

# HECSE

## Higher Education Consortium for Special Education

Jeannie Kleinhammer-Tramill, Ph.D., Editor

Marsha Simon, Associate Editor

### A MESSAGE FROM THE PRESIDENT

Dear HECSE Colleagues,

As the new HECSE President I would like to extend my greetings, take this opportunity to tell you a little about my background and interests, and describe our agenda for the next year. I have been affiliated with HECSE for approximately 6 years. Previously, I served as HECSE Treasurer and, for the past two years, as President-elect. I have been a teacher educator at Utah State University for more than 20 years. During that time I helped design, evaluate, and revise a broad array of teacher preparation programs that extend from traditional on-campus endeavors to innovative distance education preparation programs. The success of this work is at least partly due to federal and state research, leadership and personnel preparation grants. These resources are critical if HECSE member institutions are going to continue to innovate and develop new powerful interventions to educate and support individuals with disabilities.

As HECSE President, I can assure you that we will continue to be a strong voice for individuals with disabilities whether that support focuses on insurance and health care reform, or the reauthorization of NCLB and IDEIA. Your role as members is to visit both your state and federal legislators, to educate and inform them and their staff about issues related to recruiting, preparing, and retaining special education teachers and leadership personnel. For the next several years the education systems at both the state and federal levels will be under tremendous pressure to cut costs and work more efficiently. It is our collective responsibility to communicate to legislators the critical importance of well prepared special educators and the importance of supporting the preparation of leadership personnel. As a member of HECSE, we will make sure that you have the information you need to help legislators understand how state and federal policies affect students with disabilities and their teachers. As we move into IDEIA reauthorization we will advocate for increasing funds for Part D discretionary programs, especially leadership and personnel preparation. Additional funding is needed to ensure effective recruitment, and preparation of doctoral-level special education leaders (i.e., teacher educators, researchers, program administrators) particularly ethnically diverse individuals with disabilities. These individuals are needed to ensure effective preparation, induction, mentoring, and ongoing professional development of highly-qualified special educators. Finally, we need to work with legislators at both the state and federal levels to refine and align NCLB and IDEIA to ensure students with disabilities and others who struggle academically receive an appropriate and high-quality education.

Ultimately, our most important work may be to help our undergraduate and graduate students become effective special education advocates. Encourage your students to study the issues and teach them about the legislative process. Encourage your students to join professional organizations and help them get involved. The future of students with disabilities and special education as a field may depend, at least in part, on how well our students learn these lessons.

Sincerely,  
Benjamin Lignugaris/Kraft, PhD  
Utah State University  
Department of Special Education and Rehabilitation

#### Inside this issue:

KU Professor Honored	2
Posny Named to OSERS	3
President's Education Agenda	3, 7
SEFNA Update	4-5
News from Member Institutions	6
HECSE 2009 Meeting Pictures	7
Advertisements	8-9
HECSE Contact Information	10

## FORMER HECSE PRESIDENT HONORED AS PIONEER OF DISABILITY STUDIES

LAWRENCE — Tom Skrtic, professor of special education at the University of Kansas, was honored Saturday, May 2, by Syracuse University’s School of Education for his pioneering work in disability studies.

Skrtic will receive two awards during the ninth annual Second City Conference on Disability Studies in Education: the Tolley Medal recognizing distinguished leadership in lifelong learning and the conference’s Senior Scholar Award.

Skrtic also will give the conference’s opening plenary address, titled “Rights, Capabilities and Disability Needs Politics: Institutional Barriers to Social Justice in School and Society.”

“Tom Skrtic was one of the first scholars in the United States to help develop the field of disability studies, even before we had the term ‘disability studies,’ ” said Douglas P. Biklen, dean of education at Syracuse, who will present the award. “His scholarship examines issues of voice, democracy and inclusion and calls on the world to examine cultural and social meanings of individual difference.”

The Tolley Medal has been awarded only 12 times since it was established in 1966 to honor William Pearson Tolley, then chancellor of Syracuse and a nationally recognized leader in higher education.

“I am deeply honored to receive the Tolley Medal and humbled to be included among its recipients,” said Skrtic. “Access to meaningful lifelong learning for all is a core entitlement of a just society, and thus a central concern for the field of disability studies in education.”

*ACCESS TO MEANINGFUL LIFELONG  
LEARNING FOR ALL IS A CORE ENTITLE-  
MENT OF A JUST  
SOCIETY...”*

Skrtic was nationally recognized in 2004 by the Encyclopedia of Educational Leadership as one of the two most influential figures in reconceptualizing the philosophy and practice of special education.

He has directed 30 federal grants and contracts; published seven books and more than 100 articles, chapters and research reports; and lectured and consulted on school organization and special education policy throughout the United States, Canada, Europe, Asia and Russia.

Skrtic joined KU’s faculty in 1976 and has received numerous honors for his teaching, including the 2008 Faculty Achievement Award for Teaching from the School of Education. He also served as the 2005-06 Gene A. Budig Teaching Professor in Special Education. From 1996 to 2002, he was a senior scholar at the Glenda B. and Forrest C. Shaklee Institute for Improving Special Education in Wichita. He was named a Danforth Associate, for excellence in humanistic teaching, by the Danforth Foundation of St. Louis from 1978 to 1984.

Skrtic earned a doctoral degree in special education at the University of Iowa; a master’s degree in educational psychology at California State University-Long Beach; and a bachelor’s degree in special education at Pennsylvania State University. He is the son of Caroline Skrtic of Port Vue, Pa., and a 1964 graduate of McKeesport Senior High School.

Tolley Medal recipients are listed online at [archives.syr.edu/awards/tolley\\_medal.html](http://archives.syr.edu/awards/tolley_medal.html).

### Alexa Posny Nominated to be OSERS Assistant Secretary



On July 8, President Barack Obama announced that he plans to nominate Alexa E. Posny for the position of Assistant Secretary for Special Education and Rehabilitative Services (OSERS) in the Department of Education. Dr. Posny, who currently serves as commissioner of education for the state of Kansas, will return to US ED where she previously served as Director in the Office of Special Education Programs.

Alexa E. Posny currently serves as the Commissioner of Education for the state of Kansas. As Commissioner, she is responsible for helping over 450,000 students meet or exceed high academic standards, licensing over 45,000 teachers, and overseeing a state education budget of a little over \$4.5 billion dollars. Prior to this, Posny was appointed as the Director of the Office of Special Education Programs (OSEP) for the U.S. Department of Education, a position in which she assisted state and local efforts to effectively educate all children and youth with disabilities. Other positions that Posny has held included the Kansas Deputy Commissioner of Education, Kansas State Director of Special Education, Director of Special Education for the Shawnee Mission School District, Director of the Curriculum and Instruction Specialty Option as part of the Title 1 Technical Assistance Center (TAC) network of TACs across the United States, and a Senior Research Associate at Research and Training Associates in Overland Park, KS. Posny earned her bachelor's degree from the University of Wisconsin at Stevens Point, a master's degree in behavioral disabilities and a doctorate in educational administration both from the University of Wisconsin Madison. Currently she serves on the Board of Directors for the Chief State School Officers, the National Council for Learning Disabilities, and chairs the National Assessment Governing Board's Special Education Task Force. Most importantly, she has been a teacher at the elementary, middle and high school levels and remains a teacher today, serving as adjunct faculty with the University of Kansas.

*I want you to know your Holiness, that in my nearly 50 years of elected office, I have done my best to champion the rights of the poor and open doors of economic opportunity. I have worked to welcome the immigrant, to fight discrimination, and expand access to health and education. I've opposed the death penalty and fought to end war. Those are the issues that have motivated me and have been the focus of my work as a United States Senator.*

Ted Kennedy in a letter to Pope Benedict hand-delivered by President Barack Obama.

### The President's Fiscal Agenda for Special Education

Washington Update  
June 26, 2009

It has been 5 months since Barack Obama was sworn in as President of the United States – but it feels more like 5 weeks. His has been a whirlwind administration moving full throttle on all cylinders since the day they took office. Quick passage of the \$787 billion American Recovery and Reinvestment Act (ARRA) has certainly been the high water mark of the Obama Administration to date. But the pace has slowed as the Congress turned its attention to the big ticket items of health care reform and energy/climate change. The common wisdom in Washington is that if the President doesn't get these items addressed during his first year, they won't be addressed at all. So the pressure is on.

#### The Stimulus Package

Monitoring the expenditures of the ARRA in education could easily become a full time job, and surely is for many people in Washington. In fact, the American Enterprise Institute has just announced a two year initiative called Education Stimulus Watch (ESW). They will deliver a report every quarter providing an analysis of ARRA education implementation and a look at whether these federal dollars are leading to meaningful reform

in the K-12 system. (Check it out on their website [www.aei.org](http://www.aei.org))

The ARRA included \$12.2 billion for IDEA, of which half was disbursed in April. The rest will become available September 30. Most states have claimed only a small portion of the funds, while some have been aggressively claiming theirs. One hold up has been guidance outlining how the money must be tracked and what reporting is required. Last week OMB released reporting guidance for the ARRA as a whole (with the first quarterly report due October 10), and OSEP is working on a supplementary document related to IDEA reporting.

#### IDEA Controversy Around MOEs

The additional IDEA funds have also raised a big policy question that has split the special education and general education communities – maintenance of effort. In 2002, IDEA added a provision that allows LEAs to use up to half of any additional federal funds received in one year for general education purposes. The law also says that this provision only applies if an LEA is in compliance with IDEA. The states assess district compliance by making one of four determinations: “meets

*Continued on page 7*

## HECSE's and OSEP's Federal Role in the Preparation of Special Education Doctorates

This brief article summarizes two important entities' role in the preparation of those who are and who intend to become the nation's leaders in the field of special education. One is the only organization of special education doctoral granting universities: The Higher Education Consortium for Special Education (HECSE). The other is the federal agency that is the primary source of external funding supporting doctoral students through stipends, tuition, and other assistance who are preparing for careers working on behalf of students with disabilities and their families: the Office of Special Education Programs (OSEP).

**HECSE: The Organizational Role.** Initiated in 1975, HECSE's first organizational meeting was held in Lexington, Kentucky on January 29, 1976 with some 25 special education department chairpersons attending, each representing their university's doctoral program. One major purpose of this group coming together was to decide whether to form an alliance to collectively represent the interests and concerns of the nation's special education's doctoral training agenda. At the conclusion of the meeting, the group decided to go forward and actually establish HECSE as a formal organization. Ed Meyen of Kansas University was the first president and served from 1977-1978.

Although much has changed in the years since HECSE was initiated, many things have not. For example, no other organization, then or now, has special education doctoral preparation as a single focus for advocacy and policy making. During the 1970s and '80s the organization's membership was at about 25 universities, about half of the schools it represents today. With a few exceptions, members of HECSE are the largest and most comprehensive special education doctoral programs in the nation and few comprehensive programs are not members of the organization. HECSE has consistently advocated for high quality preparation of the next generation of faculty who prepare teachers and conduct research about effective practices as well as other leadership personnel, such as policy makers, and school leaders.

HECSE membership neither provides a better chance of receiving federal support for special education doctoral training nor is holding a project a requirement for membership. While not every university-member currently holds federal funding to support its special education doctoral program, almost all at some point have been awarded a special education personnel preparation project from the federal government (i.e., previously through the Bureau for the Education of the Handicapped [BEH] or presently through the Office of Special Education Programs [OSEP]).

**OSEP: The Federal Role.** Since 1959, one government agency, now called the Office of Special Education Programs (OSEP), has fulfilled an important, and almost singular, federal role in the preparation of future generations of special education researchers and teacher educators. It has done so through its leadership (doctoral) preparation initiative. Today, only two other agencies provide assistance to doctoral students focusing on students with disabilities: National Institute of Child Health and Human Development (NICHD) Developmental Disabilities and Mental Retardation Branch (DDMR) and the Institute for Education Sciences (IES). At any one time DDMR, funds about three research-training projects in the behavioral sciences to its on-going centers for the purpose of preparing researchers who will work exclusively in the area of intellectual disabilities. IES currently funds 15 doctoral preparation projects. Each five-year project has an annual funding level of one million dollars. Only one of these projects' abstracts calls out students with disabilities or special education as an optional field of study. In 2009, OSEP funds 85 four-year projects to universities for leadership (doctoral) preparation. Clearly, this agency almost exclusively fulfills the primary responsibility at the federal-level to assist with the preparation of the next generation of teacher educators, researchers, and other leaders across a wide range of careers in special education.

*This is a defining issue about the future of our nation and about the future of democracy, the future of liberty, and the future of the United States in leading the free world. No piece of legislation will have a greater impact or influence on that."*

Ted Kennedy, 2001, on *No Child Left Behind*

**OSEP-Leadership Projects:** In the spring of 2009, OSEP provided funding for 85 leadership preparation projects in special education\* and supported 501 doctoral students. The typical project had an annual funding level of \$200,000; which was the maximum amount allowed by OSEP.

## SEFNA (continued)

These awards were made to 45 special education doctoral programs at public and private universities across the U.S. Slightly more than half of the nation's special education doctoral programs are recipients of OSEP-funded doctoral preparation projects. While the majority of funded special education programs had only one four-year project, 17 programs had more than one project: nine had two, six had three, one had four, and one had seven. Some projects were in their first year of funding, while others were in the second, third, and last or fourth year of funding. (No projects in a no-cost extension period, additional time to complete the work of the project without additional funding, were included in this analysis.) Of the 85 projects, HECSE-member institutions held 79%, but because of multiple awards to the same university, 55% of HECSE's 58 members are recipients of OSEP leadership projects.

OSEP-projects are unique among all of the training grants funded through many different federal agencies: NIMH for psychologists and other behavioral scientists, NSF for scientists and engineers, IES for educational researchers. While all agencies provide support for stipends, tuition, and other educational costs; OSEP does not standardize financial support provided to special education doctoral students. One result is the lowest level of support of all agencies. Another result is considerable variation from project to project, including those active at the same university program. This variance existed regardless of students' status (e.g., being part-time or full-time) or the year the project was initiated (indicating no or little adjustment for cost of living). Some projects only support students for the nine-month school year, while others (75%) provide support across 12 months. Annual stipends for full time students range from \$9,000 to \$24,000, while most agencies provide stipends above \$30,000. Some project directors indicate that this variability and low level of stipend support are problems both in terms of management and recruitment.

OSEP projects provide students with stipends, tuition, and other support (e.g., funds for travel [90%], "other expenses" such as supplies, fees, conference registration [36%], book allowances [33%], health insurance [30%]). OSEP is the only federal program that does not require the provision health insurance. The typical tuition amount provided is \$8,500, which for three-fourths of the universities meets tuitions costs. For those where it is insufficient, universities waive or make up the difference. Total student support provided through OSEP-projects is about two-thirds of that provided by other federal agencies.

It is important to note that universities with OSEP-doctoral preparation projects make substantial contributions to those projects and provide considerable supplements to funding provided from the federal government. For example, over 90% of project directors report that multiple sources are used and creative funding packages are necessary to make OSEP-funding attractive. For example, teaching assistantships, research assistantships, tuition waivers, scholarships from private organizations, non-university jobs, in addition to loan packages are commonly utilized to supplement OSEP-student support. Many universities provide health insurance when OSEP projects do not. It is important to recognize that many full-time students, perhaps because of the low level of financial assistance provided, also hold jobs outside of the university (e.g., full-time teaching or administrative positions with school districts). Also, in these economic times it is unclear whether universities will continue provision of additional support to OSEP-funded students.

**Recommendation:** Clearly, the federal role and infrastructure that OSEP provides preparing the next generation of leaders, researchers, and teacher educators is important to students with disabilities and their families. However, the time is now for HECSE-members, policymakers and other members of important constituent-groups to re-consider the current program carefully even if the decision is to not alter the program. In comparison to other federal programs the size of leadership projects is small, the amount provided to students is low, the variability of funding arrangements is great, and the number of projects supported is high. Also, more comprehensive university programs could be supported. If the overall appropriations for the program are not increased dramatically, any change in the current funding patterns will change the equilibrium that has evolved into the current balance of the above-mentioned factors. Much to be considered.

*The Special Education Faculty Needs Assessment (SEFNA) is a three-year effort that began its work in November 2007. Directed by Deborah Deutsch Smith and supported by the U.S. Department of Education's Office of Special Education Programs, SEFNA brings together scholars from Claremont Graduate University (CGU) and across the nation to evaluate both the supply and demand of special education faculty. One critical aspect of this effort is to determine whether the new cohort of special education doctoral graduates will be available to assume roles as teacher educators in numbers sufficient to meet the nation's need for highly qualified special education teachers. Information about the project is continually updated through the SEFNA Web site at [www.cgu.edu/SEFNA](http://www.cgu.edu/SEFNA)*



### Assistive Technology Training Program at the University of Kentucky

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), mandates that every student with an Individualized Education Program (IEP) must be considered for assistive technology (AT). The law impacts approximately six million school-age children identified with a disability. As a result, states have written AT policies, procedures, guidelines, and technical assistance manuals to reflect the changes in federal laws. School districts, rehabilitation counseling centers, and vocational centers are in need of qualified personnel to plan, develop, and implement AT devices and services in order to comply with the law. However, because of the lack of AT degree and certification programs at the pre-service

level, it is often problematic for rehabilitation centers and school districts to find AT trained personnel, thus, directly impacting the services that can be provided for individuals with disabilities.

To respond to the need for AT trained individuals, the Department of Special Education and Rehabilitation Counseling at the University of Kentucky is offering AT training funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS). The broad scope of the five-year Kentucky Assistive and Rehabilitation Technology Training (KARTT) program is to prepare personnel from varying fields to integrate AT into the school curriculum, post-secondary education, employment situations, and the daily lives of persons with disabilities. Students recruited for the program hold a degree in rehabilitation counseling, special education, or a related discipline. Upon successful completion of the program students will earn an AT Specialist Degree (Ed.S.) or may opt for an AT Certificate. The degree program and certificate will prepare graduates to serve as AT specialists to consult and collaborate with rehabilitation counselors, transition specialists, and special educators to address the AT needs of individuals with disabilities.

Students supported by the project will develop a program of studies tailored to their individual needs. The degree program consists of a combination of required and elective university classes. The students, along with their program committee, work to identify the appropriate courses to meet each student's needs. The students seeking the AT certificate take 12 hours of coursework focused on AT in the functional areas, AT assessment, coordinating AT programs, and a practicum. Students select an additional three hours from a menu of choices focusing on either individuals with high or low incidence disabilities.

For more information or an application to the KARTT program, contact Margaret Bausch ([meb@uky.edu](mailto:meb@uky.edu)) or Ralph Crystal ([crystal@uky.edu](mailto:crystal@uky.edu)).

### Distance Education Certificate through the University of Kentucky

Distance education technology has become a popular format for delivering coursework to prepare personnel in special education. This leads to the need for higher education faculty to acquire the skills necessary to deliver quality programs using new technologies. The Department of Special Education and Rehabilitation Counseling at the University of Kentucky (UK) has a newly approved Graduate Certificate in Distance Education. Students complete a combination of 12 hours of online coursework, practica, or independent study to earn the certificate. The certificate program can be completed at a distance for UK's in-state tuition rates. Coursework is open to faculty or doctoral students who are interested in distance education program development and delivery. Courses are

individually selected according to students' interests and goals.

To date, coursework has been complete by doctoral students and faculty in special education and other disciplines across universities. The certificate often serves as a support area in doctoral students' programs of study. For example, the graduate certificate has been an integral part of two Leadership grants at UK. For more information, contact Belva C. Collins ([bcoll01@uky.edu](mailto:bcoll01@uky.edu)) or see the UK Distance Education Graduate Certificate website: <http://www.uky.edu/TASC/DL/DEGCP/index.php>.

### University of Nevada, Reno, Awarded 325K grant from USDOE

The Department of Educational Specialties, College of Education, at the University of Nevada, Reno was granted funding for Project EXCEL [Excellence in Collaboration, Evidence-based practices, and Leadership] through the US Department of Education, Office of Special Education Programs. Project EXCEL will last five years and has as its goals increased recruitment for an integrated elementary/special education teacher preparation program; improving content preparation of preservice teachers; revising and more closely aligning courses with field experiences; improving the knowledge and skills of preservice teachers in relation to students from diverse cultural and language backgrounds; and strengthening the induction program for first year teachers. More information is available from Christine Cheney, Project Director, at [cheney@unr.edu](mailto:cheney@unr.edu).

EXCEL joins the department's other federally-funded projects in special education: Lead-RR Nevada [<http://www.unr.edu/educ/lrr/>]; Project TEESSET [<http://www.unr.edu/educ/es/teeset/>] and the Nevada Dual Sensory Impairment Project [<http://www.unr.edu/educ/ndsip/>]. Information about the department can be found at <http://www.unr.edu/educ/eds>

*The dream endures!*

**Ted Kennedy**

## The President's Fiscal Agenda for Special Education - continued from page 3

requirements," "needs assistance," "needs intervention," or "needs substantial intervention." The Department issued guidance holding that only LEAS that have been found to "meet requirements" are eligible to use 50% of the increase for general education purposes. The general education community voiced strong protest taking the position that those labeled "needs assistance" should also be able to use half of the funds for general education purposes.

As a result of the Department's guidance on the MOE issue, states have blatantly begun changing the designation of districts. Illinois changed the designation of 162 districts from "needs assistance" to "meets requirements" using a statistical technique.

Missouri and Michigan decided to remove one or more of the indicators of LEA performance resulting in all districts "meeting requirements" in the next round of those states' determinations. To date there has been no response from the Department of Education to these changes.

### FY 2010 Appropriations

Meanwhile, up on Capitol Hill, Congress is scrambling to wrap up their business to get out of town for the July 4 recess period. Upon their return July 6, they will have four weeks to complete significant action on climate change/energy, health care reform and appropriations. Appropriators are preparing to mark up the FY 2010 funding bills for education. The House Labor/HHS/Education appropriations subcom-

mittee will be marking up their bill on July 8. The Congress was not pleased with Pres. Obama's FY 2010 Budget proposal for education and it is likely that the House bill will differ from his proposal substantially. Education advocates had hoped that the stimulus funding would serve as a new baseline and that funds would be added on top of those. The Obama Administration took the position that additional funds were not needed on top of the stimulus funding. Hopes for any significant increases have waned given the growing concern related to the cost of health care reform and the increasing deficit.

July guarantees to be action-packed in Washington, leading to a deserted and humid August in the nation's capital.

*The crowning achievement of these decades of progress was passage of the Americans With Disabilities Act of 1990, and its promise of a new and better life for every disabled citizen, in which their disabilities would no longer put an end to their dreams. The Americans With Disabilities Act was an extraordinary milestone in the pursuit of the American dream. Many disability and civil rights leaders in communities throughout the country worked long and hard and well to achieve it.*

Ted Kennedy, 2007, on the 17<sup>th</sup> anniversary of the *Americans with Disabilities Act*

## HECSE Officers and Students at 2009 Meeting



**WEST VIRGINIA UNIVERSITY  
COLLEGE OF HUMAN RESOURCES AND EDUCATION**

- Position:** Assistant/Associate Professor of Special Education, Tenure Track  
Nine month appointment with possible summer employment
- Focus:** Special Education: Generalist
- Required Qualifications:** Earned doctorate in special education by August 2010 with emphasis in one or more areas of specialization; at least two years of successful experience working in educational programs for students with exceptionalities in area(s) of specialization, capacity and desire to engage in scholarly activities, including production/publication and other dissemination of scholarly works.
- Preferred Qualifications:** Additional emphasis in gifted education or early childhood special education and competence in the design and delivery of online instruction.

**Responsibilities:**

1. Teach undergraduate and graduate courses in special education, with major focus on teacher certification courses in general special education and in area(s) of specialization.
2. Advise graduate students and supervise practica/internships.
3. Design/refine coursework to prepare educators to work with students with exceptionalities.
4. Deliver courses through synchronous and asynchronous Web-based instruction.
5. Design/refine program to ensure educators will have knowledge, skills, and dispositions to provide appropriate and effective instruction for students with exceptionalities in inclusive programs.
6. Collaborate with faculty and practitioners in other areas of education and various professional disciplines in teaching, research and service activities.
7. Supervise doctoral student activities and dissertation research.
8. Implement productive research agenda related to special education.
9. Write grant proposals to support teaching, research and service efforts.
10. Provide service to the College, the University, the State, the public schools, and the profession.

- Starting Date:** August 16, 2010 (all positions are subject to availability of funding)
- Salary:** Competitive and based on applicant qualifications and experience
- To Apply:** Submit by electronic means a letter of interest, curriculum vita, and 3 letters of reference to: [Wilma.Phillips@mail.wvu.edu](mailto:Wilma.Phillips@mail.wvu.edu)
- For More Information:** Dr. Barbara L. Ludlow, Professor & Chair  
West Virginia University  
Department of Special Education  
Morgantown, WV 26506-6122  
304-293-3835  
[Barbara.Ludlow@mail.wvu.edu](mailto:Barbara.Ludlow@mail.wvu.edu)

Review of applications will begin **November 18, 2009**; the search will continue until the position is filled.

West Virginia University is an equal opportunity, affirmative action employer that accommodates the needs of persons with disabilities. Women, individuals with a disability, and individuals of minority backgrounds are encouraged to apply. WVU offers a Dual Career Program to assist a spouse or partner of newly hired, benefits-eligible faculty members with job search needs. All positions are subject to availability of funding.

For further information, visit the College web site at <http://www.wvu.edu/~hre/>.



**SCHOLARSHIPS AVAILABLE!!!**  
**Doctoral Degree in Education**  
**Personnel Preparation in Special Education**  
**West Virginia University**

Have you considered pursuing a career in higher education  
as a faculty member charged with preparing new special educators  
and/or conducting research to inform policy and practice in the field?

Do you already have a Master's degree in special education or related services,  
several years of experience working with individuals with exceptionalities,  
and a consistent record of high academic ability and achievement?

WVU offers an innovative **CAMPUS-BASED PROGRAM** in  
**Personnel Preparation in Special Education** that may be right for you!

**Scholarships are NOW available** to support a limited number of students  
in completing **ALL** degree requirements in the 84-credit program  
to earn an **Ed.D. in just 2 years.**

Eligible students will receive the following **BENEFITS:**

- \*\$30,000 ANNUAL STIPEND** for living expenses;
- \*FULL WAIVER OF TUITION** for all required courses; and
- \*ADDITIONAL SUPPORT** for conference travel, other expenses.

With **nearly 50 years of excellence** preparing doctoral graduates  
to fulfill teaching, scholarship and service roles as teacher educators  
and to obtain positions in college and universities throughout the country,  
we're proud to offer a program that has these three features:

- substantial financial assistance
- short-term intensive study
- substantial faculty support.

Could this exciting opportunity be the right career move for you?  
**GET STARTED NOW!**

To request a brochure or application, contact: [sped@mail.wvu.edu](mailto:sped@mail.wvu.edu).

For more information, visit our web site at:

<http://depts.hre.wvu.edu/sped/SPEDPrmsEDDHome.htm>

**APPLY SOON TO START FALL 2010 – APPLICATIONS DUE JANUARY 15**



## Higher Education Consortium for Special Education

VOLUME 2, ISSUE 1

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.

Jeannie Kleinhammer-Tramill,  
HECSE Publications Coordinator and Editor  
University of South Florida  
Department of Special Education  
4202 E. Fowler Avenue  
Tampa, FL 33620  
1-813-974-3221

Marsha Simon, Associate Editor

Visit us online at our [new](http://www.hecse.net/) website:  
<http://www.hecse.net/>