasis on technology. Upon graduation, students from I-Health will be invited to provide additional feedback through a more extensive survey that will address strengths and potential areas of concern. Findings will ultimately inform future directions of the Health Technology concentration, as well as the other three concentrations. Additionally, all I-Health students will be invited to be part of a College registry list for follow-up assessments related to the impact of their chosen concentrations on their careers.

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  
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. No new staffing will be required. ~~It is not anticipated that new faculty will be required based solely on the new concentration. We do eventually envision the hire of an additional faculty member to teach in the I-Health major, regardless of whether or not an additional concentration is offered. This hire would not be for a new position, but would fill a position that was vacated in late 2020. The current program director of I-Health is a faculty member who is serving in an interim role. When this position is permanently filled, that new faculty member/program director would also teach within the I-Health major. This new concentration will likely result in larger, yet still manageable, classes. Of course, I-Health majors with the health technology concentration will be taking classes in other units, as well.~~ All other potentially impacted units have expressed their support of this proposal, with the understanding that it could result in larger classes (see attached letters of support).

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

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

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.26.058

Attach Rollback/  
Approval Notices

Non-EP Documentation

U Program Review  
Comments

Rollback  
Documentation and  
Attachment

DMI Documentation

Attach Final                      [U Program Review Comments KEY 1108 Interdisciplinary Health](#)  
Approval Notices                [Sciences Health Technology, BS 10\\_15\\_2024.docx](#)

Banner/Codebook  
Name  
    Health Technology

Program Code:                6145

Minor	Conc	6145	Degree	
Code	Code		Code	Major
				Code

Senate Approval  
Date

Senate Conference  
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date NA

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) (12/06/24 4:53 pm):** Removed HK 416 from Quantitative Reasoning in Gen Ed Table per discussion with Kristi Carlson.

**Melissa Steinkoenig (menewell) (12/06/24 4:53 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 11:47 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.

**Meaghan McKenna (meaghanm) (04/11/25 2:29 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 3:04 pm):** In the catalog page overview. the focus on healthcare settings is too specific. The focus is community health settings rather than specifically within health care settings. To avoid confusion, please remove reference to kinesiology in the learning objectives. I highly recommend adding RST 316 inclusive by design course as an elective (swap out for one of the DTX). It is upper level, relevant to health technology.

**Shannon Mejia (stmejia) (04/11/25 3:11 pm):** Correction. the RST inclusive by design course is a 500 level course. Please disregard my earlier comment.

**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 2:21 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. We feel the catalog description provides an accurate description of the program.

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