

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: HPHE

COLLEGE: CEHD


PROPOSED EFFECTIVE FALL YEAR: 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|--|--|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input checked="" type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Interdisciplinary Certificate in Adapted Physical Education and Positive Behavioral Intervention and Supports

Chair, Department Curriculum Committee: 	Date 10.13.2020
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CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: 	Date 10/13/2020
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CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:

Date

FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
	*needs review by	
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by	
	Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

This form is completed to develop a new interdisciplinary graduate certificate in adapted physical education (APE) and positive behavioral intervention and supports (PBIS) for teaching children with severe disabilities (SD) in APE and special education (SE) classes.

2. Rationale. Give your reason(s) for the proposed improvement.

This certificate requires a student to complete 9 courses (27 credit hours, 3 credit hours per course), including 4 professional courses in APE from Master of Arts in PE - APE Concentration, 4 professional courses in PBIS from Master of Arts in SE - Behavior Specialist Concentration, and 1 capstone course for the field experience (see specific course names listed in 12 at the end of this document). This new graduate certificate is required as a result of a \$1.24 million grant project being federally funded. The proposed grant project, *Project Preparing Qualified Personnel from Two Master's Degree Programs in APE and PBIS*, was just awarded by the United States Department of Education (see Appendix 1). A primary part included in this project is to create an interdisciplinary certificate in APE and PBIS for teaching children with SD in APE and SE classes (see Appendix 2) through two Master's degree programs as mentioned above. The project is a collaboration between two current Master's programs and this certificate is not currently being offered. To meet the requirements set by this federally funded grant, this interdisciplinary graduate certificate must be created at WMU in order to receive this federal grant.

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.

This new certificate is an interdisciplinary project, requiring collaboration between two departments, HPHE and SPLS. This potentially increases the student enrollment in a unique and highly demand field of APE and PBIS. The chairs of both departments, Dean in the college, and Director in the Office of SE in MI have all expressed their support, in writing, for this interdisciplinary program. Their letters of support are attached (see Appendixes 3-6).

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

The creation of this new combined interdisciplinary certificate with the federally funded \$1.24 million will increase the national reputation of APE and PBIS programs offered at WMU, which will attract more applicants applying for APE and PBIS programs. It is expected that the enrollment of APE and PBIS programs will be increased as result of the implementation of the federally funded also interdisciplinary certificate program.

5. Alignment with college's and department's strategic plan, mission, and vision.

The College of Education and Human Development embraces WMU's goals to be learner centered, discovery driven, and globally engaged and is committed to develop exceptional education professions who positively impact our global society, advance knowledge through teaching, scholarships, creative works, and service, and enhance the university and its stakeholder through transformative field experiences and collaboration.

This new collaborative certificate program will meet the above mission in a variety of ways. First, the program is interdisciplinary which brings together two fields that typically do not work together. This program will also attract individuals from a variety of fields. Next, students enrolled in the program will learn applicable skills that can be used to help the lives of many individuals with disabilities. The program will be offered remotely which means the program can recruit and attract students from all over the country. The program includes field work experiences in which students can demonstrate what they learn in their course work into practice. They will receive high quality feedback on their implementation of these skills. Students will then be able to use these skills and implement evidence-based practices to students, which will have a direct impact on those individuals' lives, their families, and community.

6. 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.

There is no impact on currently enrolled students.

7. 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?

There has been a significant and chronic shortage of APE teachers and PBIS specialists in school in the job market over years, which is a primary reason that we received the federal grant. This new certificate will increase the number of students enrolled in APE and PBIS programs as 26 students will receive financial support from the federal grant over five years. The financial support will cover tuition, textbooks, laptop, national exam, and tech fees. These supports will help students complete the program in a timely manner.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There will be no effects on the resources of the college and departments as all courses included in the certificate are currently available in two Master's degree programs as specified in 2 above, which are already fully funded by the United States Department of Education. Additionally, many of the courses are taught by the key project personnel. Many of the APE and PBIS courses have low enrollment and have a difficulty running when they are scheduled without a federal grant, so this project will increase enrollment in both Master's degree programs.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

A total of three learning outcomes for the new interdisciplinary graduate certificate for children with SD are proposed. The department will use these outcomes for future assessments of the program.

The learning outcome 1: Students will demonstrate standard-based and evidence-based APE competencies as specified in Michigan Rules, National Standards, and National Recommendations.

The learning outcome 2: Students will demonstrate standard-based and evidence-based PBIS competencies as specified in Michigan Rules, National Standards, and National Recommendations.

The learning outcome 3: Students will be able to implement evidence-based practices in teaching children with SD in both APE or SE classes with their equipped APE and PBIS competencies.

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

A total of three key assessments will be used to see if students achieve the above three learning outcomes that are part of a department assessment plan or informal assessment activities.

The key assessment 1: The learning outcome 1 will be assessed based on grades students earn in completing 4 APE professional courses. Students are expected to earn a GPA that is equal to or greater than 3.0 over these 4 courses.

The key assessment 2: The learning outcome 2 will be assessed based on grades students earn in completing 4 PBIS professional courses. Students are expected to earn a GPA that is equal to or greater than 3.0 over these 4 courses.

The key assessment 3: The learning outcome 3 will be assessed based on the practicum performance students demonstrate in completing 1 capstone course. Students are expected to complete a total of 200 practicum hours in teaching APE and SE classes with PBIS successfully.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. 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.

N/A

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language

from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Current Catalog Language

N/A

Proposed Catalog Language

Interdisciplinary Certificate Program in Adapted Physical Education (APE) and Positive Behavior Interventions and Supports (PBIS)

Advisors: Jiabei Zhang, Room 1043, Student Recreation Center, HPHE Department and Kate LaLonde, Room 4571 Sangren Hall, SPLS Department

This Interdisciplinary graduate certificate is designed for teaching children with severe disabilities in a combined program structured in a way that allows students to develop professional competencies through the completion of a fully online program. The program prepares teachers to provide quality APE and PBIS services for K-12 children with severe disabilities in APE and SE classes. The program includes 27 credit hours. A program graduate will be endorsed to teach APE for children with severe disabilities in physical education classes and/or provide PBIS service for children with severe disabilities in special education classes with a valid teaching certificate in physical education or special education (depending on the certification process in state of residence). This program is federally funded from 10/01/2020 to 09/30/2025. Contact Dr. Jiabei Zhang at ZHANGJ@wmich.edu or Dr. Kate LaLonde at katherine.lalonde@wmich.edu for the further information.

Admissions criteria:

- Bachelor's degree in Physical Education or Special Education
- Teaching certificate in Physical Education Special Education
- One page statement explaining applicant interest in this certificate
- Three professional letters of reference
- Meet University Requirements for Graduate Level Admission

Coursework required for the Certificate

Four professional courses in APE

HPHE 6210 - APE for Exceptional Children: 3 hours

HPHE 6220 - Programming in APE: 3 hours

HPHE 6250 - Assessment in APE: 3 hours

HPHE 6450 - Curriculum Building in PE: 3 hours

Four professional courses in PBIS

SPED 6380 - Applications of Behavior Analysis in Special Education: 3 hours

SPED 6381 - School-Wide Positive Behavior Supports: 3 hours

SPED 6382 – Intensive Interventions for Challenging Behaviors: 3 hours

SPED 6655 - Coaching Classroom Management: 3 hours

One capstone course for field experience

HPHE 7120 - Coordinated Field Experience: 3 hours



US Department of Education
Washington, D.C. 20202

H325K200043

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Western Michigan University College of Ed. & Human Devpt. 1903 West Michigan Avenue Kalamazoo, MI 49008	2	AWARD INFORMATION PR/AWARD NUMBER H325K200043 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary															
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Jiabei Zhang (269) 387-2949 jiabei.zhang@wmich.edu EDUCATION PROGRAM CONTACT Carlene Reid (202) 245-6139 carlene.reid@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDISK 888-336-8930 edcaps.user@ed.gov	4	PROJECT TITLE 84.325K Preparing Qualified Personnel in an Interdisciplinary Program over Adapted Physical Education and Positive Behavioral Intervention and Supports															
5	KEY PERSONNEL <table><thead><tr><th>NAME</th><th>TITLE</th><th>LEVEL OF EFFORT</th></tr></thead><tbody><tr><td>Jiabei Zhang</td><td>Project Director</td><td>37 %</td></tr></tbody></table>			NAME	TITLE	LEVEL OF EFFORT	Jiabei Zhang	Project Director	37 %									
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7	AUTHORIZED FUNDING <table><tbody><tr><td>THIS ACTION</td><td>\$249,460.00</td></tr><tr><td>BUDGET PERIOD</td><td>\$249,460.00</td></tr><tr><td>PERFORMANCE PERIOD</td><td>\$249,460.00</td></tr></tbody></table>			THIS ACTION	\$249,460.00	BUDGET PERIOD	\$249,460.00	PERFORMANCE PERIOD	\$249,460.00									
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9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 108-446 PT-D INDIVIDUALS WITH DISABILITIES EDUCATION ACT PROGRAM TITLE: SPECIAL EDUCATION-PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES CFDA/SUBPROGRAM NO: 84.325K																	

Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education and Positive Behavioral Intervention and Supports

(Abstract, CFDA# 84.325K, Focus Area B)

The Project Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education (APE) and Positive Behavioral Intervention and Supports (PBIS) is proposed as an application for new grants under the Individuals with Disabilities Education Act in the 2020 Competition of Personnel Development to Improve Services and Results for Children with Disabilities Who Have High-Intensity Needs. This project is created in response to extensive interdisciplinary preparation and distance learning needs expressed by scholars. It also addresses preparing qualified personnel to meet the chronic need for more qualified personnel to serve children with disabilities with a focus placed on children with severe disabilities in APE and special education (SE) classes. The purpose of this project is to use an online interdisciplinary project over two Master's degree programs in APE and PBIS offered at WMU to prepare 26 qualified scholars over the five project years from 2020 to 2025. All 26 scholars will be prepared to earn **a new combined graduate certificate in APE and in PBIS to serve children with severe disabilities in APE and SE classes**, in which 13 scholars will earn a Master's degree in APE and 13 scholars will earn a Master's degree in PBIS for children with disabilities.

The overall purpose of this project will be achieved through 14 project objectives. These objectives include (1) Searching for project advisements from the advisory committee for the yearly management plan; (2) Recruiting qualified project trainees with equal access for under-represented populations; (3) Requiring all trainees to sign a service obligation entry contract, a program contract, and a service obligation exit contract; (4) Providing financial assistance to all trainees to cover tuition, technology, textbook, and national exam fees; (5) Preparing all trainees with appropriate courses based on the fully Online Interdisciplinary master's degree Program; (6) Directing all trainees to conduct research activities focusing on individualization in inclusive PE classes; (7) Providing all trainees with professional field experiences teaching children with disabilities in inclusive and separated PE classes; (8) Using effective strategies to retain all trainees including persons from under-represented populations; (9) Ensuring qualification through competency evaluation and awarding a master's degree with an endorsement in adapted PE; (10) Assisting all trainees with finding employment as adapted PE teachers in public schools; (11) Tracking the employment of all trainees after graduation for a period of three years; (12) Disseminating project outcomes obtained in professional conferences, proceedings, and journals; (13) Evaluating the project operation based on formative and summative methods-for adjusting project activities; and (14) Submitting each trainee's information data, all project performance data, and seven program performance measures to the related systems.

This project will work in collaboration with the Michigan Department of Education, the President of WMU, the Provost of Extended University Programs at WMU, the Dean of College and Human Development at WMU, Department Chairs of the Human Performance and Health Education and the Special Education and Literacy Studies at WMU, local schools near WMU and suitable schools in project trainees' local areas. An organized operation plan, a designed evaluation plan, and a justified budget plan will be used for achieving the above objectives. Among the budgeted dollars, at least 65% of the total annual funding will be designated for student support, including tuition and technology fees. It is anticipated that, over the five-year project period, a total of 26 scholars will graduate from this project. These graduates will alleviate the shortage of qualified personnel to teach children with severe disabilities in APE classes. This proposal addresses the competitive preference priority 1 specified in 84.325K with a cost share contributed by WMU about 50% of the total amount of grant budgeted.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

April 22, 2020

Jiabei Zhang, Ed.D., CAFE, and Professor
Department of Human Performance & Health Education
College of Education & Human Development
Western Michigan University
1903 W. Michigan Avenue
Kalamazoo, MI 49008-5426

Dear Dr. Zhang:

I am writing this letter in support of your proposed "Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education and Positive Behavioral Intervention and Supports," a new grant application under the Individuals with Disabilities Education Act, U.S. Department of Education CFDA #84.325K, Focus Area B.

It is my understanding this proposed project will help to meet the significant need of many potential applicants for an extensive distance learning venue for more qualified adapted physical education (PE) teachers and positive behavioral specialists in public schools in Michigan and other states. This project will use a fully online interdisciplinary master's degree program created at Western Michigan University (WMU) to train adapted PE teachers and positive behavioral specialists during the five-year project. These teachers and specialists will be prepared to serve children with disabilities, including those who have high-intensity needs, in both special and inclusive PE classes in schools.

The master's degree programs in adapted PE and Positive Behavioral Intervention and Supports at WMU has been effective programs for training adapted PE teachers and positive behavioral specialists. Since most students enrolled in this program are full-time teachers, a fully online program for training these teachers is needed.

As the Director of the Office of Special Education in Michigan, I support WMU's proposal "Preparing Qualified Personnel in Adapted Physical Education and Positive Behavioral Intervention and Supports" to alleviate the shortage of qualified adapted PE teachers and positive behavioral specialists at public schools in the state of Michigan and other states across the nation.

Sincerely,

Teri L. Chapman, Ed.S., Director
Office of Special Education

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www.michigan.gov/mde • 823-633-5788

WESTERN MICHIGAN UNIVERSITY



College of Education and Human Development
Office of the Dean

April 30, 2020

To Whom It May Concern,

This letter is to indicate my support of the grant proposal, entitled "*Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education and Positive Behavioral Intervention and Support*", submitted by Drs. Jiabei Zhang, a faculty members of the Department of Human Performance and Health Education and a colleague of the Department of Special Education and Literacy Studies in the College of Education and Human Development at Western Michigan University (WMU).

There is a chronic shortage of adapted physical education teachers and positive behavioral specialists who are qualified to serve students with disabilities , especially children with severe developmental disabilities in physical education and special education in the State of Michigan. There is also a significant need to deliver the courses required for an approved program in adapted physical education and positive behavioral intervention and supports in a distance-learning format. To address the shortage issue and the need for flexibility in program delivery, WMU adopted an online format in delivering these two approved programs. Such programs have been effective in preparing qualified adapted physical education teachers. and positive behavioral specialists.

I am willing to serve as a project advisory committee member to support this proposal and/or provide other similar assistance to support the project.

Should you have any questions about this letter of support, please contact me either via e-mail, andrea.beach@wmich.edu or phone, (269) 387-1725.

Sincerely,

Andrea L. Beach, PhD
Associate Dean and Acting Co-Dean,
269-387-1725

1903 W. Michigan Avenue, Kalamazoo, MI 49008-5229
room: (269) 387-2900, fax: (269) 387-2882
www.wmich.edu/education
campus map: 2301 Sangren Hall



April 27, 2020

To Whom It May Concern:

It is my pleasure to write this letter in full support of the grant proposal titled "Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education and Positive Behavioral Intervention and Supports " to improve the education of adapted physical education teacher and positive behavioral specialist skills.

Dr. Jiabei Zhang, a well-known researcher and educator, has recently developed a very effective and successful online interdisciplinary learning model for producing qualified teachers to improve teaching and services for children with severe disabilities. The overall purpose of this proposed project is to implement a fully online interdisciplinary program over two programs, adapted physical education and positive behavioral intervention and supports, developed at WMU to prepare 26 adapted PE teachers and positive behavioral specialist over five years. These teachers and specialists will be primarily prepared to teach children and youth with severe disabilities. The interdisciplinary program is collaborated by the adapted PE program in the Department of Human Performance and Health Education and the positive behavioral program in the Department of Special Education and Literacy Studies at WMU.

The project addresses a great need for adapted physical education teachers and positive behavioral specialists in the State of Michigan and beyond. It will train them primarily to serve students with severe disabilities in schools. I am personally willing to serve in an advisory role in the areas of the measurement and evaluation for the project and will support the project as department chair in coordinating the use of on campus facilities.

I praise Dr. Jiabei Zhang for his effort and commitment to underserved populations and to establish and maintain this innovative program.

Sincerely,

Dr. Yuanlong Liu, Chair
Department of Human Performance and Health Education
1903 W. Michigan Ave., Kalamazoo, MI 49008-5426
Phone: (269) 387-2710 FAX: (269) 387-2704

WESTERN MICHIGAN UNIVERSITY



Department of Special Education and Literacy Studies
College of Education and Human Development

April 29, 2020

To Whom It May Concern:

I'm writing in support of Project Preparing Qualified Personnel from Two Master's Degree Programs in Adapted Physical Education and Positive Behavioral Intervention and Supports. The two programs have been effective programs for training adapted PE teachers and positive behavioral specialists. I believe fully online programs for training adapted PE teachers and positive behavioral specialists are needed since most students enrolled are full-time teachers.

As the department chair, I will ensure that we provide enough sections of the courses offered in the department of Special Education and Literacy Studies in this interdisciplinary project for the students in this program. As part of this partnership, I am willing to serve as a member of the advisory committee for this proposed project, if funded. Feel free to contact me if you have any questions or need more information.

Sincerely,

Regena Fails Nelson, Ph.D.
Interim Chair,
Special Education and Literacy Studies

Department of Special Education and Literacy Studies
Western Michigan University
1943 N. Michigan Avenue, Kalamazoo, MI 49008-5258
PHONE: (269) 387-5935 FAX: (269) 387-5703
E-MAIL: spls_info@wmich.edu www.wmich.edu/specialed

COMPUTER: Room 4571 Sangren Hall