

Project Summary

f Human universals can serve as an analogue for the identification and description of special education teacher education universals.

f A systematic review of literature was conducted; the intent of the review was to identify special education teacher education universals or essential elements. These essential elements were categorized as: policy, practice, pedagogy, and teacher preparation/co-curricular activities.

f Twentyfour journals that publish articles related to teacher education were reviewed.

f Articles were limited to the intent of the review was to bring clarity, provide guidance, consistent parameters, and practices that should define special education teacher education.

f policy

f practices

f pedagogy, and

f teacher preparation/co-curricular activities.

f These categories represent essential elements of special education teacher education.

f For the review, the 24 journals were divided among the three authors. Reviews were conducted systematically, beginning with the table of contents of each issue from each year of the journal to identify titles reflected special education teacher education topics.

f All articles reflecting the topic were coded.

f Each article was placed into one of the four categories

f This review offers a method for identifying and describing special education teacher education universals.

f Attention should be paid to policy governing special education teacher education using the extant literature (i.e., reviews of literature, consultation with scholars in the field, and discussion of experiences and content).

f The process resulted in the following categories:

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