

***CEC Today* 2012 Student Section Submission Guidelines**

CEC Today is the CEC member newsletter, published 6 times/year. The Student Section contains information of interest to CEC student members and student chapters.

Articles are welcome from CEC members. Potential topics include, but are not limited to:

- Professional development and preparation for a career in special education.
- How to manage your studies, your work, and your personal life.
- Surviving student teaching, especially tips and strategies for how to cope.
- Resume preparation, job hunting/interview tips.
- CEC Annual Convention & Expo events, activities, and experiences.
- Student chapter activities—fundraising, community outreach, professional development, student leadership, and building membership.
- Information for student chapter faculty advisors—role of the faculty advisor, how to mentor student leaders, and how to help your chapter succeed.

Each article should be 250-300 words in length and follow Associated Press style. Articles should be written in a conversational manner; please refer to previous issues of *CEC Today* or CEC's Reality 101 blog for examples of writing style.

Each article submitted should include the author's name, college/university, and state/province. All contributors must be a current CEC member. Articles are accepted/published at the discretion of the editors, and may be edited for length and style. Product promotion and advertising are not accepted.

The article submission deadlines for 2012 are:

- Winter 2012 issue, articles due December 1, 2011
- Convention & Expo Preview 2012 issue, articles due February 1, 2012
- Spring/Convention Coverage 2012 issue, articles due April 18, 2012
- Summer 2012 issue, articles due June 1, 2012
- Back to School 2012 issue, articles due August 1, 2012
- Fall 2012 issue, articles due October 1, 2012

Submit your articles to the Student Section Editors, Don McMahon and Zachary Walker, at students@cec.sped.org. Please address all questions to Don and Zachary at students@cec.sped.org.