

**Virginia Commonwealth University** is a member of the new **National Center for Leadership in Intensive Intervention** (NCLII; [www.nclii.org](http://www.nclii.org)), a consortium funded by the Office of Special Education Programs. This consortium will prepare special education leaders to become experts in research on intensive intervention for students with disabilities who have persistent and severe academic (e.g., reading and math) and behavioral difficulties. *The project is currently recruiting applicants to begin doctoral study in special education in Fall 2015.* The project will provide generous support (i.e., tuition, stipend, research funding) for 28 doctoral scholars at partner institutions in a consortium that includes Vanderbilt University, Southern Methodist University, University of Connecticut, University of Illinois at Chicago, University of Minnesota, University of Texas at Austin, and Virginia Commonwealth University. Scholars will participate in a core curriculum focused on intensive intervention and will contribute to the Intensive Intervention Network, a web site designed to advance research on and implementation of intensive intervention. The project will provide opportunities for scholars to participate in cross-institutional research activities. In addition, the consortium will provide opportunities for scholars to intern with national centers supported by OSEP (i.e., Collaboration for Effective Educator Development, Accountability, and Reform [CEEDAR], National Center on Intensive Intervention [NCLII], the IRIS Center at Vanderbilt University) and the Institute of Education Sciences (i.e., Accelerated Academic Achievement Center [A3]).

#### Admissions criteria include:

- 1) Master's degree in special education, educational psychology, school psychology or related field.
- 2) Minimum of 2 years of relevant professional experience (preferably K-12 teaching).
- 3) Interest in developing expertise in intensive intervention to improve academic and behavioral outcomes for students with disabilities, including Reading Disability, Math Disability, Emotional or Behavior Disorder, Intellectual Disability, and/or Autism Spectrum Disorder.
- 4) Academic history suggesting likelihood of successful completion of a doctoral program at a participating university.
- 5) Intention to find a position in an institution of higher education or in another special education leadership role upon completion of the doctoral program.
- 6) Agreement to the funding source's payback clause (i.e., work in the field of special education for 2 years for each year of funding).
- 7) No prior participation in a special education doctoral program (i.e., no doctoral credits can be transferred into the program).
- 8) Admission into a special education doctoral program at a participating university and an agreement from a participating faculty member to serve as the academic advisor.
- 9) Members of traditionally underrepresented groups are highly encouraged to apply.

For additional information, including participating faculty, please contact Tom Farmer at [tfarmer@vcu.edu](mailto:tfarmer@vcu.edu) or Project Directors Joe Wehby and Chris Lemons at [nclii@vanderbilt.edu](mailto:nclii@vanderbilt.edu).