

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- x [] New degree*
[] New major*
[] New curriculum*
[] New concentration*
[] New certificate
[] New minor
[] Revised major
[] Revised minor
[] Admission requirements
[] Graduation requirements
[] Deletion [] Transfer
[] Other (explain**)

Substantive Course Changes

- [] New course
[] Pre or Co-requisites
[] Deletion (required by others)
[] Course #, different level
[] Credit hours
[] Enrollment restriction
[] Course-level restriction
[] Prefix [] Title and description (attach current & proposed)
[] General education (select one) Not Applicable
[] Other (explain**)

Misc. Course Changes

- [] Title
[] Description (attach current & proposed)
[] Deletion (not required by others)
[] Course #, same level
[] Variable credit
[] Credit/no credit
[] Cross-listing
[] COGE reapproval
[] Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Educational Specialist (Ed.S) in School Psychology

Existing course prefix and #: Proposed course prefix and #: SPSY Credit hours: 63

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: [] No [] Yes

c. Repeatable for credit: [] No [] Yes

d. Mandatory credit/no credit: [] No [] Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. [] Lecture 3. [] Lecture/lab/discussion 5. [] Independent study
2. [] Lab or discussion 4. [] Seminar or [] studio 6. [] Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

[Signature]

Date

10/13/15

Chair, College Curriculum Committee

[Signature]

Date

11/4/15

Dean

[Signature]

Date: 11-5-15 Graduate Dean:

Date

Curriculum Manager: Return to dean [] Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* [] Approve [] Disapprove

Chair, GSC/USC

Date

* [] Approve [] Disapprove

Provost

Date



1. Explain briefly and clearly the proposed improvement.

The proposed improvement is offering an educational specialist degree (Ed.S.) in school psychology. The degree will be an interdisciplinary offering by the Department of Special Education and Literacy Studies (College of Education and Human Development) and the Department of Psychology (College of Arts and Sciences). Graduates of the 63-credit program will be eligible to sit for the School Psychology Praxis Examination in order to become certified school psychologists in Michigan. In addition, the program conforms to the standards of the Behavior Analyst Certification Board (BACB), and graduates will complete the requirements to sit for and to pass the Board Certified Behavior Analyst (BCBA) exam, earning the BCBA credential. Please note that an Ed.S. degree is the entry -level credential for practice as a school psychologist in Michigan.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Funds from a Michigan Department of Health and Human Services (DHHS) grant provide initial support to establish a school psychology graduate program at Western Michigan University (WMU), including providing funding for two faculty lines for two years each. This presents a unique opportunity for WMU. There is high demand locally, regionally, and nationally for people who hold an Ed.S. degree in school psychology as well as a shortage of Board Certified Behavior Analysts in Michigan. At the Michigan Autism Conference in October 2015, Lisa Grost of DHHS indicated that there are currently 319 BCBA's in the state. DHHS and Lt. Governor Brian Calley estimate that we need 1,500 to 2000 BCBA's to meet the needs of children with autism and their families.

Offering the degree will attract high-quality full-time graduate students to our university, which will enhance research productivity and increase opportunities for extramural funding in the form of research and personnel preparation grants. Moreover, offering the degree will strengthen the strong and growing Autism Center of Excellence at WMU. Professionals associated with the Autism Center of Excellence train mental health practitioners (e.g., students seeking to become BCBA's), parents, and other care-providers to deliver evidence-based and effective services to people with autism. Finally, the quality services provided by graduates with the degree will benefit many students, their teachers, and their families. Just as there are shortages of school psychologists, there is increasing demand for board certified behavior analysts to serve the needs of increasing numbers of children identified with autism spectrum disorders. Preparing school psychologists as BCBA's will increase the range of service delivery options offered through schools, and will enhance coordination of services between education and mental health agencies.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

As noted, the degree will be awarded from an interdisciplinary program involving the Department of Psychology (College of Arts and Sciences) and the Department of Special Education and Literacy Studies, (College of Education and Human Development). Students seeking Ed.S. degrees in school psychology will take courses in both departments, and those courses will be available to other students. Although it is necessary to create seven additional graduate courses or field experiences to offer the school psychology degree, due to the interdisciplinary nature of the discipline, a number of existing WMU courses from behavior analysis, clinical psychology, and special education can be offered in the curriculum. Offering a school psychology degree will increase enrollment in existing courses in these programs. Also, the school psychology offerings will provide potential electives to graduate students from already existing programs.

Faculty in both the Departments of Psychology and Special Education and Literacy Studies support the proposed degree program. ~~See the attached letter from Dr. Stephanie Peterson, Chair, Department of Psychology, offering support for this proposal (attachment A), and a copy of the grant application to DHHS (attachment B).~~ *is available by request.*

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

As mentioned, a number of the courses currently offered by either Special Education, Clinical Psychology, or Behavior Analysis are appropriate for a school psychology graduate curriculum. See attachment C entitled "WMU School Psychology Program, Proposed Sequence" for an illustration of how the program will fit with existing courses. All courses in italics are new offerings necessary to offer the degree. All other courses are

currently existing, and most are regularly offered. In two of the three programs affected, special education (masters and doctoral programs) and clinical psychology, courses tend to have relatively low enrollments and thus have capacity to accommodate additional students. The addition of school psychology graduate students will bolster enrollment in courses offered by these programs. With the demand for more professionals with BCBA credentials to meet the needs of children with autism spectrum disorders and the establishment of the Autism Center of Excellence at WMU, demand for behavior analysis courses has risen. Establishment of a sustainable school psychology program will ensure enrollment in behavior analysis courses.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There are currently no students enrolled.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Nationally, shortages of school psychologists are grave and well documented (e.g., Castillo et al., 2014) and are likely to worsen as practicing psychologists retire, transfer to leadership positions in education, or leave the field. In Michigan, the Department of Education has included school psychologists on the "Critical Shortage List" in each of the last 10 years. In 2015, due to working conditions, job satisfaction reports, and opportunities for career advancement, *US News and World Report* ranked school psychology as #17 on its list of 100 Best Jobs, as the 6th best STEM career, and as the best career in social services. As noted previously, there is a shortage of Board Certified Behavior Analysts in Michigan. At the Michigan Autism Conference in October 2015, Lisa Grost of DHHS indicated that there are currently 319 BCBAs in the state. DHHS and Lt. Governor Brian Calley estimate that we need 1,500 to 2000 BCBAs to meet the needs of children with autism and their families.

School psychologists are the primary diagnosticians in preK-12 educational settings in Michigan, and they also engage in a broad range of service delivery activities including planning and evaluating evidence-based interventions. A behavior-analytic approach to service delivery has been broadly accepted in recent years and programs that have such a focus are in high demand (Castello et al., 2014). The Department of Psychology at WMU comprises one of the premier behavior analysis programs in the world and the success and reputation of that program, coupled with the fact that graduates with the Ed.S. degree in school psychology will be eligible to become BCBAs will strongly attract qualified applicants.

We anticipate that each year a cohort of 10-15 students will enroll in the three-year program. (In order to be approved by the National Association of School Psychologists, school psychology Ed.S. programs must require students to complete two years of full-time graduate study with a 1200-clock hour internship the final (i.e., third) year.) Once capacity is reached, a total of approximately 30-45 students will be enrolled each year. Personnel data from Castillio et al. (2014) and the National Association of School Psychologists reveal that most individuals pursuing graduate study in school psychology hold baccalaureate degrees in psychology, social work, education, or a related field.

Reference: Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow up study on predicted personnel shortages. *Psychology in the Schools, 51*, 832-849.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Two new tenure-track faculty members are required to offer the Ed.S.-preparation program. Each will hold a joint appointment in the Department of Psychology and in the Department of Special Education and Literacy Studies; one person will have a primary appointment in Psychology, the other in Special Education and Literacy Studies. Funds to support these hires for an initial two-year period will be provided by a Michigan DHHS grant and WMU administrators, i.e., Dean Li of CEHD and Interim Dean Hearit of CAS, have agreed to support the positions in subsequent years. Kristal Ehrhardt, professor in SPLS, holds a doctoral degree in

school psychology and is a licensed school psychologist and will provide student advising and coursework for the program.

Office space for the new faculty hires is available in Sangren Hall in the SPLS office suite and they will receive a standard start-up package of supplies and equipment. The WMU library system currently has adequate holdings in psychology, behavior analysis, special education, and school psychology to address the requirements of the program.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not applicable.

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Program Philosophy

The WMU School Psychology Program will employ a scientist-practitioner model designed to prepare psychologists who use scientific problem-solving and evidence-based assessments and interventions in their practice. The program will emphasize the application of behavior analysis to the education and development of preK-12 students, and will be founded on the core ethical principles that psychologists respect the dignity and worth of all individuals and strive to promote positive measurable outcomes. We will seek accreditation by the Michigan Department of Education (MDE) and full approval from the National Association of School Psychologists (NASP). We will align curriculum and field experiences so that students may pursue credentialing as BCBA's. NASP is a specialized professional association of the Council for Accreditation of Educator Preparation (CAEP), and as such the school psychology program will become part of the CAEP unit at WMU. In 2014, MDE revised its process for school psychology program approval and its requirements for approval are now aligned with NASP standards.

The school psychology training program will have three general goals, all pertaining to the quality of students who graduate from it. Attaining each goal requires students to consistently develop multiple competencies, which constitute measureable program outcomes. The following table lists the goals and outcomes of the training program.

WMU School Psychology Program Goals	WMU School Psychology Program Outcomes
Candidates will demonstrate understanding of fundamental principles influencing human behavior.	Candidates will demonstrate understanding of critical biological, cognitive, social, developmental, and environmental factors influencing human behavior.
	Candidates will demonstrate understanding of behavioral models of person-environment interaction and how such interactions influence behavior.
Candidates will deliver effective school psychological services, including assessment, intervention, and consultation skills.	Candidates will use assessments that meet current professional standards for practice to guide diagnostic determination, intervention design, and monitor the progress of clients they serve.
	Candidates will demonstrate mastery of the technical issues relevant to the selection and interpretation of assessment devices in school psychology.
	Candidates will devise, implement, and interpret assessment data in a professionally appropriate manner to reach diagnostic determinations based on the relevant diagnostic criteria.
	Candidates will devise and implement behavioral, functional, and academic assessments that guide intervention planning.
	Candidates will design and implement evidenced-based interventions that meet the learning and behavior needs of children, adolescents and families across educational and community settings.
	Candidates will demonstrate consulting skills

	necessary to support intervention adoption and implementation in the schools, homes, or other community settings.
	Candidates will demonstrate competence in consulting with parents, children or youth, and other professionals regarding diverse student and organizational issues.
Candidates will demonstrate an understanding of the fundamental legal and ethical principles underlying the practice of school psychology and exhibit practice that is congruent with those principles. Fundamental to this goal is respect for the diversity of individuals and cultural differences.	Candidates will demonstrate mastery of the guides to ethical conduct published by NASP, CEC, and the BACB. Program graduates will be able to describe critical laws governing school psychology practice.
	Candidates will demonstrate the importance of cultural differences in providing services and will recognize the limitations of their competence across populations.
	Candidates will demonstrate an understanding of the issues surrounding critical issues of culture, equity, and outcomes in education, assessment, and the evidence for the efficacy of educational and psychological services.
Candidates will demonstrate proficiency in planning, participating in, and presenting applied research in education and psychology.	Candidates will prepare a written review of at least one professional publication, i.e., a book, journal article, or assessment instrument.
	Candidates will design at least one applied research study using a single-subject design.
	Candidates will assist with an empirical research study or a development of a conceptual paper. This work may occur as part of a faculty member's research or dissertation research conducted by a doctoral candidate in Psychology or Special Education.
Candidates will demonstrate skills in leadership and professional service.	Candidates will participate in program, department, college, university, or professional organization activities for at least one semester.
	Candidates will attend at least one state, regional, or national conference related to school psychological practice while attending the graduate program.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The College of Education and Human Development at WMU lists three strategic objectives in its Outcome Assessment and Program Quality (<http://wmich.edu/education/about/strategic-planning/assessment-quality>). They are: 1) Enhance student outcome assessments across program areas; 2) Focus on program quality and outcomes stressing evidence-based practices; and 3) Increase program adaptation to changing external trends. Offering an Ed.S. degree in school psychology will help to attain each of these objectives. As noted in 9 above, to be accredited (as it will be) the degree-offering program must rigorously assess students' competencies across multiple dimensions and ensure that those competencies are met. The program will attract motivated, able, and well-prepared students who will be trained to use empirically-validated techniques for diagnosing students who need special services, to collaborate with teachers and other school personnel to develop and deliver interventions to assist those students, and to monitor the effects of those interventions and alter the interventions as appropriate. Finally, as noted in 6 above, the Ed.S.-preparation program is a direct response to the strong demand for behavior-analytic school psychologists that has emerged in the past decade and will continue for the foreseeable future.

Furthermore, the proposed interdisciplinary program supports objectives of the WMU College and Arts and Sciences (<http://wmich.edu/arts-sciences/planning>). In particular, this proposed program supports the efforts of CAS to 1) Expand interdisciplinary and experiential learning opportunities and 4) Expand and strengthen engagement with WMU and external communities.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable.

Proposed Catalog Copy *

Special Education and Literacy Studies

Go to [information for this department](#).

- [Certificate Program in English as a Second Language Teaching](#)
- [Doctor of Education in Special Education](#)
- [Specialist Degree in School Psychology](#)
- [Master of Arts in Literacy Studies](#)
- [Master of Arts in Special Education](#)
- [Master of Arts in Teaching Children Who Are Visually Impaired](#)
- [Master of Arts in Teaching Children Who Are Visually Impaired/Orientation and Mobility for Children](#)

Educational Specialist in School Psychology

The WMU School Psychology Program employs a scientist-practitioner model designed to prepare psychologists who use scientific problem-solving and evidence-based assessments and interventions in their practice. The program emphasizes the application of behavior analysis to the education and development of preK-12 students, and is founded on the core ethical principles that psychologists respect the dignity and worth of all individuals and strive to promote positive measurable outcomes. The program curriculum is aligned with standards for preparation set forth by the Michigan Department of Education, the National Association of School Psychologists, and the Behavior Analysis Certification Board.

The Ed.S. in school psychology requires a minimum of 60 credits and typically takes three years of full-time study to complete, including a 1200-hour internship during an academic year in a school setting.

Admission Requirements

Applications are reviewed in terms of at least five sources of information, although performance related to any one source is not sufficient to assure or deny admission. Applicants are assumed to have substantial training in psychology or education at the undergraduate level with a minimum of 18 hours of credit in psychology or related areas, including introductory statistics. Applicants may be required to complete additional courses following matriculation in order to satisfy these basic requirements.

The application procedure requires submission of:

- 1. A transcript showing the completion of an undergraduate major or minor in psychology, education, or a related field*
- 2. Graduate Record Examination (verbal and quantitative tests)*
- 3. Three letters of recommendation*
- 4. A professional statement describing academic interests and professional goals*
- 5. The Department of Special Education & Literacy Studies admission application*
- 6. A TOEFL score if the applicant is an international student who speaks a language other than English as their first language.*

At the discretion of the School Psychology Program faculty, applicants may be interviewed prior to admission.

Students are admitted only during the fall semester each year. The deadline for receipt of all application materials is December 15.

*Please note: new text is in *italics* and highlighted in **yellow**.

WESTERN MICHIGAN UNIVERSITY



Department of Psychology
College of Arts and Sciences

October 15, 2015

Curriculum Committee
College of Education and Human Development
Western Michigan University

Dear Colleagues:

As Chair of the Department of Psychology, I write to offer enthusiastic and unqualified support for the proposed Ed.S. program in School Psychology. As evidence of that support, I worked with colleagues in my department and in the Department of Special Education and Literacy Studies to secure start-up funds for the program from the Michigan Department of Health and Human Services. The Ed.S. program fits nicely with our existing programs in Psychology and will be an invaluable addition to our university. Moreover, it provides a unique opportunity to develop a mutually-beneficial interdisciplinary program that combines the resources of the College of Education of Human Development and the College of Education and Human Development. I am committed to making the program succeed and look forward to doing so.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie Peterson".

Stephanie Peterson, Ph.D., BCBA-D
Chair and Professor

1903 W. Michigan Ave., Kalamazoo, MI 49008-5439
PHONE: (269) 387-4500, FAX: (269) 387-4550
WEB SITE: wmich.edu/psychology

CAMPUS SITE: 3700 Wood Hall

Proposed Sequence – School Psychology Ed.S. Program*
63 credits

Fall Year 1 (13 credits)

PSY 6050 Professional and Ethical Issues in Psychology (3)
SPED 6370 Applications of Research in Special Education OR PSY 6080 Current Research Issues in Behavior Analysis (3)
SPED 6380 Applications of Behavior Analysis in Schools OR PSY 6100 Conditioning & Learning (3)
SPSY 6110 School Organization and the Role of the School Psychologist (3)
PSY 5990 School Psychology Practicum I: Foundations of Data-Based Decision Making (1)

Spring Year 1 (13 credits)

PSY 6555 School-Based Consultation (3)
PSY 6680 Analysis and Treatment of Developmental Disabilities (3) OR SPED 6382 Intensive Interventions for Challenging Behaviors (3)
PSY 6970 Human Lifespan Development (3)
SPED 6200 Advanced Assessment in Schools (3)
PSY 5990 School Psychology Practicum II: Foundations of Data-Based Decision Making (1)

Summer 1 Year 1 (3)

SPED 6113 Culturally Responsive Practices in Special Education (3)

Summer 2 Year 1 (3)

SPED 6381 School-Wide Positive Behavioral Support (3)

Fall Year 2 (14)

SPSY 6223 Intensive Academic Interventions in Schools (3)
PSY 6340 Experimental Design and Analysis OR EMR 6450 Data Analytics I (3)
PSY 6510 Behavioral Systems Analysis OR SPED 6620 Service Delivery Models that Foster Collaboration (3)
PSY 6570 Autism: Etiology, Assessment, and Behavioral Treatment (3)
SPSY 6300 Integrated School Psychological Services Practicum (2)

Spring Year 2 (11)

PSY 6830 Assessment II (3)
SPSY 6250 Family Intervention and Early Intervention OR PSY 6690 Child Behavior Therapy (3)
SPSY 7115 Capstone in School Psychology (3)
SPSY 6300 Integrated School Psychological Services Practicum (2)

Fall/Spring Year 3 (6)

SPSY 7120 School Psychology Internship (3 per semester for a total of 6)

**Italicized courses are new offerings. Numbers in parentheses are the number of credit hours awarded for completing the course.*

WESTERN MICHIGAN UNIVERSITY



Office of the Dean
College of Arts and Sciences

August 28, 2015

Lisa Grost, Section Manager
Children and Adults with Autism Spectrum Disorder
320 S. Walnut, 5th Floor
Lansing, MI 48913

Dear Ms. Grost:

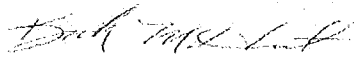
I am writing to indicate my enthusiastic support for the proposal submitted by Stephanie Peterson and her colleagues in response to the University Autism Programs Request for Proposals issued on August 3, 2015 by the Michigan Department of Health and Human Services. In my role as Interim Dean of the College of Arts and Sciences, I can assure you that expanding and sustaining WMU's training and community outreach activities in the autism area is a top priority for the College of Arts and Sciences as well as the university at large. With generous funding from the Michigan Department of Health and Human Services, WMU has already expanded and improved our portfolio of graduate, undergraduate and community service training programs as well as our community outreach to provide high quality assessment, education and treatment services for individuals on the autism spectrum.

With this letter, I am offering the support of the College of Arts and Sciences for the initiatives that are detailed in the attached proposal. I am supportive of the joint initiative of the Departments of Psychology and Special Education/Literacy Studies to create a School Psychology Ed.S. program that will also lead to qualifications to sit for the BCBA exam for participants. Assuming the program is able to demonstrate a pattern of filling to capacity over the years of the grant project, I am willing to commit additional staff resources, in the form of a faculty line, to the program at the conclusion of the grant period in order to assure its sustainability over time.

Furthermore, the College of Arts and Sciences will support the efforts of the faculty and staff engaged in this project by providing in-kind time and effort as detailed in the budget justification. The Associate Dean for Research, Dr. Sherine Obare, will allocate 10% of her time on providing support for this project. Many aspects of the ACE project require interface with a number of units across campus. It can often be helpful to have a member of the Dean's Office assist with this interfacing. Dr. Obare will serve this function. Their activities will include assisting with the development of an online RBT training, online competency assessment for the RBT credential, the development of practicum activities in collaboration with the WECAN, Western's newly established autism evaluation center, and developing a skill-building program for adolescents with autism.

Please let me know if I can be of further assistance or more clearly indicate my enthusiastic support for this worthwhile project. I look forward to partnering with the Department of Health and Human Services to expand the scope and quality of autism education and services here at WMU and, in turn, positively impact the lives of Michigan citizens and families that are coping with autism.

Sincerely,



Keith M. Hearit, Ph.D.
Interim Dean
College of Arts and Sciences
Western Michigan University
1903 W. Michigan Ave.
Kalamazoo, MI 49008-5308

WESTERN MICHIGAN UNIVERSITY



College of Education and Human Development
Office of the Dean

August 26, 2015

Stephanie Peterson, PhD
Chair, Department of Psychology
Western Michigan University
Kalamazoo, MI 49008

Dear Dr. Peterson:

I offer this letter in strong and enthusiastic support of the proposed Educational Specialist/BCBA program in School Psychology that you are seeking funds to establish. The program, which will be a joint offering by your department and the Department of Special Education and Literacy Studies in the College of Education and Human Development (CEHD), will help to meet the tremendous need for behavior-analytic school psychologists that exists locally, across our state, and across the nation. Such psychologists are invaluable in providing early and accurate diagnosis of autism and other challenging conditions, in ensuring that students with such diagnoses receive effective educational services, and in helping to coordinate services across agencies.

Although our university does not presently have the funds to establish the program, it does have sufficient means to maintain the program once established. As Dean of CEHD, I pledge a future faculty line to the program as well as support for Dr. Kristal Ehrhardt's involvement in the program. As you know, Dr. Ehrhardt, a licensed school psychologist and behavior analyst, is a Professor in the Department of Special Education and Literacy Studies.

I look forward to collaborating with the colleagues of your department in the development and delivery of this program.

Sincerely,

A handwritten signature in black ink, appearing to read "Ming Li".

Ming Li, Ed.D.
Dean

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