



## Higher Education Consortium for Special Education

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### President's Message

### INSIDE THIS ISSUE:

Dear HECSE Members:

Happy New Year!

The HECSE Executive Board and I hope you plan to attend the upcoming HECSE Winter Summit in D.C. (January 28-31 at the Embassy Suites Hotel). If you're a regular Summit attendee, you know that this is likely to be one of the most worthwhile meetings you'll attend all year. If this is your first time, you'll appreciate how informative and thought-provoking sessions are and how much "ahead-of-the-curve" content is shared. As you can see from the tentative Summit agenda, we have a very strong program planned including time for Hill visits with education staffers, panel discussions with key legislative staff members, presentations by USDOE personnel, and a series of topical discussions related to critical academic leadership issues. In addition, there are great networking opportunities and, as if this weren't enough, there will be fabulous discounts on Obama-Biden inauguration memorabilia!

Clearly, the world has changed dramatically since our recent HECSE gatherings at the OSEP Project Directors' Meeting in July and at the fall TED conference in Dallas. The '08 Economic Tsunami is affecting all of us—at home, on campus, and in our communities. Not since the 1970s has there been a time when students with disabilities, their families, and the professionals who serve them need the help of knowledgeable advocates as they do now. Given competing national and state priorities and significantly-reduced funding, public education, special education services, and higher education are likely to feel the effects of this downturn for many years to come. HECSE and its partners must work together to ensure we don't lose the significant gains that have been made over many years.

As you may know, the Chinese word for "change" combines the written symbols for the words "danger" and "opportunity." To survive—and potentially thrive—during this belt-tightening period, we work smarter—more creatively and more collaboratively—to maximize our resources and our outcomes preparing effective teachers, teacher educators, administrators, field researchers, and policy makers. Through groups like HECSE, we can work with key stakeholders to find innovative solutions for vexing recruitment, preparation, and induction challenges. Together, we can speak up for students with disabilities, their families, and the professionals who serve them to ensure their voices are heard.

As you prepare for our DC meeting, please schedule visits with members of your Congressional delegation—or their education staff members (January 29<sup>th</sup>—between 1-5 p.m.). These meetings can have powerful outcomes. Read the Summit meeting materials that Jane has provided so you can familiarize yourself with our HECSE legislative priorities. Be prepared to contextualize these priorities by sharing brief real-life examples about students, families, teachers, and others from your state or region. To expedite the appointment-setting process, call the Congressional Office or fax a letter requesting a meeting. You can do so at: <http://www.usa.gov/Contact/Elected.shtml>

See you in DC!

Wishing you peace, good health, and happiness in 2009,  
Chriss Walther-Thomas

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# HECSE Winter Summit and Annual Meeting Agenda

## Wednesday, January 28- Location: Embassy Suites Hotel

- 12:00 – 3:00 Lunch- HECSE Executive Board Meeting
- 4:00 – 6:00 Opening Session– *Jane West and the Obama Transition Team*
- 6:00 – 7:00 Opening Reception (in Hotel Reception area)
- 7:00 Small Group Dinner Discussions- Topic: Quality Indicators for Doctoral Programs in Special Education

## Thursday, January 29- Location: Embassy Suites Hotel

- 8:00-8:30 Continental Breakfast (hotel lobby)
- 8:30 – 9:00 Opening Business- *Chriss Walther-Thomas*, University of Kansas
- 9:00 – 10:00 Preparation for Hill Visits- *Jane West*
- 10:00 -10:15 Break
- 10:15 – 11:15 Briefing for hill visits– *Jane West and Deb Smith*
- 11:15-12:00 National Center to Inform Policy and Practice in Special Education Professional Development- *Mary Brownell*, University of Florida
- 12:00 – 1:00 Box Lunch provided by hotel- Sign up for dinner groups
- 1:00 – 5:00 Individual Appointments with Congressional Delegations
- 5:00– 6:00 De-briefing from Hill appointments
- 6:00 – 7:00 Reception in Hotel Reception Area
- 7:00 Small Group Dinner Discussions

## Friday, January 30-Location: Congressional Office Building (TBD)

- 8:30 Greetings—*Larry Wexler*, Office of Special Education Programs
- 8:45 – 9:30 Welcome/ HECSE Business- *Chriss Walther-Thomas*, HECSE President & *Jane West*, HECSE Consultant
- 9:30– 10:30 Evaluation of Part D Programs- *Elaine Carlson, Tom Fiore, & Chriss Walther-Thomas* (Moderator)
- 10:30– 10:45 Break
- 10:45– 12:15 Preview of the 111<sup>th</sup> Congress  
*Sharon Lewis*, Office of Chairman George Miller, U.S. House of Representatives Committee on Education and Labor  
*Connie Garner*, Office of Chairman Edward M. Kennedy (D-MA), U.S. Senate Committee on Health, Education, Labor and Pensions  
*Lyndsay Hunsicker*, Office of Ranking Member Mike Enzi (R-WY), Committee on Health, Education, Labor and Pensions  
*Mark Laisch*, Committee on Appropriations, Sen. Tom Harkin (D-IA), Chair  
*Amy Jones*, Office of Ranking Minority Member Buck McKeon (R-CA), Committee on Education and Labor  
*Jane West*, Moderator
- 12:30– 1:30 Luncheon- Annual HECSE Leadership Award Presentation
- 1:30 – 2:30 Update on the TEACH Grants- *Gail McLarnon*, Office of Postsecondary Education, US Department of Education
- 2:30 – 2:45 Break
- 2:45– 4:30 Update on Personnel Preparation and Leadership  
*Bonnie Jones*, Office of Special Education Programs, U.S. Department of Education  
*Bob Gilmore*, Office of Special Education Programs, U.S. Department of Education  
*Ben Lignugaris-Kraft*, Moderator
- Dinner: On your own

## Saturday, January 31- Location: Embassy Suites Hotel

- 8:30 – 12:00 HECSE Business Meeting

## HECSE has a New Website!

By: Ben Lignugaris-Kraft, President Elect

As many of you know by now, HECSE has a new website – [hecse.net](http://hecse.net). A big “thank you” goes out to Barbara Ludlow, Mike Behrmann and his staff at George Mason University, and Dave Edyburn for making this possible. While the present website is a “bare bones” version, in the future we hope that the website will serve as an information forum for members as well as a resource for legislators and others who need information about special education leadership and personnel preparation. If you look under the “About HECSE” tab, you will find a message from Chriss Walther-Thomas, HECSE President, along with a member list and the history of HECSE. The “Opportunities” section includes current faculty positions, and doctoral and post-doctoral study opportunities. Please send Barbara Ludlow ([Barbara.Ludlow@mail.wvu.edu](mailto:Barbara.Ludlow@mail.wvu.edu)) your position announcements and direct your doctoral students to this section when they are ready to look for faculty positions. Finally, you will want to visit the “Policy Resources” section frequently to see current HECSE position statements, legislative updates and step-by step information on how to request a meeting with Congressional representatives. This section also includes the Blue Ribbon Committee Report (2004) and will soon have an updated version of the HECSE Quality Indicators for Special Education Doctoral Programs. Please take a moment to review the site. Importantly, we need pictures that would be more representative of Special Education doctoral programs (the “smiley” guy with the white shirt just does not make it for me!). If you have some pictures we might use, additional materials that you think will be useful or sections you are interested in developing, please contact Barbara Ludlow ([Barbara.Ludlow@mail.wvu.edu](mailto:Barbara.Ludlow@mail.wvu.edu)), Ben Lignugaris-Kraft ([ben.lig@usu.edu](mailto:ben.lig@usu.edu)), or Chriss Walther-Thomas ([chrisswt@ku.edu](mailto:chrisswt@ku.edu)) ■

**See: [www.hecse.net](http://www.hecse.net)**

## Larry Wexler Appointed Director of Research to Practice at OSEP

On November 14, 2008, the Office of Special Education Programs announced the appointment of Dr. Larry Wexler as Director of Research to Practice Division in OSEP. Dr. Wexler’s appointment was effective as of December 1, 2008. Wexler came to OSEP in 1992 after serving as the Director for State Monitoring and Program Evaluation in the DC Public Schools. In MSIP, he served as a state contact and also was responsible for developing and overseeing the implementation of the State Improvement Grant Program that was authorized in the IDEA 1997 amendments. In 1994 he became the Deputy Director of MSIP. Just over two years ago, he was selected to be the Associate Division Director for the National Initiatives Team in RTP.

William Knudson, Acting Director of OSEP states, “with these experiences Larry was developed a deep understanding of the importance of the Part D programs and the critical role they play in supporting States and districts in improving outcomes for children with disabilities.” ■

## Call for Articles

To All HECSE Members,

Please send us short articles for upcoming editions of the HECSE Newsletter. We are particularly interested in descriptions (vignettes) illustrating your successes in personnel preparation and particularly in innovations accomplished through OSEP personnel preparation (including leadership preparation) grants as well as any new trends or unique accomplishments you’ve made in preparing general and special educators.

We also welcome advertisements for faculty positions or for recruitment of doctoral students. Advertisements should be limited to approximately 150 words.

We look forward to hearing from you,  
Jeannie Kleinhammer-Tramill ([jktramill@coedu.usf.edu](mailto:jktramill@coedu.usf.edu)) ■

# Washington Update

## Changing of the Guard in Washington

By: Jane West

Washington is in a state of transition frenzy! After weeks of hammering and nailing, the viewing stands are complete in front of the Capitol and the White House for the January 20 swearing in and Inaugural parade. Are you planning to come to town for the Obama Inauguration?! You will be accompanied by about 4 million of your closest friends (the anticipated number of people who will be on the National Mall that day). Unless you are personal friends with a Member of Congress, your chances of snagging an actual ticket to the swearing in are slim to none. Each Member of Congress receives fewer than 200 tickets to distribute amongst their constituents – and a total of only 250,000 are being printed. It has been reported that even Committee staff in the House and Senate are not able to secure tickets.

As far as transportation and lodging goes, it is the same story. Unless you can dig up some long lost relatives, you may be out of luck. Hotels have been solidly booked for weeks; even camp grounds (brrr!) are booked up. Some entrepreneurial Washingtonians are renting their houses out for handsome sums while bunking on friends' floors.

Tickets for the official Inaugural Balls (of which there are ten) are selling out – if you can find them at all. For those who miss out, there are literally hundreds of unofficial Inaugural Balls to attend. You just don't get to actually see President and Mrs. Obama at the unofficial balls.

The transition team is wrapping up its work and today marked a rite of passage as Secretary of Education-designee Arne Duncan faced the Senate HELP Committee for a grilling in his confirmation hearing. It was quickly apparent that this would be more of a love fest than a grilling, as Senator after Senator expressed their admiration for Mr. Duncan's accomplishments heading up Chicago Public Schools and their thanks for his willingness to take on the job of Secretary of Education. Flanked by his adorable and very well-behaved children --- ages 5 and 7 – and his wife, Duncan promised to work with all the Senators to address the challenging problems in our nation's schools. Sen. Mikulski (D-MD) talked about the "Barack Effect" which sends a message to all children that if you work hard, the sky is the limit. Mr. Duncan noted that President-Elect Obama has made it "cool" to be smart.

Duncan outlined three priorities: expanding access to early childhood education, raising standards and increasing teacher quality for K-12 students and providing greater access to higher education. He noted that he would promote innovation at every opportunity and challenge the status quo as he moves forward. He indicated that we need to recognize and reward excellence.



Several Senators raised the issue of fully funding IDEA. All agreed it needs to be done. Sen. Isaakson (R-GA) said that we are losing special education teachers because they are required to be highly qualified in so many subjects. He said that he believes the IEP should be the accountability mechanism for students with disabilities under NCLB. He also noted that it wasn't fair for a school to be called "failing" because only one subgroup (often students with disabilities, he noted) is failing. Mr. Duncan said he was a big fan of the growth model and that should be expanded under NCLB.

Sen. Harkin (D-IA), who chaired the hearing in the absence of Chairman Ted Kennedy (D-MA), noted that he was concerned about the 2% policy under NCLB because it sends the message that we don't care about the achievement of these students. He said it is like telling 20% of a minority group that "you don't count." Sen. Harkin asked Mr. Duncan to bring him a better policy proposal, and Mr. Duncan said he would.

Many agreed that teacher quality was pivotal to school improvement. Mr. Duncan noted that he was a big fan of alternate route programs (such as Teach for America) and that most of the quality new teachers are coming through alternate routes rather than schools of education in higher education. Sen. Harkin noted that he was also a big fan of Teach for America and wondered why the federal government didn't provide them more than the \$14 million they received last year. Mr. Duncan noted that Wendy Copp (founder of TFA) and Jonathan Schnur (founder of New Leaders for New Schools and member of the Obama transition team) were part of a generation of young entrepreneurs in education that hold much promise.

The hearing ended with the promise of support and speedy confirmation. In fact, the Senate HELP Committee is scheduled to vote on nominees, including Mr. Duncan, tomorrow.

Stay tuned and, as always, remember "If you are not at the table, you are probably on the menu!" ■

# Special Education Faculty Needs Assessment

By: Deborah Deutsch Smith & Roxanne Watson  
Claremont Graduate University

The Special Education Faculty Needs Assessment (SEFNA) is a national evaluation study to determine whether the nation has the capacity to prepare enough new special education faculty members to prepare a sufficient supply of highly qualified special teachers. Five on-line surveys comprise this effort. The first is a survey of all special education doctoral programs in the U.S. The second surveys special education students in all phases of their doctoral studies; the third questions 10-years of doctoral graduates. The fourth phase of the effort samples special education teacher education programs, in part to determine demand and in part to determine how these programs currently meet the instructional needs of their programs. An additional study, requested by the Office of Special Education (OSEP), is following up the doctoral students supported by OSEP through its leadership preparation agenda. This study will provide information to OSEP about the graduation rates of the students it has supported through projects initially funded in fiscal years (FY) 2000 and 2001.

At the time of this report, the *Doctoral Program Survey* data-gathering phase is almost complete. Although not at 100% participation, the response rate is very good. Reminders to those who have not yet completed the survey for their schools, are being sent out, and the last day to submit a survey is December 16, 2008. Analysis of those data will begin late January. As soon as preliminary information is available, it will be posted on the SEFNA Web site: [www.cgu.edu/sefna](http://www.cgu.edu/sefna).

Special Education Doctoral Coordinators will begin to distribute emails to doctoral students in their programs toward the end of January. The emails will contain a description of the *Doctoral Student Survey* and its purpose, a link to the on-line survey, and a PDF of the survey. It will also describe how their confidentiality will be protected. Our hope is that every special education doctoral student will have a chance to participate.

The *Graduate Survey* is not scheduled for distribution until spring of 2009; however, the task of collecting contact information for each doctoral graduate from a 10-year period will begin in January of 2009. The *Special Education Teacher Preparation Survey* will study both the demand for new faculty and the staffing patterns for the nation's personnel preparation programs. That effort will not be initiated until late spring.

The additional task requested by OSEP will require SEFNA staff to analyze data from a follow-up of students supported on OSEP leadership projects that were initiated in FY 2000 and FY 2001. One purpose of this effort is to determine the graduation rates of supported students. Analysis of these data should begin over the winter break.

To all of you who submitted a doctoral program survey, we thank you!

Deb Smith and the SEFNA Team. ■

# Visits to the Hill

By: Sharon Raimondi

Every year HECSE members make their annual pilgrimage to the Hill during our Winter Summit. If this is your first visit, continue reading. If you are a pro at these visits, please send us your ideas so we can incorporate them next year. This brief article will provide suggestions to make the most of your visits this January.

The purpose of visiting your representatives is to introduce yourself as a potential resource and to increase awareness thus gaining support for the issues near and dear to our heart. To arrange a visit, there are two things that you should do. The first is to contact your representatives and schedule an appointment. The second is to prepare a packet of materials for your visit. Each will be discussed below.

## Scheduling Visits

This year, you only have a half a day to visit your representatives. If you reside in a state with several representatives, schedule visits with those individuals representing your home district or university and those serving on educational committees first. Then if you have time, visit representatives from the rest of your state. Generally allow 15 minutes for each visit. If you are unsure of the name of your representative, for the House side, go to: <http://www.house.gov/>. You can search the site by zip code or if you know your representative's name, you can go directly to his/her web site. If one of your representatives is a member of the Committee on Education and Labor or one of the subcommittees, be sure to schedule a visit. For a list of committee members, go to: [http://clerk.house.gov/committee\\_info/index.html?comcode=HED00](http://clerk.house.gov/committee_info/index.html?comcode=HED00). To find your senators, go to: <http://www.senate.gov/>. If your senator is a member of the US Senate Committee on Health, Education, Labor, and Pensions, make sure to schedule a visit. To find a list of committee members, go to: <http://help.senate.gov/>.

- If there are several HECSE members from your state, schedule your visits together. Not only will it save time, a larger group may prompt the representative to join the meeting.
- The best way to contact your representative is to fax or email a request. Don't bother with the US mail. With the anthrax scares, all mail goes through rigid security checks. It will take forever for a request to arrive via US mail. Check the representative's website for specific instructions and preferences.
- Typically, the scheduler wants you to include your name, organization, and purpose of your visit in a request on letterhead. Jane West has composed some sample letters. Use these as a guide.
- After a week or so, follow-up your request with a phone calls. Ask to speak to the scheduler or the educational aide. Be professional, but persistent. It is not uncommon to finalize your visits the week you are in DC. Give the scheduler your cell phone number.
- Take notice of where your representatives are located and try to schedule visits in the same office building/area around the same time. So stay on the senate or the house side, but don't visit the house then the senate, then the house – unless you are prepared for a walk. The house and senate buildings are about ten minutes apart. The Senate buildings include: Hart, Dirksen, and Russell. The House buildings include: Rayburn, Longworth, Cannon, and Ford. For a map, go to: [http://www.aoc.gov/cc/cc\\_map.cfm](http://www.aoc.gov/cc/cc_map.cfm)

## Preparing materials

Always bring a packet of materials to leave with the representative or aide. Include any of the following in a pocket folder:

- Relevant college brochures, another business card, and a pen or small memento
- It is nice to include a list of HECSE members and a brief overview of HECSE. It is important for our representatives to recognize that we are a powerful voice.

When preparing your materials, you should also prepare talking points and information on your institution:

- Take Jane West's talking points and personalize them. For example, if we are asking for continued support for the Leadership Grants, briefly describe your program, the number of students served, the number of minority students served, the number of graduates and so on. Try to give your representative a personal story. Keep both brief – typically a paragraph or so followed by bulleted items. One page front to back is a good length.
- In addition to the talking points, prepare a brief overview of your institution including information such as: number of students served, recent grant activity, areas of need, and so on. If you have state data to support your issues (such as shortage of teachers), also include this information. Lastly, if you have data to show your institution's impact from federal funds on students with disabilities, highlight this information.

# Visits to the Hill cont...

## The Meeting

- Don't be disappointed if your meeting is scheduled with an aide. These individuals who look like they are still in high school are extremely intelligent and motivated. They will appreciate meeting with you and will use your material. Try to connect with the aide; many have family who are educators or individuals with a disability. Become a resource for this person.
- If you are lucky enough to meet with a Senator or Congressman/woman, thank him/her for continued support of educational issues. Ask how you can support his/her efforts. Invite the representative to tour your program.
- At the meeting, introduce yourself, present your business card and packet of materials. Be sure to obtain the business card of the aide. Focus on two or three of Jane West's talking points. Be sure to personalize the information and describe how the item impacts your institution and state. Personal stories are great. If you are meeting with the aide, ask for the representative's position on a particular issue. It is a good way to begin a dialogue and obtain another perspective. Often the aide will ask specific questions on various topics such as autism, inclusion, or teacher preparation. Thank the aide (or representative) for his/her time. Follow up with a thank you note.

The tips mentioned above should start you off in the right direction. Below are a recap of some of the tips already mentioned and some additional things to keep in mind:

### Tips for Scheduling Visits

1. Fax your request for a visit at least two weeks ahead of time; use Jane West's sample letters as a guide.
2. A week later follow-up with a phone call or email.
3. Be persistent; continue contact until an appointment is made.
4. Allow 15 minutes for a visit with another 5 minutes or so to get to your next meeting if it is in the same building.
5. Organize your visits in the same building or location to maximize your time (e.g., first few hours on the House side and then end on the Senate side).

### Tips for Preparing Materials

1. Use Jane West's guide for talking points to prepare your materials.
2. Personalize these points by adding information regarding your institution.
3. Add promotional material describing your program or recent grants.
4. Include HECSE material (e.g., overview, list of members).
5. Add a pen or small memento from your program.
6. Include your business card.
7. Organize the materials in a pocket folder.
8. Bring packets of materials. Leave extras with representatives that you were unable to arrange meetings.

### Tips for the Meeting

1. Be flexible, most meetings start on time, but you may have to wait.
2. Announce yourself to the receptionist, hand him/her your business card.
3. Introduce yourself to the representative or aide.
4. Briefly state the purpose for the meeting, present the packet of materials.
5. If there is a pressing issue to discuss, ask the aide or representative for his/her opinion. This will start the dialogue.
6. Highlight two or three of Jane West's talking points. Personalize these.
7. Thank your representative or aide for the visit and his/her support.
8. Follow-up with a thank you note. ■

# Advertisements

## University of North Carolina– Greensboro

The Department of Specialized Education Services, School of Education, The University of North Carolina at Greensboro announces the availability of a tenured or tenure-track position in Special Education with an emphasis in emotional and behavior disorders at the Assistant or Associate Professor level. Qualifications include (1) an earned doctorate in special education or appropriate field. ABD with a graduation date no later than August 1, 2009 is acceptable; (2) at least three years of teaching experience with students with disabilities in K-12 environments; (3) established or emerging record of scholarly productivity appropriate for a doctoral institution; and (4) commitment to field-based, urban undergraduate and graduate teacher preparation premised on collaboration and multiculturalism in face to face and online formats. The application deadline is December 15, 2008. However, acceptance and review of applications will continue until the position is filled. If interested, please contact: Dr. William D. Bursuck, Search Committee Chair, Specialized Education Services Search Committee, School of Education- UNCG, P.O. Box 26170, Greensboro, NC 27402-6170, Phone: 336.334.3222, Fax: 336.256.0185, E-mail: [wbursuck@uncg.edu](mailto:wbursuck@uncg.edu), Website: <http://www.uncg.edu/ses>

## University of New York Buffalo

### Director of the Joint Doctoral Program at the University of Buffalo

The State University of New York at Buffalo, Department of Learning and Instructions, announces a faculty position (associate or full) in the Joint Doctoral Program in Special Education beginning Fall, 2009. The Department is seeking a dynamic individual who will contribute to its long tradition of scholarly research and leadership in special education pedagogy by teaching and directing the Joint Doctoral Program in Special Education. The Department of Learning and Instruction's Special Education program is consistently ranked among the top fifty national programs in special education and offers a doctoral degree. GSE faculty are at the leading edge in developing lines of inquiry and comprehensive, complementary sets of research methods that define a science of learning and pedagogy. The Joint Doctoral Program in special education is part of a collaborative agreement with the University at Buffalo and Buffalo State College. The ideal candidate will bring a strong record of research and scholarly productivity, a commitment to teaching and mentoring of students, and the ability to obtaining external funding. Contact Sharon Raimondi at [raimonsl@yahoo.com](mailto:raimonsl@yahoo.com) or 716-645-2455 ext 1143 for more information.

## Georgia State University

The Department of Educational Psychology and Special Education at Georgia State University invites applications for a clinical assistant professor to begin August 2009. An earned doctorate in special education (low incidence disabilities) and at least 3 years experience teaching students with disabilities are required. College teaching and practicum supervision experience are preferred. Responsibilities include program coordination, teaching, and supervision of field experiences for students in two undergraduate programs offered collaboratively with Early Childhood, and coordination of departmental data. Send a letter of interest, curriculum vitae, official transcript of highest degree earned, and three letters of recommendation to: Dr. Juane Heflin, Multiple Severe Disabilities Search Committee, Department EPSE, P.O. Box 3979, Atlanta, GA 30302-3979. Review of applications will begin February 15, 2009 and will continue until the position is filled. Send questions to [jheflin@gsu.edu](mailto:jheflin@gsu.edu).

## West Virginia University Faculty Searches

West Virginia University invites applications for two nine-month, tenure-track faculty positions in the Department of Special Education in the College of Human Resources and Education. Position 1) Assistant Professor of Special Education, emphasis in Multicategorical Special Education. Secondary Focus (Secondary Content Curriculum/Methods and Transition for Students with Disabilities). Position 2) Assistant Professor of Special Education, emphasis in Early Childhood Special Education/Early Intervention. Starting date is August 16, 2009. Review of applications will begin February 15, 2009, and will continue until the positions are filled. Applicants should submit a letter of interest, a curriculum vitae, and three letters of reference to: Barbara Ludlow, West Virginia University, P.O. Box 6122, Morgantown, West Virginia 26506-6122. FMI: [Barbara.Ludlow@mail.wvu.edu](mailto:Barbara.Ludlow@mail.wvu.edu) or 304-293-3835.

## West Virginia University Doctoral Student Scholarships

West Virginia University invite applications for participation in Project FastTrack, an intensive 2 year doctoral program preparing students for faculty careers in teacher education in special education that provides full tuition waiver plus \$30,000 living stipend for full time study on the campus in Morgantown, West Virginia. A brochure describing the program and an application form for the project may be obtained by contacting [sped@mail.wvu.edu](mailto:sped@mail.wvu.edu). Applications and all supporting materials must be submitted by April 1, 2009 and admitted students begin coursework in August 2009. FMI: [Barbara.Ludlow@mail.wvu.edu](mailto:Barbara.Ludlow@mail.wvu.edu) or 304-293-3835.



**Higher Education Consortium  
for Special Education**

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**Visit us online at our new website:**  
<http://www.hecse.net/>

The Higher Education Consortium for Special Education (HECSE) is a private, non-profit organization representing the United States.

HECSE's primary mission is to serve its member schools by seeking solutions to challenges unique to college and university programs involved in the preparation of special education leadership personnel. These solutions include but are not limited to:

- The exchange of information and ideas unique to comprehensive special education personnel preparation programs, in general, and doctoral preparation programs, in particular,
- Renewal of its members through a variety of professional development and dissemination activities, and
- Professional advocacy for academic programs offered by its members.

The goal of HECSE initiatives is to facilitate continuous improvement in the quality of doctoral programs offered by member institutions.

**Ads for Faculty Positions**

We will run ads for faculty positions in the newsletter and on the HECSE website. HECSE members whose dues are paid in full can place 2 free ads per year. Additional ads can be placed for \$250.00 per ad.