

**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: CECF

COLLEGE: College of Education and Human Development

PROPOSED EFFECTIVE FALL YEAR: 2022

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* | X 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* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: M.A. School Counseling (CESM)

Chair, Department Curriculum Committee: Carla Adkison-Johnson	10/04/2021 Date
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CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- X☐ When appropriate, letters of support from department faculty are attached.
- X☐ 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.
- X☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- X☐ Detailed resource plan is attached where appropriate.
- ☐X All questions attached have been completed and supporting documents are attached.
- X☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: Carla Adkison-Johnson	10/04/2021 Date
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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
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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

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

The school counseling curriculum must change to meet the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation standards. This change involves moving the program to 61 credits, updating a course title, adding a newly developed course CECP 6480 Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools, and adding 3 new courses. Additionally, students will no longer take education electives. Instead, they will take counseling courses in psychopathology, case conceptualization, family counseling, and substance use.

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

This new curriculum was developed to ensure that the M.A. in school counseling at WMU continues to receive CACREP accreditation. The 2016 CACREP standards require all masters programs to be at a minimum of 60 semester credit hours. Additionally, the 2016 standards are more robust with regard to school counselor training.

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.

Several departments will be impacted by this change as school counseling students without a teaching degree were required to take 15 credits outside of the department and those with a teaching degree took 3 credits outside of the department. The following College of Education and Human Development departments will be impacted: Special Education and Literacy Studies and Teaching, Learning, and Educational Studies, and Educational Leadership, Research, and Technology. Additionally, Psychology in the Schools will no longer be listed, which would impact the College of Arts and Science Department of Psychology. Please note, this impact is small considering the number of school counseling students enrolled in these courses.

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

The removal of electives, which are taught outside the CECP department, and the addition of coursework already offered to other counseling students will positively impact the Core/Non-Core requirement set forth by CACREP (core means courses taught by counselor education faculty and non-core are those taught by faculty outside of the counseling discipline). The inclusion of school counseling students in other department courses will provide further opportunity to ensure they are meeting all training standards set forth by CACREP for school counselors. Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools is a revision of an elective course titled Counseling Children and Adolescents, which has been offered in the department for many years. By requiring it for school counselors, we will ensure they have specific skills training in interventions appropriate for children. This course will continue to be open to all other master's students in the department as an elective. In addition, two 3-credit hour internship courses will be added to the curriculum. These courses are CECP 6131 Internship I and CECP 6132 Internship II. These courses were added to all master level counselor education programs and will allow students to move through the internship experience much easier.

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

The revised school counseling curriculum fits CEHD's vision of being the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally, and internationally recognized programs by maintaining our CACREP accreditation. Further,

the revised school curriculum fits CEHD's mission of developing exceptional education and human development professionals who positively impact our global society by meeting 2016 CACREP standards. CACREP standards are updated every 8 years, which keeps our school counselor training aligned with best practices. Additionally, the updated curriculum for school counselors fits CEHD's mission of advancing knowledge through teaching, scholarship, creative works, and service by meeting 2016 CACREP standards. School counselors' role in schools to be a leader and advocate, and the updated curriculum emphasizes these roles, particularly related to diversity and equity. Finally, the revised curriculum fits CECP's mission of developing competent, ethical and culturally sensitive counselor education professionals through graduate education and scholarship by meeting 2016 CACREP standards. The revised coursework will help our students to be better prepared to meet the needs of those they serve.

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 are no program conflicts for school counseling students with the new curriculum. While the program will take longer to complete (12 more credits for teachers and 1 credit for non-teachers), it is necessary to maintain our accreditation. Further, these curricular changes will result in better preparation for school counselors.

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?

Recent data indicated 56 school counseling students enrolled and 10 new students who were accepted. There has been significant interest in our school counseling program in the past six months (through email contact requesting information about the program). Students are attracted to our program due to our CACREP accreditation and comprehensive approach to training. The increase to 60 credit hours and ongoing accreditation will ensure that students will continue to choose WMU for their school counselor master's program.

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 are minimal burdens regarding faculty. Most of the coursework is already taught within the department. The former elective "Counseling Children and Adolescents" will now be required with a revised name to reflect the content "Counseling Diverse Children and Youth: Culturally Competent Practices in Communities and Schools." The school program coordinator created a syllabus template for the new course to reflect these changes. Other students within the department will be able to take this as an elective. Additionally, once the program change is approved, the school counseling program coordinator will work with students regarding the new program of study. This will result in some additional advising time to communicate these changes with current students.

There are no known additional burdens regarding equipment.

There are no known additional burdens regarding space.

There are no known additional burdens regarding technology.

There are no known additional burdens regarding library holdings.

There are no known additional burdens regarding advising.

There are no known additional burdens regarding one-time costs.

There are no known additional burdens regarding ongoing base-funding costs.

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.

In addition to the core counseling standards, school counseling students will be able to meet the following CACREP 2016 Standards:

CACREP 2016 SCHOOL COUNSELING STANDARDS

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling

n. legal and ethical considerations specific to school counseling

3. PRACTICE

a. development of school counseling program mission statements and objectives

b. design and evaluation of school counseling programs

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

l. techniques to foster collaboration and teamwork within schools

m. strategies for implementing and coordinating peer intervention programs

n. use of accountability data to inform decision making

o. use of data to advocate for programs and students

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.

The proposed new curriculum comes as a result of regular reviews of current program requirements compared with the updated standards of CACREP. This proposed curriculum was also developed in consultation with the Michigan Dept of Education and their standards for school counseling academic preparation programs. The added courses will ensure that we are meeting both general professional identity and practice standards as well as school counselor specific 2016 CACREP standards. These standards are evaluated using rubrics for signature assignments which are included in syllabi templates. These signature assignments measure each of the standards more than once and at various points in the program. As we move from the 2009 to the 2016 standards, it is necessary to meet these requirements across the curriculum. These changes will align the coursework with what is now required.

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” 2021-22

The School Counseling 59 or 48 credit hour program trains student to consult with parents or guardians, teachers, administrators, and other professionals to discuss children’s progress, resolve behavioral, academic, and other problems, and to determine priorities for students and their needs. Because students will work with diverse clients, students learn strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. The program includes a 100-hour practicum and a 600-hour internship in a school setting. The School Counseling program leads to an endorsement as a counselor on a valid Michigan Teaching Certificate (48 credit hours) or prepares students who do not hold a valid Michigan Teaching Certificate for school counselor license recommendation in Michigan (59 credit hours).

“Proposed Catalog Language” 2022-23

The School Counseling **48 or 61 credit** hour program trains student to consult with parents or guardians, teachers, administrators, and other professionals to discuss children’s progress, resolve behavioral, academic, and other problems, and to determine priorities for students and their needs. Because students will work with diverse **children and adolescents**, students learn strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. The program includes a 100-hour practicum and a 600-hour internship in a school setting. The School Counseling program leads to an endorsement as a counselor on a valid Michigan Teaching Certificate (48 credit hours) or prepares students who do not hold a valid Michigan Teaching Certificate for school counselor license recommendation in Michigan (**61** credit hours).



College of Education and Human Development
Department of Counselor Education and
Counseling Psychology

3/30/21

To Whom It May Concern,

As the training director of the Counseling Psychology programs in the Department of Counselor Education and Counseling Psychology, I have been given opportunity to review the proposed changes to the School Counseling Curriculum. I support my Counselor Education colleagues' efforts to update the School Counseling Curriculum and appreciate the importance of maintaining accreditation for this program. The proposed changes appear unlikely to negatively impact the Counseling Psychology Program.

Sincerely,

A handwritten signature in black ink that reads 'Mary Z. Anderson'.

Mary Z. Anderson, Ph.D., LP
Professor and Director of Training
Counseling Psychology
Western Michigan University
269-998-7324 (cell)

Re: Impact statement request regarding curriculum change proposal for school counseling M.A.

Stephanie M Peterson <stephanie.peterson@wmich.edu>

Thu 3/25/2021 6:33 PM

To: Jennifer M Foster <jennifer.foster@wmich.edu>; Marcia K Feters <marcia.feters@wmich.edu>; Donna M Talbot <donna.talbot@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Hi Jennifer,

Thank you so much for letting us know about this. I have no concerns about this, and it should have limited impact on Psychology.

Again, I greatly appreciate the notice and opportunity for input.

Best,

Stephanie

Stephanie M. Peterson, Ph.D., BCBA-D, LBA
Professor and Chair
Department of Psychology
College of Arts and Sciences
Western Michigan University
Mail Stop 5439
3740 Wood Hall
Kalamazoo, MI 49008-5439

Phone: 269-387-4479

Fax: 269-387-4550

E-mail: stephanie.peterson@wmich.edu

Website: www.wmich.edu/psychology

From: Jennifer M Foster <jennifer.foster@wmich.edu>

Date: Thursday, March 25, 2021 at 5:27 PM

To: Marcia K Feters <marcia.feters@wmich.edu>, Donna M Talbot <donna.talbot@wmich.edu>, Stephanie M Peterson <stephanie.peterson@wmich.edu>

Cc: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Subject: Impact statement request regarding curriculum change proposal for school counseling M.A.

Dear Drs. Feters, Peterson, and Talbot (cc: Dr. Adkison-Johnson),

The counselor education unit is drafting a curriculum change for our school counseling program, which I am facilitating as the school program coordinator. Following consultation with the MDE and our accrediting body, CACREP, we are proposing revisions to our curriculum. To continue to be accredited,

we must move our program to 60 credits (currently teachers take 48 credits and non-teachers take 59). Further, we must align with the 2016 CACREP standards. To date, we have predominately assessed these standards in two school counseling focused courses. We also had different tracks for teachers and non-teachers. The proposed change will offer a single 60 credit hour track that meets the needs of both those with and without teaching backgrounds and addresses the standards across a wider array of counselor education coursework.

This change would impact your program because we will no longer have students take the following courses as electives:

For teachers and non-teachers pursuing a master's in school counseling

DELETE: Introduction to Special Education SPED 5300

*In the new curriculum working with students with special needs will be integrated into all school counseling courses and the counseling children and youth course

For non-teachers pursuing a master's in school counseling

DELETE:

Elective A:

Authority and Autonomy in Schooling ED 6700

Social & Philosophical Foundations ES 6030

Culture & Politics of Educational Institutions ES 6340

Class, Ethnicity & Gender in Education ES 6730

Elective B:

Literacy Acquisition and Reading Instruction LS 6180

Reading in the Content Areas LS 6170

The Art and Science of Teaching ED 6360

Learning in Social Contexts ED 6760

Leadership Development in Career & Technical Ed CTE 6460

Elective C:

School Curriculum ED 6020

Early Childhood Education Methods & Materials ED 6060

Parent Education for Teachers of Young Children ED 6140

Curriculum Theory ED 6280

Instructional Technology for School Leaders EDT 6410

Elective D:

Assessment in Early Childhood Inclusive Educational ED 6110

Play & Young Children's Learning Piaget & Young Children ED 6160

Psychological Foundations of Education ED 6040

Human Nature and Diversity ES 6330

Psychology in the Schools PSY 5170

The reduction of student enrollment in these electives is small as only several students take these courses in any given semester. We currently have 56 school counseling students and 10 recent admits for summer/fall. Many of these students are already teachers and are not required to take the above electives.

Please reach out to me with comments, concerns, and input that I can include in our curriculum proposal. **We plan to submit on March 30th.**

****You may notice TLES courses as well. Dr. Adkison-Johnson has already reached out to Dr. Fails-Nelson regarding these proposed changes.**

Sincerely,

Jen Foster
Associate Professor, Counselor Education
Coordinator, School Counseling
Counselor Education and Counseling Psychology
Western Michigan University

WESTERN MICHIGAN UNIVERSITY



Department of Teaching, Learning, and Educational Studies
College of Education and Human Development

March 25, 2021

Dear Dr. Carla Adkison-Johnson:

Thanks for informing me about the changes in CACREP accreditation standards that require curriculum changes that impact course offerings in the department of Teaching, Learning and Educational Studies (ED 6700, ES 6030, ES 6340, ES 6730, ED 6360, ED 6760, ED 6060, ED 6140, ED 6280, ED 6100, ED 6160, ED 6040, and ES 6330).

While we understand that you have no control over this policy and must adhere to it to receive accreditation, we are also disappointed about this decision. The CECIP students added a richness to TLES class discussions that was extremely valuable to our students. In addition, your students learned how to work in teams and solve problems with educators to enhance their effectiveness as school counselors. As WMU embraces interdisciplinarity as a core value, we hope to find ways to co-teach courses in the future. We welcome the opportunity to discuss this option with you very soon so we can continue this mutually beneficial partnership.

Sincerely,

Regena F. Nelson, Ph.D.

Professor and Chair

Teaching, Learning and Educational Studies

Department of Teaching, Learning, and Educational Studies
Western Michigan University
1903 W. Michigan Ave., Kalamazoo, MI 49008-5276
PHONE: (269) 387-3465 FAX: (269) 387-3880
WEBSITE: wmich.edu/teaching

CAMPUS SITE: Room 4121 Sangren Hall

From: Glinda J Rawls
Sent: Wednesday, October 6, 2021 12:09 PM
To: Laura R Ciccantell
Subject: Fw: Support letter for School Counseling Curricular changes

Hello Laura

We reached out to special education a while back for a letter or support. We got a response yesterday afternoon, but I am just now seeing this message today.

Glinda Rawls, Ph.D., LPC (MI), NCC, SCL (MI), ACS
Associate Professor of Counselor Education and Unit Director
Counselor Education & Counseling Psychology Department
Western Michigan University
1903 W Michigan Avenue
Kalamazoo, Michigan 49008-5226
269-387-5108 (office) 269-387-5090 (fax)

From: Sarah Summy <sarah.summy@wmich.edu>
Sent: Tuesday, October 5, 2021 3:15 PM
To: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>; Kristal E Ehrhardt <kristal.ehrhardt@wmich.edu>
Cc: Glinda J Rawls <glinda.rawls@wmich.edu>
Subject: Re: Support letter for School Counseling Curricular changes

Dear Chair Adkison-Johnson,

The Special Education Program meet on 9/29/21 and acknowledges that you have contacted us and informed us that SPED 5300 is being deleted from your program. While we are disappointed in this decision, it is out of our purview to tell you what courses should be in your program. We do have data from your students who have taken the SPED 5300 class and we would like to share it with you as it is overwhelmingly positive. It is our hope that we can collaborate with you again in the future. Please feel free to contact me if you have any further questions.

Respectfully submitted,
Sarah Summy
SPED Program Coordinator

Sarah Summy, EdD
Professor
Department of Special Education and Literacy Studies
(269) 387-5943
<https://wmich.webex.com/meet/sarah.summy>

From: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>
Sent: Tuesday, October 5, 2021 12:55 PM
To: Kristal E Ehrhardt <kristal.ehrhardt@wmich.edu>
Cc: Glinda J Rawls <glinda.rawls@wmich.edu>; Sarah Summy <sarah.summy@wmich.edu>
Subject: Re: Support letter for School Counseling Curricular changes

Thanks Kristal, I will wait for her response. Carla



Carla Adkison-Johnson, Ph.D., LPC
Interim Department Chair and Professor
Editor-in-Chief, Journal of Multicultural Counseling and Development
Department of Counselor Education and Counseling Psychology
Western Michigan University
1903 W Michigan Avenue, Kalamazoo MI 49008-5226
PHONE: (269) 387-5120 | EMAIL: carla.adkison-johnson@wmich.edu

From: Kristal E Ehrhardt <kristal.ehrhardt@wmich.edu>
Sent: Tuesday, October 5, 2021 12:49 PM
To: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>
Cc: Glinda J Rawls <glinda.rawls@wmich.edu>; Sarah Summy <sarah.summy@wmich.edu>
Subject: Re: Support letter for School Counseling Curricular changes

Hi Carla,

I shared the information with the Special Education Unit meeting. They met on Wednesday, September 29. I had taken a sick day on the 29th and was not in attendance.

It is my understanding from Sarah Summy that there were some questions about the curriculum change. I have copied her so she can convey them to you.

Sincerely,
Kristal

Kristal Ehrhardt, PhD
Interim Chair & Professor, Department of Special Education & Literacy Studies
Project Director, Interdisciplinary Preparation in ASD Services (IPA)
Western Michigan University
Kalamazoo, MI 49008-5258
phone: (269)387-4478
email: kristal.ehrhardt@wmich.edu

Input ~ Learner ~ Ideation ~ Intellection ~ Relator

From: Carla R Adkison-Johnson <carla.adkison-johnson@wmich.edu>

Sent: Tuesday, October 5, 2021 12:40 PM

To: Kristal E Ehrhardt <kristal.ehrhardt@wmich.edu>

Cc: Glinda J Rawls <glinda.rawls@wmich.edu>

Subject: Support letter for School Counseling Curricular changes

Hello Dr Ehrhardt,

Dr. Glinda Rawls our Counselor Education Unit Director is submitting the programs curriculum proposals which is due today. I just want to make sure that we have a letter/or response from Special Education. The response is regarding the CE Unit wanting to drop the special education course from the school counseling degree requirements. I believe you have already received a request from Dr. Jennifer Foster. Just let me know if you have questions. Carla



Carla Adkison-Johnson, Ph.D., LPC

Interim Department Chair and Professor

Editor-in-Chief, Journal of Multicultural Counseling and Development

Department of Counselor Education and Counseling Psychology

Western Michigan University

1903 W Michigan Avenue, Kalamazoo MI 49008-5226

PHONE: (269) 387-5120 | EMAIL: carla.adkison-johnson@wmich.edu