

**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 Interim Curriculum Manager Nicolas Witschi at 7-4356 or nicolas.witschi@wmich.edu

DEPARTMENT: Teaching, Learning, & Educational Studies (In ongoing coordination with Special Education and Literacy Studies and Family and Consumer Sciences)

PROPOSED EFFECTIVE FALL YEAR: Fall 2022


COLLEGE: CEHD

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

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|---|--|--|
| <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 |
| X 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 type="checkbox"/> New certificate* | | |
| <input type="checkbox"/> Other (explain**) | ** Other: | |

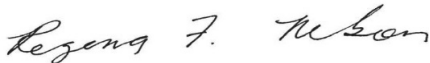
Title of degree, curriculum, major, minor, concentration, or certificate:

Early Childhood Unified Education: Birth to Third Grade

Chair, Department Curriculum Committee:		Date 3/26/21
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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, Department		Date 03/26/2021
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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
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**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
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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:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by 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

<p style="text-align: center;">NOT FOR USE FOR CURRICULAR COURSE CHANGES REQUEST FOR PROGRAM IMPROVEMENTS</p>
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1. Explain briefly and clearly the proposed improvement:

Embracing WMU initiative of interdisciplinarity, the following departments (in alphabetical order)

- Family Consumer Science
- Special Education & Literacy Studies
- Teaching, Learning and Educational Studies

Jointly propose the creation of a new curriculum in **Early Childhood Unified Education: Birth to Third Grade**

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

The Michigan Department of Education recently moved from two base teaching certificates (Elementary and Secondary) to six initial certification grade bands [Birth to Kindergarten (BK), Pre-Kindergarten to Third Grade (PK-3), Grades 3 to 6 (3-6), Grades 5 to 9 (5-9), Grades 7 to 12 (7-12), and Grades Kindergarten to 12 (K-12)].

In response to the recently approved Michigan Department of Education (MDE) *Standards for the Preparation of Teachers of Early Childhood General and Special Education (Birth through Kindergarten)* and *Standards for the Preparation of Teachers in Lower Elementary PK-3* as well as best practice in the field of early childhood and early intervention, the Departments of Family & Consumer Sciences, Special Education & Literacy Studies, and Teaching, Learning and Educational Studies propose an interdisciplinary major that will allow students to be eligible for certification in two of the new MDE grade bands, Birth to Kindergarten and Pre-Kindergarten to Third Grade.

This new curriculum will replace the current Early Childhood Education Curriculum (ECEP/ECEJ) which has been very popular with WMU students who want to be able to teach young children in elementary and preschool settings.

The new BK curriculum was created through an interdisciplinary collaboration between the three departments listed above. The PK-3 program was created after years of significant collaboration between the College of Education and Human Development and the College of Arts and Sciences. Both programs will meet the new teaching certification grade bands developed by the Michigan Department of Education (MDE). Expertise and courses from these collaborations present an opportunity for innovative, comprehensive fulfillment of the MDE *Standards for the Preparation of Teachers of Early Childhood General and Special Education - Birth through Kindergarten* (BK) and the *Standards for the Preparation of Teachers in Lower Elementary PK-3*

To remain competitive with other Michigan institutions in the field of teacher education, WMU will need a birth to third grade teacher preparation program.

2. 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.

The faculty and chairs of the departments of Teaching, Learning, and Educational Studies; Special Education and Literacy Studies; and Family and Consumer Sciences have worked together extensively for several years to develop the BK curriculum and have consulted extensively with the College of Arts and Sciences (CAS) as well as affected units in the College of Education and Human Development (CEHD).

Under the direction of the MDE and with the support of the deans of the CEHD and CAS and the affected departments, the new BK + PK-3 courses will replace the existing early childhood education curriculum. (ECEJ/P) (see letters of support).

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

Embracing WMU's mission to be learner centered, discovery driven, and globally engaged, the College of Education and Human Development is committed to:

- Developing exceptional education and human development professionals who positively impact our global society
- Advancing knowledge through teaching, scholarship, creative works, and service
- Enhancing the university and its stakeholders through transformative field experiences and collaborations

The proposed curriculum aligns with the CEHD mission by creating high quality, interdisciplinary education programs for pre-service educators who will teach young children (with and without disabilities) and their families in public school settings and agencies (e.g., HeadStart Programs). As required by the MDE standards and certification requirements, as well as best practices, students enrolled in this curriculum will complete various field experiences to apply knowledge and skills for the instruction of and intervention with young children in educational or other community settings.

4. 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.

Considerable time and effort have been put into the proposed curriculum to ensure that students will (1) graduate in a timely fashion (i.e., within 4 years if following the program of study as outlined) and (2) meet the certification requirements for the new BK and PK-3 grade bands.

Students who are currently in the Early Childhood Education program (ECEJ/P) can complete their current program to be eligible for teacher certification in K-8 elementary education and Birth to grade 2 in Early Childhood General and Special Education or switch to the new Early Childhood Unified Education: Birth to Third Grade or Early Learning & Intervention: Birth to Kindergarten programs.(note see CEHD 1151 for description of the Early Learning & Intervention: Birth to Kindergarten program).

In addition, many of the courses of the proposed curriculum are offered multiple times a year including summer sessions and in a variety of formats (online, hybrid, traditional) to meet the needs of a diverse student population (we anticipate interest from nontraditional students).

5. 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?

Historically, enrollments in early childhood, family sciences, and special education have typically been strong and consistent. According to the Bureau of Labor Statistics, growth rate in jobs that graduates of the BK major might pursue are likely to see a 2-4% growth rate through 2029. These professions include [preschool teachers](#), [preschool and childcare directors](#), [early elementary teachers](#), and [special education teachers](#). Though the national growth rate in these professions ranges from slightly below average to average, at least two of these positions are on the 2020-2021 [MDE Critical Educators Shortage list](#), including elementary education teachers (including kindergarten) and special education (all subjects). Moreover, numerous reports indicate that the pandemic has resulted in [increased teacher shortages](#) as teachers leave the profession and, thus, it is likely that demand for teachers will continue to increase.

The number of people who obtained an initial teaching certification in Michigan has declined every year between 2011/12 and 2015/16, while the number of substitute permits and long-term substitute permits has increased every year from 2013/14 to 2017/18. This data suggests that individuals may be teaching students birth through kindergarten who neither have appropriate credentialing nor adequate training. Although enrollment in Michigan schools is declining overall, pockets of teacher shortages emerged between 2018/19 and are projected to continue in 2022/23. A particular concern is the availability of instructional personnel equipped to meet the needs of students with disabilities and lower income students, especially in the Upper Peninsula and Northwest regions of the state and districts in rural and town locales (IES, 2019). The students graduating from this program will be able to meet the needs of those students and specific areas around Michigan.

Additionally, since MDE is changing the certification needed to teach infants, toddlers and preschoolers in Head Start, Great Start, and other Birth-Kindergarten settings, we anticipate that many non-traditional students will enroll in this program to maintain their current positions and employment and to become eligible to teach first to third grade. We anticipate cohorts of 15-25 students to start each fall.

We also anticipate, based on previous student interest in early childhood professions as well as the option of distinct pathways, allowing students to specialize in their respective areas of interest, the BK + PK-3 will attract many new students to WMU. Furthermore, as noted in the MDE Standards, a key impetus for creation of these standards was to address the needs of the "whole" child and that of their families. Prospective students interested

in education are likely to be aware of the importance of this focus and to seek enrollment in a program that provides it, like the one we are proposing.

- 6. 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.)**

With the approval of this curriculum, WMU students will have 5 pathways to elementary teacher certification under the new Michigan Standards: Pre-Kindergarten (PK) to Sixth Grade (CEHD 1118); PK-3 plus Learning Disabilities (CEHD 1119); PK-3 plus TESOL (CEHD 1109); Birth to Kindergarten (BK) (CEHD 1151); and Birth to Third Grade (this proposal).

This curriculum will not require any additional resources. The potential students in this curriculum have been accounted for in the resource requests for the BK standalone curriculum (CEHD 1151) and the new Elementary Education PK-6 curriculum (CEHD 1118). (See attached documents.)

- 7. 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.**

The learning outcomes for this curriculum include all of the outcomes for the BK and PK-3 programs.

Birth to Kindergarten Learning Outcomes:

1. Program candidates will demonstrate knowledge, skills, and dispositions that promote early learning and development across a range of early childhood education and early childhood special education settings.
2. Program candidates will apply principles and theories of whole child development and human ecological systems in the construction of relationship-based and developmentally appropriate practices, environments, and interventions for young learners.
3. Program candidates will implement ethical, reflective, responsive, and collaborative practices informed by the strengths and needs of diverse children, families, and communities across educational services and systems.

PK-3 Learning Outcomes:

Well-prepared beginning teachers will be able to:

4. Support the whole child through knowledge and understanding of young children's characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.
5. Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, economic conditions of families, social emotional needs, health status and disabilities, peer and adult relationships, children's individual developmental and gender variations, opportunities to play and learn, family and community characteristics, and the influence and impact of technology and the media.
6. Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among learners to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments.
7. Demonstrate knowledge and use of a variety of strategies to promote full participation of learners with special needs in general education classrooms, including the accommodation of instructional and assessment materials, as appropriate.
8. Demonstrate understanding of the teacher's role as a participant in the development and enactment of an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and 504 plan including the identification process.
9. Demonstrate knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms (including literacy strategies).
10. Demonstrate an ability to manage and implement standards-based content instruction to support English Learners in accessing the core curriculum as they learn language and academic content.
11. Demonstrate knowledge of and maintain currency in public policy issues, processes and impact on the education of all children, including English learners and children with special needs.

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

This new curriculum is proposed in response to teacher certification changes made by MDE. This new curriculum will replace the current Early Childhood Education Curriculum (ECEP/ECEJ) which has been very popular with WMU students who want to be able to teach young children in elementary and preschool settings. In order to remain competitive with other Michigan institutions, WMU must offer this certification pathway.

9. (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.

The related departments housing the courses will ensure the revision of the existing transfer guides to accommodate the new major. To facilitate transfer students' enrollment, CEHD advisors are currently in the process of reaching out to community colleges to revise existing articulation and transfer agreements.

10. 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.

See next page

Early Childhood Unified Education: Birth to Third Grade (101 credits)

Proposed Major Description

The BS in Early Childhood Unified Education: Birth to Third Grade prepares educators for work in a variety of early care and classroom settings serving infants through children in third grade. Following completion of the curriculum, graduates will be eligible for credentialing as early childhood/early childhood special education (BK) and early elementary (PK-3) teachers under MDE regulations. The major integrates courses focused on child development, diverse family and community relationships, early childhood education and special education, and content area knowledge and pedagogy. It prepares educators to teach and work with young learners and their families, to meet the socio-emotional needs of the whole child, and to implement developmentally appropriate practices in response to both typical and atypical development. Preparation for work with young children, their families, and the direct and ancillary services dedicated to them, is most effective when informed by the multi-dimensionality of early growth and development. Study in the Early Childhood Unified Education: Birth to Third Grade at Western Michigan University features an interdisciplinary structure that anchors professional learning and experience within the disciplines and best practices of early childhood education, family science, and special education.

No minor is required.

I. Admission to the Professional Curriculum

All education students are coded Pre-Education upon admission to the University. Candidates may apply for advancement to the Early Childhood Unified Education: Birth to Third Grade professional curriculum after meeting the requirements listed below. Pre-Education students are not permitted to enroll in upper-level professional education courses until admission requirements are met and application is approved.

Students wishing to enter the Early Childhood Unified Education: Birth to Third Grade professional program must meet the following **minimum requirements at the time of application**:

- Completion of at least 35 credit hours
- Completion of all Western Michigan University Intellectual Skills Development courses if required (e.g. MATH 1090, LS 1040, ENGL 1000)
- Completion of an approved college level writing course
- Completion with a grade of "CB" or better ED 2500: Human Development or FCS 2140: Child Development
- Achievement of a cumulative grade point average (GPA) of *3.0 or better
- Achievement of reading, writing, and math proficiencies - see advisor for specific requirements
- Completion of a background check and submission of any necessary additional documentation

Once all of the above requirements have been met, a formal application requesting admission to the program must be submitted to the Office of Admissions and Advising, 2421 Sangren Hall.

*Candidates with a cumulative GPA between 2.75 and 2.99 can be granted provisional admission to the Early Childhood Unified Education: Birth to Third Grade professional curriculum. Candidates admitted under "Provisional Admission" can continue in their program provided they receive a "CB" or above in all professional education coursework.

II. Admission to Intern Teaching

A minimum cumulative grade point average of 3.0** must be attained for enrollment in Intern Teaching and for a recommendation for the teaching certificate.

**Candidates with a cumulative GPA below 3.0 may submit an appeal to complete their intern teaching and the request will be considered by an appeals committee. Decisions of the appeals committee are final.

III. Program Courses

Pre-Education Cognates

ED 2500 or FCS 2140	Human Develop: ED Apps or Child Development	3	Min grade of CB required
FCS 2170	Diverse Child, Fam, & Communities	3	Min grade of CB required

Professional Level Cognates

FCS 3140	Infant & Toddler Development	3	Min grade of CB required
FCS 4150	Parenting Roles, Relations, and Partnerships	3	Min grade of CB required

Additional Pre-Education Courses

A minimum grade of “C” is required in all pre-education courses unless otherwise indicated

ED 2002	Elementary Teaching Lab1: PK-6	1	Min grade of CB required
ED 2900	Intro to Teaching	3	Min grade of CB required
ED 3002	Elementary Teaching Lab 2: Grades PK-3	2	Min grade of CB required
ED 3090	Teaching and learning for Diverse young learners ages 3 to 6	3	Min grade of CB required
ENGL 3690	Writing in the Elementary School	3	
ENGL 3890	Teaching Children’s Literature	3	
LS 2900	Early Literacy	3	Min grade of CB required
MATH 1140	Essential Quantitative Reasoning	3	
MATH 1520	Early Mathematical Reasoning	3	
MATH 2530	Number & Computations I	3	
MATH 2540	Number & Computations II	3	
SCI 1600	Integrated Science	3	
SCI 2070	Physical Science	3	
SPED 2270	Foundations of Inclusion	3	Min grade of CB required

Additional Professional Education Courses

An overall grade point average of 3.0 is required in the professional education sequence, including professional education cognates listed above.

No grade lower than a “CB” may be earned in any professional education courses, including professional level cognates.

Students may retake professional education courses, including professional level cognates, only one time for a total of two times taking the course.

ED 3011	Scientific Investigations	3
ED 3690	Foundations of social emotional learning & guidance	3
ED 4002	Instructional Design & Integrated Assessment	2
ED 4012	Science II: Modeling & Engineering by Design	3
ED 4071	Tchg Grades PK-3: Social Studies 1	3
ED 4300	Integrated Arts in Elementary School	3
ED 4501	Pre-Internship PK-3	3
ED 3141	Infant and Toddler Learning Environments	3
ED 5750	Administration of Child Development Centers	3

ES 3950	School in Society	3
LS 4150	Foundations of Literacy	3
LS 4200	Literacy Assessment & Instructional Planning	2
LS 4210	Literacy Assessment & Instructional Practicum	1
SPED 3360	Introduction to Early Intervention/Early Childhood Special Education	3
SPED 3370	Assessment and Instructional Strategies in Early Childhood Special Education	3
ED 4090 and ED 4700 OR SPED 4133 and SPED 4177	Seminar in ECE and Intern Teaching: Early Childhood OR Seminar in ECSE and Intern Teach: Early Child Special Ed	12

IV. Minor

No minor is required

WESTERN MICHIGAN UNIVERSITY



Office of the Dean
College of Arts and Sciences

September 22, 2020

To Whom It May Concern,

Thank you for requesting a letter of support from the College of Arts and Sciences (CAS) regarding the College of Education and Human Development (CEHD) curricular proposal to revise the Elementary Education Program. We recognize that this proposal is intended to improve time-to-degree for students by reducing the required number of credit hours to a maximum of 122, and we are fully in support of your effort to enhance student success with the revised programs. We are also aware that many of the proposed program changes are driven by new requirements in the Michigan Department of Education (MDE) teacher certification standards, new grade band requirements, and the need to ensure that our graduates are well prepared to become accredited and outstanding elementary school teachers.

We understand that the proposed changes will result in elementary education students enrolling in fewer CAS courses. We understand the necessity of making these changes in order to address the time-to-degree concerns and the new MDE teacher certification requirements, and we recognize that CEHD, as well as CAS, has made numerous compromises to arrive at this proposed curriculum. Nonetheless, we think it is important to note that we are disappointed that we will lose significant enrollment in CAS courses with these proposed changes, unless elementary education enrollments increase dramatically – and we sincerely hope that with these changes they will. Furthermore, we also note that students will no longer have the option to specialize in a specific discipline. Again, we fully recognize the rationale for these changes, but we fundamentally believe that the significant decrease in discipline-specific content preparation will be to the detriment of future teachers and their pupils.

In spite of these significant concerns, CAS supports the four majors proposed by CEHD: Elementary Education; Early Childhood Education; Special Education; and Teaching English to Speakers of Other Languages. We also appreciate the improved communication with CEHD leadership and effected departments in our college this past year as program proposal revisions were drafted. Thank you for your persistence and increased inclusivity and collaboration. As stated last year, we fully support the intent of the proposed new elementary education programs, which are designed to increase the quality and quantity of new elementary ed teachers by focusing their courses of study in a concentrated manner to meet the MDE grade band requirements and by decreasing time-to-degree for our students and appreciate your efforts to meet these goals.

Sincerely,

Dr. Carla M. Koretsky, Dean
College of Arts and Sciences

Re: Need SPLS letter for support for new Elementary Education program

Marcia K Feters <marcia.feters@wmich.edu>

Mon 9/28/2020 2:53 PM

To: James A Muchmore <james.muchmore@wmich.edu>

Cc: Regena F Nelson <regena.fails.nelson@wmich.edu>

Hi Jim

I had trouble getting SPLS letterhead last week. Here is an email confirmation that you may add to the proposal.

Marcia

September 24, 2020

CEHD Curriculum Committee:

I support the inclusion of the following Department of Special Education and Literacy Studies courses in the Elementary Education Major proposed by the Department of Teaching, Learning, and Educational Studies (TLES):

LS 2900 – Early Literacy in Diverse & Digital Societies Credits: 3 hours

LS 4150 – Foundations of Literacy Credits: 3

LS 4200 – Literacy Assessment & Instruction Credits: 2 hours

LS 4210 – Literacy Assessment & Instructional Practice Credits: 1 hour

LS 5190 – Disciplinary Literacy Credits: 3 hours

SPED 2270 – Foundations of Inclusion Credits: 3 hours

In addition, I also support the use of these same courses, minus LS 5190, in the Early Childhood Education Major proposed by TLES.

Please feel free to contact me if you have any questions or need more information:

Sincerely,



Marcia Feters, Ph.D.

Chair, Special Education and Literacy Studies
