

**College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020**

1. Add the following **M.A.T. in Special Education**:

Special Education (M.A.T.)

Special Education Master of Arts in Teaching is a unique program culminating in an M.A.T. degree and recommendation for the Standard Exceptional Child Certificate with a Generalist K-12 Endorsement. It is designed for students who want to become teachers in Special Education and general education.

Students must hold an elementary or secondary teaching certification and successfully complete with a 'C' or better the following prerequisites:

EDSP 300	Educating for Exceptionalities	3
EDSP 325	Supporting Student Behaviors in the Classroom	2
EDSP 350	Language and Communication Development and Disorders	3
MTHE 235	Mathematics for Elementary Teachers I	3

Students must be admitted to the Special Education M.A.T. program through the College of Graduate Studies. Students must have also passed all three tests on the Idaho Comprehensive Literacy Assessment (ICLA) and the Praxis II Assessment in Special Education (10542 and 20353) and Elementary Education (10014) prior to beginning their special education internship.

Students will qualify for a Master of Arts in Teaching with a major in Special Education and an institutional recommendation for special education certification, which will qualify the graduate for the Exceptional Child Certificate and Generalist K-12 Endorsement, upon successful completion of the following coursework:

EDCI 320	Teaching Reading and Literacy (for students with B.S.Ed. in Secondary Education)	3
EDCI 463	Literacy Methods for Content Learning (for students with B.S.Ed. Elementary Education)	3
EDCI 570	Introduction to Research in Curriculum and Instruction	3
EDSP 423	Collaboration	3
EDSP 425	Evaluation of Children and Youth	3
EDSP 426	Developing Instructional Programs	3
EDSP 530	Assistive Technology and Universal Design for Learning	2
EDSP 540	Behavioral Analysis for Children and Youth	3

EDSP 548	Special Education Curriculum	3
EDSP 549	Language, Communication, and Social/Emotional Enhancement	3
EDSP 597	Practicum	1-8
EDSP 599	Non-Thesis Master's Research	1-3
Total Hours		31-40

Distance Availability: Yes

Geographical Areas: Online

Rationale: The Department of Curriculum and Instruction Special Education faculty propose the creation of a M.A.T. program leading to initial teacher certification. This program is already state-approved as an M.Ed. program, but the college is moving toward initial certification programs being M.A.T., in accordance with industry standards. Assessment will occur through current procedures, annually.

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This program will lead to initial teacher certification in special education with a graduate-level degree. Currently, there is a strand (M.Ed. plus cert) within the M.Ed. in Special Education that leads to teacher certification that this program will replace.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

This program will address the special education teacher shortage in Idaho and the region as an offering that allows for individuals with elementary or secondary education certification to seek certification in special education while obtaining a graduate degree. It will provide an option to earn special education teacher certification and a graduate degree through online delivery.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. *K-12 special education teacher*

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	120		
State	1330		
Nation		439,300	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If

a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The expectation is that the enrollment in this program will mirror the current enrollment numbers in M.Ed. plus cert program. In fall 2018 we have 18 active students.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will replace the current “masters-plus-certification” program offered in the Department of Curriculum and Instruction, special education program. It will allow for a smoother transition from undergraduate to graduate matriculation and from general education to special education field. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

- e. If Associate’s degree, transferability:**

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State Univ.	Master in Teaching (M.I.T.)	In Special Education

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State Univ	Master of Arts	In special education

Gonzaga University	M.Ed. Special education	
Eastern Washington Univ.	M.Ed. Special education	

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

This request supports the University of Idaho's "Transform" initiative in the strategic plan. It provides "greater access to education opportunities to meet the evolving needs of society" by being a fully online curriculum available to anyone interested in becoming a K-12 special education teacher.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

This program will be reviewed annually at a program, department, and university level per university annual assessment processes. Signature assignments in the program and its learning outcomes are tied to Idaho standards as well as the standards for special education discipline.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes No

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan.

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Should the program be delayed to the other side of the five-year cycle, assessment and accreditation efforts in the Department of Curriculum and Instruction will be unnecessarily duplicative. Additionally, as this program is a more attractive option than the one currently in place, individuals completing undergraduate degrees at UI eligible for continuation to this program will be more likely to seek programs at other state and regional institutions.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts. There is a constant shortage of special educators in Idaho and this program meets the need of the workforce.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
Not reliant on external funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
no
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
no
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?
no

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	31-40
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	31-40

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>EDCI 570</u>	<u>Introduction to Research in Curriculum and Instruction</u>	<u>3</u>
<u>EDSP 423</u>	<u>Collaboration</u>	<u>3</u>
<u>EDSP 425</u>	<u>Evaluation of Children and Youth</u>	<u>3</u>
<u>EDSP 426</u>	<u>Developing Instructional Programs</u>	<u>3</u>
<u>EDSP 530</u>	<u>Assistive Technology and UDL</u>	<u>2</u>
<u>EDSP 540</u>	<u>Behavioral Analysis for Children and Youth</u>	<u>3</u>
<u>EDSP 548</u>	<u>Special Education Curriculum</u>	<u>3</u>
<u>EDSP 549</u>	<u>Language, Communication, and Social/Emotional Enhancement</u>	<u>3</u>
<u>EDSP 597</u>	<u>Practicum</u>	<u>1-8</u>
<u>EDSP 599</u>	<u>Non-thesis Master's Research</u>	<u>1-3</u>
<u>EDCI 463</u>	<u>Literacy Methods for Content Learning (For students with B.S.Ed. Elementary Education)</u>	<u>3</u>
<u>EDCI 320</u>	<u>Teaching Reading and Literacy (For students with B.S.Ed. Secondary Education)</u>	<u>3</u>
<u>Total Hours</u>		<u>31-40</u>

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Included in the 31-credit minimum articulated above is a 1-8-credit student teaching experience (practicum). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II and defend their final project-webfolio.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learning Outcome(s) Standard 1: Philosophy and School Organization. University of Idaho Master's degree graduates demonstrate an understanding of the philosophical foundation of disabilities and special education and historical and contemporary school models that promote developmentally responsive practices for all learners. [\(connected to standard 6 of Idaho Special Exceptional Child Generalist Standards\)](#)

Aligns with University Learning Outcome(s):
Clarify Purpose and Perspective

<p>Learning Outcome(s) <u>Standard 2</u>: Curriculum. University of Idaho Master’s degree graduates demonstrate an understanding that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They illustrate how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models. (related/connected to standard 3 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p>
<p>Learning Outcome(s) <u>Standard 3</u>: Instruction. University of Idaho Master’s degree graduates demonstrate an understanding of the principles of developmentally appropriate instruction, know a wide variety of teaching and learning strategies and interventions and use technologically sound practices to teach core concepts, skills of inquiry, problem solving, collaboration, and communication. (connected to standard 5 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Think and Create</p>
<p>Learning Outcome(s) <u>Standard 4</u>: Assessment. University of Idaho Master’s degree graduates analyze and demonstrate an understanding of the roles of multiple assessments for identifying, monitoring and evaluating students learning in order to modify instruction; they can develop and critique formal and informal, and performance assessment techniques, including local, state, and national assessments systems. (connected to standard 4 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p>
<p>Learning Outcome(s) <u>Standard 5</u>: Research. University of Idaho Master’s degree graduates, as critical consumers and producers of educational research, examine the role of educational research for collecting, analyzing and sharing data. (connected to all standards in Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Think and Create</p>
<p>Learning Outcome(s) <u>Standard 6</u>: Communication. University of Idaho Master’s degree graduates select and apply a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. (connected to standard 7 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Communicate</p>

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.
Each of the above proposed learning outcomes has several more granular indicators

beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Direct: lesson demonstrations, lesson and unit plans, portfolios, Praxis scores, course-based assignments

Indirect: dispositional assessments, end-of-semester course feedback, program completer employment data required for national accreditation

d. Timing and frequency. When will assessment activities occur and at what frequency?

Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17__	SP18__	FY_18_	FY19	FY_15	FY16__	FY_17_	FY18__ (most recent)
BSU								
ISU								
UI	11	11	18		11	5	10	5
LCSC								

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master in Arts of Teaching in Special Education											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_20 _ (first year)	FY_21 _	FY_22 _	FY_23	FY_24	FY_25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
20	30	30	30	30	30	10	30	30	30	30	30

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.

16. Minimum Enrollments and Graduates.

- a.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate endorsement.

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

There is no set plan to sunset this program because the companion undergraduate courses will remain.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.
Not applicable
- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?
Not applicable
- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.
Not applicable

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
The library currently supports our programs very appropriately. It would not require further resources from the library.
- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.
None

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
No new personnel resources will be necessary, as these courses are currently being taught and have instructors.
- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
The current structure for support will not be required to change to support this program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?
No impact on existing programs based on increased work load
- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.
Not applicable

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
Not applicable
- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
Not applicable
- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
Not applicable
 - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
Not applicable
- d) **Student Fees:**
- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
Not applicable
 - ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.
Not applicable

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:
This program is already existing. All we are requesting is a name change from Master plus cert into Master in Arts of Teaching. There will be no changes to the budget or any other resources.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

M.A.T. in Special Education Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2020		FY 2021		FY 2022		FY 2023	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	10	5	10	10	20	10	20
B. Shifting enrollments	5	10	5	10	0	0	0	0
Total Enrollment	10	20	10	20	10	20	10	20

II. REVENUE

	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments		\$93,520.00		\$93,520.00		\$93,520.00		\$93,520.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$0	\$93,520	\$0	\$93,520	\$0	\$93,520	\$0	\$93,520

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

	<u>FY 2020</u>	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>
D. Capital Facilities Construction or Major Renovation				
E. Other Costs				
Utilities	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00
Other				
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$0</u>	<u>\$93,520</u>	<u>\$93,520</u>	<u>\$93,520</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	(Current faculty and staff can absorb the new student enrollment. There is capacity in the currently offered courses.

**College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020**

1. Discontinue the **Ed.D. in Education** in Rexburg, Idaho (effective Fall 2020) – see attached memo

Rationale: The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

**OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT**

875 Perimeter Drive MS 3152
Moscow ID 83844-3152
208-885-6448
208-885-6558 [FAX]
provost@uidaho.edu
provost.uidaho.edu

October 31, 2019

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037
Patty.sanchez@osbe.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letters is to request, per Board Policy III.G.7. the discontinuation of the Ed.D. in Education in Rexburg Idaho. The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

The change will go into effect in Fall 2020,if approved. Please do not hesitate to contact me should you need additional information.

Sincerely,

Cher Hendricks
Vice Provost for Academic Initiatives

Cc: John Wiencek
Ali Carr-Chellman