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Preparing elementary teachers to teach students with disabilities a comparison of program structures & elements across teacher preparation institutions

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PREPARING ELEMENTARY TEACHERS TO TEACH STUDENTS
WITH DISABILITIES: A COMPARISON OF PROGRAM
STRUCTURES & ELEMENTS ACROSS TEACHER PREPARATION
INSTITUTIONS

by

JESSICA CLOSE

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Elementary Education
in the College of Education
and in The Burnett Honors College
at the University of Central Florida
Orlando, Florida

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Thesis Chair: Dr. Karri Williams

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Abstract

Students with disabilities have the right to the least restrictive environment (IDEA, 2004). Elementary teachers are teaching more of these students in the inclusive classroom because of this right. Elementary teachers are willing to take on this responsibility, but most feel they are not prepared to do so. In order to address this concern, elementary teacher preparation at the institution level must be addressed.

This is a descriptive thesis which identifies and compares methods that different institutions across the country use to prepare teachers to teach students with disabilities. Institutions chosen for this thesis were recognized by either the *U.S. News and World Report* (2010) or the *Report of the Blue Ribbon Panel* (2010) for effective preparation of preservice elementary teachers. This thesis addresses the University of Central Florida with the aforementioned institutions. A continuum with three main types of structures was used to identify programs ranging from “discrete”, meeting minimum requirements, to completely “merged” programs between special education and elementary education. While “merged” results in dual certification and the most effective preparation according to Blanton and Pugach (2007), it is most often offered as a choice and not as a requirement. Through analysis of program requirements of elementary education and special education programs, course descriptions, and syllabi, this investigator concluded

that there were inconsistencies across teacher preparation programs. Institutions are distributed widely across the continuum. If elementary teachers are required to teach to all students, then teacher preparation programs should address all students thoroughly. The investigator's hope is that the evidence presented and the suggestions made in this thesis will incite changes in institutions that are preparing elementary teachers to teach students with disabilities.

Dedication

For my Grandma Annie, the woman who helped inspire me to be what I am today, I
miss you.

For my aunts and uncles, you are my rocks.

For my mother, you were always by my side no matter what and for that I will be
forever grateful.

Most of all, for Derek, the love of my life, I could never thank you enough for all you
do for me.

Acknowledgements

I would like to thank my professors for helping realize my potential.

Dr. Sherron Roberts, thank you so much for your enthusiastic support. Dr. Mary

Little, thank you for your inspiration in how far this project can go. Dr. Karri

Williams, thank you for being my guiding light in the tunnel. Every word of advice you gave me helped me achieve my goals.

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Chapter 1: Introduction

Problem

Elementary teachers have an obligation to help every classroom student to succeed. Because of the reauthorized *Individuals with Disabilities Education Act* (IDEA) of 2004 in conjunction with the *No Child Left Behind Act* (NCLB) of 2001, some of those students are students with disabilities. These legislations state that students with disabilities have the right to “the least restrictive environment” (No Child Left Behind [NCLB] 2001; Individuals with Disabilities Act [IDEA], 2004). This means that most students with disabilities are included within the general education classroom, and the general education teacher is responsible for them most, if not all, of the day. According to Smoot, “Teachers in rural areas are finding that more and more special needs children are being included in their K-12 classrooms to comply with the mandate for a free and appropriate public education even in isolated small school systems” (2004, p. 6). While the ideal scenario for the students with disabilities is to be in the inclusive classroom, it means that elementary teacher preparation programs must take the necessary steps to make sure that preservice elementary teachers are prepared for this ever increasing need. A preservice teacher is a student who is being educated in a teacher education program before the first year of teaching. The term “student” will not be used for

them so there is no confusion between the preservice teachers and the classroom students.

The National Council for Accreditation of Teacher Education (NCATE) Adaptation to Diverse Students standard for elementary education states: “[Preservice elementary teachers] understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students” (2008, p. 55). This is a broad national standard for elementary teacher preparation. To learn more about NCATE see Appendix A.

Holland, Detgen, & Gutekunst in a study with the Institute of Education Sciences, stated “Most programs require one disability-focused course, two-thirds incorporate fieldwork related to students with disabilities, and more than half incorporate disability content into their mission statements” (Holland, Detgen, & Gutekunst, 2008, p. i). By examining institutions recognized as the “best” in elementary teacher preparation programs by the *U.S. News and World Report* and the *Report of the Blue Ribbon Panel* (BRP), this thesis identified the types of program elements mentioned by Holland Detgen, & Gutekunst (2008).

The University of Central Florida (UCF) does incorporate all of these factors, but to what degree? Could elements be added to UCF’s curriculum to enhance its ability to cover the diversity standard and better prepare preservice elementary teachers to teach students with disabilities? UCF makes it a point to teach

preservice teachers to be lifelong learners and to become reflective thinkers. Being a lifelong learner addresses the fact that through time, education is always changing and teachers must learn to change with it to best suit the needs of their students. Being a reflective thinker helps teachers adapt by analyzing what they can change for the better. There is always room for improvement, even for the best, and so this thesis attempted to show whether UCF and other institutions are changing with the increasing need to teach students with disabilities.

Background

This thesis first started with the question “What is the nationally recommended/recognized structure for an elementary education program to prepare future teachers?” To narrow the field results the investigator decided to select literature published after the *No Child Left Behind Act* (NCLB) legislation was put into place in 2001. This seemed to be a good starting point because NCLB (2002) was a turning point for the United States’ educational system. It called for more accountability through the expansion in standardized testing, redefined what it meant to be a highly qualified teacher, and stated that reading was the first and most important subject area. NCLB (2002) reinforced previous legislation that said in order for students with disabilities to be given the opportunity to meet their social needs they would need to be in an inclusive setting. These educational

changes meant major change for teachers and that in turn often reflected reform for teacher preparation.

The National Council for Accreditation of Teacher Education (NCATE) established the framework for how elementary teachers should be prepared. NCATE's framework helped to answer the initial question, but there seemed to be no shortage of literature that raised concerns about how teachers are being prepared. Levine (2006) published a report which addressed both secondary and elementary preservice teachers and indicated that "Since their earliest days, university based teacher education programs have been the subject of persistent criticism and prejudice" (2006, p. 23). The criticism has only increased since then. The three areas that seemed to be prevalent and of the biggest concern were subject area knowledge, clinical experiences, and preparation for inclusion.

... Several decades of research suggests that the correlation between undergraduate coursework and teacher subject matter knowledge is weak at best. Preservice teachers emerge from undergraduate courses with "mechanical" or static views of the disciplines able to recall facts or follow rules, but unable to explain underlying systems (Kindfield & Singer-Gabella, 2010, p. 1).

Elementary teacher subject area knowledge debate can be seen in the example above. In regards to clinical experience, the *Report of the Blue Ribbon Panel* was

commissioned by NCATE to conduct an in depth report on clinical experiences. The following is a statement they made in their introduction:

The *Blue Ribbon Panel* examined the status of the field and found that clinical preparation is poorly defined and inadequately supported. While new and experienced teachers repeatedly cite classroom based experiences and student teaching as the most highly valued elements of their preparation, clinical practice remains the most ad hoc part of teacher education in many programs (National Council for Accreditation of Teacher Education [NCATE], 2010, p. 4).

As discussed later in this thesis, clinical experience goes hand in hand with the next reoccurring issue, being prepared for the inclusion of students with disabilities.

Bonnie L. Utley (2009) stated, “Despite the call for teacher educators to prepare teachers who can teach all students well, there is evidence that many programs may not be keeping pace with the need to prepare teachers for the diversity of learners found in contemporary classrooms” (p. 137).

The focus of this thesis on preparing teachers to teach students with disabilities was chosen because not only was concern coming from a national level, but concern was also expressed from the teacher’s perspective. “There is evidence that suggests that general education teachers do not believe that they are fully prepared for the inclusion of students with disabilities” (Singh, 2007, p. 1). Because most professionals shared the concern for preparing preservice teachers to teach

students with disabilities, the concern was relevant to all sides. Therefore, preparing elementary preservice teachers to teach students with disabilities ranging from learning disabilities to high incidence disabilities was chosen as the topic of this thesis. This would include students with disabilities such as reading disabilities, physical disabilities, emotional and behavioral disorders, being on the autistic spectrum, ADD and ADHD, and much more. This thesis did not specifically focus on gifted students, but if an institution used this term it was accepted in analysis which is explained in chapter 4.

Specific Questions and Objectives

Throughout the literature, most researchers agree elementary teachers are not prepared enough to teach students with disabilities (Blanton & Pugach, 2007; Brown, Welsh, Hill, and Cipko, 2008; Utley, 2009). Utley stated: “One promising approach to helping teachers more effectively serve all K-12 learners requires fundamental change in the nature of their preparation. A number of models of collaborative teacher education[, or structures,] have been developed, including those termed *integrated*, *unified*, or *merged*” (2009, p. 138). As stated above, some researchers mentioned ways to fix the problem (Brown et al., 2008; Holland et al., 2008; Singh, 2006; Utley, 2009), but few mentioned the “best” institutions who are fixing the problem. Some sources, such as the *Report of the Blue Ribbon Panel*

(BRP), address those institutions that are considered to be the “best” in preparing elementary teachers. However, no researchers found in the current literature review talked about institutions that are considered to be the “best” in teacher preparation and delve into the specific criteria of students with disabilities. If institutions that are considered to be the “best” in teacher preparation in general are not analyzed, how is it known what the already successful are doing for preparing the elementary teachers to teach students with disabilities? This thesis identified programs recognized for being the “best” in elementary teacher preparation as the foundation to answer the following questions:

- What are the effective structures used by institutions, recognized in either the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* (BRP), to prepare preservice elementary teachers for the inclusive classroom?
- Which institutions are using which structures?
- What does UCF do to prepare preservice elementary teachers for the inclusive classroom as compared to institutions recognized by the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* for their elementary teacher preparation programs?

Definition of Terms

“Structure” is a term used in this thesis hereafter to refer to the programmatic organization of coursework and field experiences. By examining the different kinds of structures, this thesis was able to answer the research questions. The term “program elements” was also used to denote a certain meaning. The program elements are the individual pieces, like coursework or field experience, which make up the institution’s program structure. Examples of program elements are exemplified as having at least one required course which focuses on content addressing students with disabilities. Certainly, this one program element does not necessarily make up the entire structure. The institution may incorporate other program elements such as field experiences to make up the overall structure.

Furthermore, this thesis is intentionally using the phrase “students with disabilities” instead of “students with exceptionalities”. This thesis also uses the term “special education” instead of “exceptional education”. The term “exceptional education” was recognized when analyzing program elements, but it was not used by the investigator. Because the word “exceptional” implies gifted students and not necessarily all students with learning disabilities who go through what is called the Response to Intervention (RTI) process the term “special education” is used. Response to Intervention is a three tier process where students are assisted early at different intensity levels before a disability label is placed on them. While the goal

is to prepare elementary teachers for all students, gifted students are a different challenge and not the focus of thesis.

Summary of Introduction

As the investigator, a lifelong learner, elementary teacher, and soon an alumnus at UCF, I have a strong connection and passion for this thesis. When I was a preservice teacher in my second student teaching experience, I had a child in my class who was in the autistic spectrum. My student teaching experience was the first time I had ever encountered a student with disabilities in the classroom setting. I felt unprepared. The classroom teacher I was working with had a great deal of experience with him and other students like him. She was able to give me strategies I could take with me for the rest of my career. However, it incited my thoughts about how unprepared I was for teaching students with disabilities. Although I was lucky enough to teach this child, I thought that other preservice teachers might not be so lucky. I felt that had I been armed with more tools for students with disabilities in my tool box in the first place, the experience would have been different. I could have taught the child more from the start using my tools instead of having to teach myself before I taught him.

The topic of this thesis is near and dear to my heart. I was the student with a disability once. Although times were different 20 years ago, I feel more could have

been done for me if my teachers were better prepared. Now all students with disabilities are given the opportunities they deserve. I feel that in order to teach students with disabilities, teachers must be fully prepared. This thesis started with my heart, but it ended with my head and hopefully will bring about change.

The following chapter is a review of literature in which related studies are identified. While the studies mentioned in the literature are somewhat similar, the investigator found no research that addressed analysis of institutions' program structures for those institutions identified as "best" in elementary teacher preparation. Chapter two also defines terms which were used throughout this thesis.

Chapter 2: Literature Review

The purpose of this literature review was to find studies which analyzed program structures of identified institutions recognized to be the “best” in elementary teacher preparation. The review of literature resulted in only a few related studies. More studies addressed the need for more thorough elementary teacher preparation and how a program should be structured to incorporate content addressing students with disabilities. However, few studies mentioned what institutions were doing about the need to incorporate content addressing students with disabilities or how they were putting these structures into place. None were found analyzing structures from institutions which are considered to be the “best” in elementary teacher preparation. The following literature most closely relates to the issues this thesis is trying to address.

In most of these studies, terms outlining the various elementary education program structures are debated. Blanton and Pugach’s (2007) definition of the terms “discrete”, “integrated”, and “merged” are used in this thesis hereafter. Utey used the term “unified”, but does not clearly define this term.

In each subsection of this chapter, specific studies and reports are discussed. The results of these related studies and reports are shared. These results are then compared to the methods and purpose of this thesis.

The “Discrete”, “Integrated”, and “Merged” Continuum

While Blanton and Pugach (2007) did not analyze institutions and just laid out suggestions and defined terms, their description is very relevant to this thesis. Blanton and Pugach (2007) focused on collaboration related to inclusive programming and teacher preparation. They agree that one disability-focused course is not enough to truly reform elementary teacher preparation. They state that while researchers used the terms “blended”, “integrated”, “merged”, and “unified”, researchers do not clearly define what these terms mean. They also focus on making suggestions to policy makers to change teacher preparation at a national level based on the structures they present.

Blanton and Pugach (2007) set forth three structures for program collaboration and preservice teacher preparation: discrete, integrated, and merged.

Discrete programs refer to teacher education in which there is little if any relationship between programs or collaboration between faculty that prepare general and special education teachers. Such preservice programs prepare general educators or special educators independently and students generally receive licensure in either general or special education (Blanton & Pugach, 2007, p. 9).

Table 1 on the following page shows the discrete structure’s five elements.

Table 1: *Five Elements of the Discrete Structure* (Blanton & Pugach, 2007, p. 9)

Element Number	Description of Element
Element 1	An absence of any real coordination exists across general and special education; if coordination does take place, it is only at the level of individual courses and not at the programmatic level.
Element 2	Minimal expectations exist for faculty collaboration.
Element 3	Candidates' performance and portfolio assessments are not related.
Element 4	Program graduates experience a dichotomy in their teacher preparation.
Element 5	Obtaining both a general and special education license is usually a lengthy process for students and generally consists of simply adding courses and experiences to the students' first preservice program.

The *integrated* structure was described as “Faculty work together to redesign the content of multiple courses and/or field experiences so that specific knowledge, skills and dispositions across special and general education are interdependent” (Blanton & Pugach, 2007, p. 11). This structure has five elements which are listed in Table 2 on the next page.

Table 2: *Five Elements of the Integrated Structure* (Blanton & Pugach, 2007, p. 11-16)

Element Number	Description of Element
Element 1	Intentional and coordinated curricular overlap/interdependence in courses and field experiences takes place at the program level.
Element 2	Faculty collaborate routinely to ensure alignment of integrated program components.
Element 3	Faculty coordinate performance and portfolio assessment.
Element 4	Program graduates are prepared to engage in collaborative performance and should experience a reduction in program dichotomy
Element 5	Program graduates may obtain one or two licenses; if they elect to obtain two licenses, the addition of the special education license complements the base general education license.

Last, the *merged* structure was described as “*Merged programs ... prepare general and special educators in a single curriculum, with a complete integration of courses and field experiences that is designed to address the needs of all students, including those who have disabilities*” (Blanton & Pugach, 2007, p. 16). This structure has six elements which were laid out in Table 3 on the next page.

Table 3: *Six Elements of the Merged Structure* (Blanton & Pugach, 2007, p. 16-22)

Element Number	Description of Element
Element 1	Intentional and coordinated curricular overlap/interdependence resulting in a single preservice curriculum for general and special education.
Element 2	Program faculty, both general and special education, work as a team to ensure sufficient content knowledge for all teachers and the knowledge, skills and dispositions needed to work with students who have disabilities.
Element 3	Program faculty have shared goals and collaborate extensively and routinely.
Element 4	Assessment of candidate performance reflects the shared understandings and goals of faculty.
Element 5	Program graduates are prepared to perform shared roles when they become teachers in the schools.
Element 6	Program graduates generally obtain two licenses, one in general education and one in special education. These licenses are obtained through the degree programs and not just because they graduate and take a test to become dual certified.

While Blanton and Pugach (2007) did not refer to these structures as hierarchical, the investigator of this thesis considered them hierarchical in nature with the highest level being merged. Because programs did not always fit neatly into these structures, Blanton and Pugach (2007) offered a “continuum” of collaboration for inclusive teacher preparation. This continuum can be seen in Figure 1 on the next page. Blanton and Pugach’s continuum was used for this thesis for the analysis of various institutions program structures. This thesis used Blanton and Pugach’s terms and definitions for, “discrete”, “integrated”, and “merged” as the

framework for structures into which programs were categorized. These elements were then blended with other elements to determine those structures.

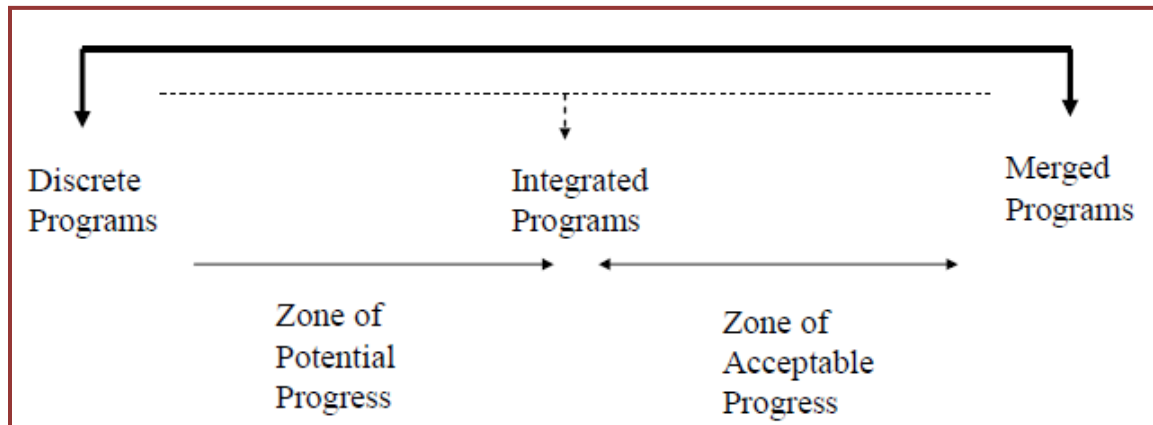


Figure 1: *Continuum of Structures* (Blanton & Pugach, 2007, p. 24)

At the beginning of Blanton and Pugach's (2007) continuum is the discrete structure which is the lowest of the hierarchical structures. The zone of potential progress is between discrete and integrated and implies that a structure has passed the discrete structure, but not yet reached the integrated structure. The integrated structure is in the middle of the continuum. Next is the zone of acceptable progress, as labeled by Blanton and Pugach (2007), which is when an institution is reaching the merged structure, but does not yet offer a single curriculum for both elementary and special education. Last is the merged structure which is the highest of hierarchical structures. This is a single preservice program. Institutions' programs can move both forward and backward on this continuum, but discrete is considered a level which an institution cannot drop below.

Teacher Perceptions on One Institution's Structure

Singh (2007) mentioned in his study the need to better prepare elementary teachers to teach students with disabilities. Singh discusses Eastern Connecticut State University's method of meeting this need. The university has one course it uses to do so.

It is a three credit course that introduces the teacher candidates to special education legislation, individualized Education Programs (IEPs), Section 504 plans, the characteristics of students with various disabilities, lifespan needs of students with disabilities, collaboration, families of children with disabilities, Universal Design of Learning (UDL), positive behavior supports, differentiated instruction and various adaptations/modifications that they can make to accommodate students with disabilities in their classrooms (Singh, 2007, p. 2).

Singh questioned whether this one course along with the student teaching experience, which embeds content related to students with disabilities, actually prepares elementary teachers to teach students with disabilities. Singh devised a pre and posttest to address this question. The participants were 22 preservice teachers using a pen and paper survey which took preservice teachers 15-20 minutes to respond to. The survey revealed the preservice teachers' perceptions of their preparation and their attitudes towards students with disabilities. Singh

(2007) states “During pretest, 54.5 % of the teacher candidates reported that they are aware of the educational rights of students with disabilities. During posttest this percentage increased to 100%” (Singh, 2007, p. 4). The researcher admits that the validity of the pre and posttest were unknown, but that the attempt to analyze the effects of the university’s one course and student teaching experience is significant. Singh’s study, on a small scale, proposes a discrete program structure.

Evaluating Embedding

Brown, Welsh, Hill, and Cipko (2008) discussed how the Education for *All Handicapped Students Act*, the IDEA Act of 2004, and the NCLB Act of 2001 all affected the need for preservice elementary teachers to be better prepared to teach students with disabilities. Brown et al. (2008) also mentioned that while requiring at least one special education course improved the preparation of elementary school teachers, one course is not enough. Brown et al. (2008) mentioned another element for structuring programs which can be identified as an integrated structure. They use the term “embedding” which means to incorporate content addressing students with disabilities throughout all relevant coursework. In the report they suggested that having the one specialized course for students with disabilities needed to be paired with embedding content addressing students with disabilities. They

suggested courses such as field experiences and methods courses as places to embed such content.

Brown et al. go further to analyze perception outcomes of preservice elementary teachers when prepared by embedded content addressing students with disabilities in an assessment course along with the one required introductory course. Brown et al. developed a pre and post survey to be administered to students at one regional university. Most students who participated had not yet completed the teacher preparation program. The changes between the pre and posttest were barely noticeable. However, they still stated that embedding content addressing students with disabilities is beneficial to preservice teachers and confirm that most research shows that one introductory course to students with disabilities is not sufficient.

Elements Identified Through a Random Sample

Holland, Detgen, and Gutekunst (2008) and the Institute of Educational Sciences (IES) published a report focused on 36 randomly chosen institutions in the Southeast region of the United States. They discussed seven elements, which they called strategies. Those seven elements are used to suggest how to structure elementary teacher preparation programs to incorporate content addressing students with disabilities. Those elements are laid out in Table 4.

Table 4: *Seven Elements Identified by Holland, Detgen, & Gutekunst (2008, p. ii)*

Element Number	Description of Element
Element 1	Pursuing a program mission with disability-focused priorities.
Element 2	Requiring disability-focused courses.
Element 3	Embedding disability content in other required courses.
Element 4	Incorporating disability content into field experiences.
Element 5	Aligning mission and coursework requirements.
Element 6	Sharing course experiences between general and special education.
Element 7	Practicing collaborative program design [which is defined as] programs that provide the option of earning general and special education degrees programs that provide the option of earning general and special education degrees

The focus of the Holland et al. study is different from that of this thesis, but this IES report is still very relevant. Two differences exist between this IES report and this thesis. First, the investigators randomly selected the institutions in a specific region. This thesis examined the “best” institutions from regions across the country. Second, Holland et al. (2008) did not identify specific types of structures but did examine program elements within a number of institutional structures. The elements Holland et al. identified were used in this thesis.

Evaluating Outcomes of One Institution’s Structure

Utley (2009) analyzed achievement outcomes of students with disabilities and students without disabilities taught by elementary teachers who were prepared by

what Utley terms a “unified” program. The only clearly stated definition by Utley (2009) of a unified teacher preparation program is that it “meets the definition of a *unified* program generated by Miller and Stayton” (Utley, 2009, p. 138). The unified structure is most closely related to the definition of the merged structure in this thesis. In the study, Utley (2009) favors a unified structure and thus, proceeded to evaluate 20 inservice elementary teachers using a variety of methods including a Teacher Work Sample (TWS). In the study, a TWS is defined according to the following:

The TWS is a complex model of performance assessment that is drawn from a teacher’s daily work (Hambleton, 1996; Schalock et al., 1997), specifically the learning demonstrated by K-12 learners on the content of a curriculum unit designed, implemented, and evaluated by each teacher candidate. When teacher candidates produce a work sample, they focus not only on their work but also on the work created by their K-12 learners (Schalock & Myton, 1998) (Utley, 2009, p. 138).

Utley (2009) states that students with disabilities typically performed on the level of their peers when taught by an elementary teacher who was prepared through a unified teacher preparation program. While Utley discussed the outcomes of students with disabilities, she also discussed the fact that one disability-focused course is not enough to prepare elementary teachers. The outcomes were not what she expected, but she still recommended a unified teacher preparation program.

Summary of Literature Review

Understanding the terms “discrete”, “integrated”, and “merged” is imperative to knowing the basis on which the institutions’ program structures were analyzed in this thesis. Discrete may include one disability-focused course, but usually does not have any disability-focused content in other relevant courses or any program collaboration between the majors. Integrated may have one or two disability-focused courses and pairs that with disability content incorporated in other relevant courses. Merged is a structure which is combined to the point of dual certification upon graduation and displays constant collaboration between the special and elementary education programs.

The literature above begins to answer the first question this thesis presented: What are the effective structures used by institutions recognized in the *U.S. News and World report* and *Report of the Blue Ribbon Panel* (BRP) to prepare preservice elementary teachers for the inclusive classroom? While these institutions were not identified or analyzed by the literature, knowing what different types of structures are widely recognized gave a good starting point. Because no literature was found analyzing top institutions, this thesis attempted to add this component to the literature. This thesis began with the investigator looking for recognized structures and elements. The literature showed that studies seemed to just analyze elements

programs showed and not identify which structure they fit into. This thesis added this component as well.

The following chapter outlines how this thesis identified the target group of institutions. It also described how structures and program elements were analyzed once that group of institutions was chosen. The chapter ends by laying out a step by step process for future researchers.

Chapter 3: Methodology

Introduction

This descriptive thesis was designed to explore the larger structures and program's elements within recognized elementary teacher preparation institutions with particular focus on structures and elements that address K-6 students with disabilities. This thesis also compared UCF to these aforementioned exemplary institutions to see how they might compare. This thesis synthesized findings in order to incite positive changes in institutions that prepare teachers to teach these students with disabilities.

Selection of Institutions to be Studied

In order for an institution to have been considered for inclusion in this thesis, it first had to have been recognized for its elementary teacher education programs in general. The 2010 most current list of the *U.S. News and World Report's* top 20 universities for elementary education was used.

The U.S. News and World Reports methodologies are also considered to be controversial and flawed. They base their rankings off of ten measures under four different categories. The four categories are quality assessment, student selectivity,

faculty resources, and research activities. The quality assessments are: 1) peer assessment and 2) superintendent assessment. Student selectivity measures are: 3 and 4) mean Graduate Record Exam (GRE) verbal and quantitative scores, and 5) acceptance rate. The faculty resources are: 6) student to faculty ratio, 7) percent of faculty with awards, and 8) doctoral degrees granted. Last, research activities are: 9) total research expenditure and 10) average expenditures per faculty member. The quality assessments survey the opinions of other top universities and superintendents. The superintendents are able to see the results these elementary teachers produce and hear from principals whether they are prepared sufficiently or not. This methodology is why these rankings were used in this thesis.

Student selectivity is important as well to determine successful teacher preparation. For example, August, Kihn, & Miller (2010) states:

McKinsey's work with school systems in more than 50 countries suggests this is an important gap in the U.S. debate, because the world's top performing school systems—Singapore, Finland and South Korea—make a different choice. They recruit, develop and retain what this report will call “top third+” students as one of their central education [elements], and they've achieved extraordinary results (August, Kihn, & Miller, 2010, p. 5).

As for the *U.S. News and World Report's* faculty resources and research activity sections, it is debatable as to whether these have to do with determining good teacher preparation programs. The faculty resources and research activity

sections have to do mostly with funds awarded and that does not necessarily have to do with creating quality teachers. However, the amount of funds an institution is awarded can attest to the value those who are funding these universities assign to the institutions' teacher preparation program.

Currently, no comparison exists to the *U.S. News and World Report* rankings. These rankings are for graduate programs as they do not have elementary education program rankings just for undergraduate which is the focus of this thesis. However, it seems safe to assume that if the graduate and undergraduate programs use the same structures, that similar rankings would also apply to the undergraduate programs. For example, the University of Maryland uses different prefixes for graduate and undergraduate elementary education courses, but the preservice teachers end up in the same classroom because the course content is the same. The only difference is the prefix of the course.

Considering these flaws in the *U.S. News and World Report*, other universities who were not in the rankings were selected. The *Report of the Blue Ribbon Panel* (BRP) (2010), commissioned by the NCATE, mentions some institutions that are considered to be cutting edge as far as their standards and clinical experiences. While some of these institutions are in the rankings for *U.S. News and World Report*, some are not. Those who were not included were considered to be improperly funded and so did not make it in. Some are not ranked due to their college rather than university status. However, institutions in the BRP

report were also considered in this thesis, despite their non-university status, to allow for the flaws in the *U.S. News and World Report*. If an institution was selected from the *Report of the Blue Ribbon Panel* and not the *U.S. News and World Report* top 20 elementary education universities list, then an additional list was collected. The rankings from the *U.S. News and World Report* top 100 for education universities overall were collected. In addition, if an institution selected from the BRP report was a college, the top 100 college rankings were pulled from the *U.S. News and World Report* as they would not be listed in the university rankings. While this was not a requirement for an institution to be a part of this thesis, it was interesting to see where the institutions from the *Report of the Blue Ribbon Panel* ranked. There are also alternate teacher certification programs that were mentioned in the BRP report, but due to the lack of information those programs can provide towards analysis, this thesis did not investigate those programs.

UCF is being compared to these institutions because the investigator is in the elementary education program. UCF was included in the thesis and analyzed with the others. While not ranked in the top 20 elementary education programs, UCF is ranked in the top 100 of best overall education programs by the *U.S. News and World Report* (2010).

In addition to analyzing institutions recognized for excellence in elementary teacher preparation, this thesis further explored the overall structures and the program elements. The following sections outline how program elements were

identified in order to identify the determined structures from the chosen institutions.

Explanation of Subsequent Levels

Institutions were chosen from the *U.S. News and World Report* ranking and the *Report of the Blue Ribbon Panel* if they have an undergraduate elementary program and have at least one exceptional education course in their program. The IES report by Holland et al. (2008) mentioned in the literature review stated “Most programs require one disability-focused course, two-thirds incorporate fieldwork related to students with disabilities, and more than half incorporate disability content into their mission statements” (Holland, Detgen, & Gutekunst, 2008, p. i). This IES report was used as part of a base framework to analyze the institutions included in this thesis. In order to expand on the IES report’s investigation, this thesis used the elements, Holland et al. and the elements from Blanton and Pugach’s structures combined. The investigator also added the element for an ESOL endorsement.

Institutions were then compared on two subsequent levels. Level 1 (L1) was a surface level which gave a broader look into the preliminary structure determination of institutions chosen. On L1 the institutions were analyzed for having diversity as part of their mission statement, the number of courses shared

between special education and elementary education, and the number of courses that have students with disabilities and/or diversity mentioned in their course descriptions. Holland et al. (2008) showed that these criteria were found in a majority of institutions to address the need for preparing teachers to teach students with disabilities. Holland et al. (2008) report concluded that “Most programs require one disability-focused course, two thirds incorporate fieldwork related to students with disabilities, and more than half incorporate disability content into their mission statements” (Holland et al. 2008, p. i). This IES report also found a correlation between diversity being mentioned in institutions’ mission statements and the amount of coursework that addressed students with disabilities. This thesis analyzed similarities among mission statements, course descriptions in L1, and additionally ESOL endorsements. Whether an institution offered an ESOL endorsement was included because ESOL falls under the category of diversity. If an institution is able to fully embed one form of diversity, it should be able to fully embed another.

Further, Level 2 (L2) gave a closer look and a more in depth structure determination by analyzing related course syllabi and whether the syllabi had content addressing students with disabilities throughout their coursework and field experience. The only difference between L1 and L2 was the syllabi analyses. Institutions chosen for this level had readily accessible course syllabi. How it was

determined that courses were addressing students with disabilities content is discussed in the following section.

Analyses of Available Course Syllabi

The most current syllabi available of all courses from the professional sequence were analyzed from seven institutions which were readily accessible in Level 2 of this thesis. Institutions were not analyzed at the Level 2 (L2) if syllabi could not be accessed through public record. The professional sequence is defined by this thesis as courses required for the elementary education major and not university requirements such as general education courses. Examples of these courses would be math methods, science methods, social studies methods, classroom management, reading diagnosis, and, of course, any special education courses required for the elementary education major. Course objectives, tentative schedules, and assignments were taken into account. One full syllabus was obtained for each course from each institution's professional sequence. In this way, the investigator looked at the breadth and depth into which the seven institutions plan to go when preparing teachers for students with disabilities. This was done by identifying disability terms such as "students with disabilities", "special learning needs", "special needs", "learning disabilities", "students with exceptionalities", "special needs populations", "exceptional learner", "specific educational needs", "special

assistance”, “handicapping”, “inclusion”, “special physical needs”, and “individuals with disabilities”. Analyzing the syllabi provided a better idea of how much content addressing students with disabilities was integrated into coursework and field experiences.

Identification of Program Elements that Address Students with Disabilities

Data analysis included using Blanton and Pugach’s (2007) continuum of defined program structures to analyze selected elementary teacher preparation programs and how those programs are trying to prepare elementary teachers to succeed with students with disabilities in the inclusive classroom. As previously stated, course objectives, assignments, and tentative schedules were taken into account. In addition, the program elements from Holland et al.’s study and the element of offering an ESOL endorsement were used.

Institutions were placed into three structures: discrete, integrated, and merged as a preliminary part of Level 1 and a determined part of Level 2. In the instance a program did not fit into one of these structures, institutions would be considered in either the zone of potential progress or the zone of acceptable progress mentioned in Blanton and Pugach’s (2007) continuum. In order to identify to which

structure a program belongs, program elements from Holland et al.'s (2008) work were used with the alteration of an ESOL endorsement

Table 5 laid out how Holland et al.'s (2008) elements were used to examine the institutions chosen for this thesis. The elements listed to define the discrete, integrated, and merged programs in Blanton and Pugach's (2007) study were also used as elements as they provide a basis for the structures' definitions. Two elements from the Blanton and Pugach's (2007) study were not analyzed. The first element stated "Assessment of candidate performance reflects the shared understandings and goals of faculty" (2007, p. 21). The first element was beyond the scope of this thesis. The second element was "Program graduates are prepared to perform shared roles when they become teachers in the schools" (Blanton & Pugach, 2007, p. 21). There are actually two ways that Blanton and Pugach explained this element. First, teachers are more able to collaborate with their coworkers in the field. This too is beyond the scope of this thesis. However, the second part of this element is that they are prepared for both the roles of the special education teacher and the elementary classroom teacher. This part of the element is also not in the chart because it defines what this thesis is trying analyze and so it was addressed in the conclusion through structure determinations.

Table 5 shows the elements that can be found along the continuum, but especially in the merged structure as it is the structure which offers the most preparation for students with disabilities according to Blanton and Pugach (2007).

The integrated and discrete structures have only a few elements of the merged structure built in, so when the merged structure is used it incorporates all elements in the discrete and integrated structures. The elements are also labeled separately by which reports mentioned with H et al. = Holland et al. and B & P = Blanton and Pugach. More detail about how the data collected showed the elements within these structures was discussed in the following chapter.

Table 5: <i>Elements Contributing to Determination of Structures</i>	
Element	Data Collected to Examine Elements
E1 (H et al.): Requiring at least one disability-focused course.	L1: Program overviews: number of disability-focused course
E2 (H et al.): Incorporating students with disabilities content in other relevant courses.	L1: Course descriptions: number with disability content L2: Syllabi: number of courses with disability content
E3 (H et al.): Pursuing a program mission with disability-focused priorities.	L1: Mission statements: mentioning students with disabilities or diversity
E4 (H et al.): Incorporating disability content into field experiences.	L1: Course descriptions: number of disability-focused courses with field experiences L2: Syllabi: disability-focused field experiences
E5 (H et al.): Aligning mission and coursework requirements.	L1: Mission statements L1: Program overviews: number of disability-focused courses L1: Course descriptions: number with disability content L2: Syllabi: number with disability content
E6 (H et al.): Sharing course experiences between elementary and special education. E7 (B&P): Program faculty, both elementary and special education, work together to ensure sufficient content knowledge and the knowledge, skills and dispositions needed to teach students with disabilities.	L1: Program overviews: number of courses shared
E8 (H et al.): Practicing collaborative program design. E9 (B&P): Program graduates generally obtain two licenses. E10 (B&P): Program faculty have shared goals and collaborate extensively and routinely E11 (B&P): Coordinated curricular overlap/interdependence resulting in a single preservice curriculum for all.	L1: Program overviews: offering dual licensure

Summary of Methodology

The collection of data from both Level 1 and Level 2 was conducted in a certain order. First, the investigator chose the 22 institutions from the *U.S. News and World Report* and the *Report of the Blue Ribbon Panel* based on having an elementary undergraduate program and at least one disability-focused course. The program overviews from both the elementary education and special education program were collected to compare shared courses. In the instance that an institution did not offer a special education undergraduate degree, then a notation was made as to whether a minor or nothing at all existed. Mission statements were also collected for these 22 institutions and analyzed at this point for the mention of students with disabilities. Next, the investigator identified and noted whether an ESOL endorsement was incorporated or offered as an option. The investigator then analyzed the program overviews to determine what courses were part of the professional sequence. The course descriptions were then collected for all courses in the professional sequence.

The course descriptions were then analyzed for terms such as “students with disabilities”, “inclusion”, “exceptionalities”, and “special education”. The number of courses with these terms mentioned was compiled into a chart listing each institution. Another chart was then made to hold the data collection of the number of courses shared between the special education major and the elementary

education major. When the professional sequences were being analyzed the course names and prefixes were matched to determine this.

The investigator was then able to move on to Level 2. The collection of available related syllabi was ongoing during the analysis of Level 1 because of its lengthy process. The most current syllabi available were collected from the institutions. Of the 22 institutions, 7, including UCF, were able to be a part of Level 2. The syllabi were then analyzed page by page for disability-focused phrases such as “students with disabilities”. Course descriptions, objectives, standards, assignments, and schedules were analyzed. The number of courses with content related to students with disabilities was noted. The institutions could then be put into the structures they were best associated with. The following chapter includes the analysis based on the criteria.

Chapter 4: Data Analysis

This thesis was designed to answer the following questions:

- What are the effective structures used by institutions, recognized in either the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* (BRP), to prepare preservice elementary teachers for the inclusive classroom?
- Which institutions are using which structures?
- What does UCF do to prepare preservice elementary teachers for the inclusive classroom as compared to institutions recognized by the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* for their elementary teacher preparation programs?

In order to answer the first research question, the selection of institutions needed to occur. This thesis started off with the 39 institutions which were mentioned in either the *U.S. News and World Report* or *Report of the Blue Ribbon Panel*. Those 39 institutions were analyzed to see if they offered an elementary education undergraduate degree. Those that did not could not be a part of this thesis. The program overviews were collected for all selected institutions. This was to determine if they required at least one disability-focused course. This resulted in 22 institutions being chosen for this thesis from the original 39. Program overviews of

the selected institutions that include at least one disability-focused course can be found in Appendix C.

While analysis at Level 1 partially answered the next two research questions, further analysis was conducted at Level 2 to have a more in depth structure determination.

Institutions by Regions

Selected institutions were from all different regions of the United States. While, this was not intentional, it was fortunate that institutions came from a broad regional distribution. The regions as defined by the *U.S. Census Bureau* that were included are the Northeast, the Midwest, the South, and the West. A map of the *U.S. Census Regions and Divisions* was obtained from the census.gov website and can be found in Appendix B. A total of 22 institutions with 3 from the Northeast, 11 from the Midwest, 7 from the South, and 1 from the West were selected. Table 6 on the following page shows the regional affiliation of each institution.

Table 6: <i>Institutions by Regions</i>			
Northeast	Midwest	South	West
Boston College	Alverno College	University of Central Florida	Arizona State University
Montclair State University	Eastern Michigan University	University of Florida	
University of Connecticut	Emporia State University	University of Maryland	
	Indiana University	University of Texas	
	Michigan State University	University of Virginia	
	National Louis University	Vanderbilt University	
	Southwest Missouri State		
	St. Cloud State University		
	University of Illinois		
	University of Michigan		
	University of Northern Iowa		
	University of Wisconsin		

As stated before the institutions had to meet some minimum requirements to be included in this thesis. Institutions had to have an undergraduate elementary program, require at least one disability-focused course, and have certain rankings from the *U.S. News and World Report* or be mentioned in the BRP report.

Table 7 on the next page shows how the institutions chosen met the requirements. Two different *U.S. News and World Report* rankings are in this chart both from 2010. The rankings in column 2 refer to the top 20 elementary education program rankings. The rankings in column 3 are the rankings for the top 100 education institutions in general according to *U.S. News and World Report*.

Table 7: Institutions and Rankings		
Name of Institution	Source in Which Institution was Recognized	Ranking From Top 100 Education Institutions by <i>U.S. News and World Report</i>
Alverno College	<i>Report of the Blue Ribbon Panel</i>	#61 best colleges
Arizona State University	<i>U.S. News & World Report: #19</i>	
Boston College	<i>U.S. News & World Report: #16 and the Report of the Blue Ribbon Panel</i>	#15
Eastern Michigan	<i>Report of the Blue Ribbon Panel</i>	#140
Emporia State University	<i>Report of the Blue Ribbon Panel</i>	#84 best colleges
Indiana University	<i>U.S. News & World Report: #8</i>	
Michigan State University	<i>U.S. News & World Report: #1</i>	
Montclair State University	<i>U.S. News & World Report: #20 and the Report of the Blue Ribbon Panel</i>	#127
National Louis University	<i>Report of the Blue Ribbon Panel</i>	Rank not published for best college
Southwest Missouri State	<i>Report of the Blue Ribbon Panel</i>	not found in any rankings
St. Cloud State University	<i>Report of the Blue Ribbon Panel</i>	#81 best colleges
University of Central Florida	n/a	#91
University of Connecticut	<i>U.S. News & World Report: #18</i>	
University of Florida	<i>U.S. News & World Report: #15</i>	
University of Illinois	<i>U.S. News & World Report: #10</i>	
University of Maryland	<i>U.S. News & World Report: #13</i>	
University of Michigan	<i>U.S. News & World Report: #7</i>	
University of Northern Iowa	<i>Report of the Blue Ribbon Panel</i>	#151
University of Texas	<i>U.S. News & World Report: #18</i>	
University of Virginia	<i>U.S. News & World Report: #12</i>	
University of Wisconsin	<i>U.S. News & World Report: #2</i>	
Vanderbilt University	<i>U.S. News & World Report: #4</i>	
<i>Note: "best colleges" are from the best colleges ranking list from the <u>U.S. News and World Report</u>.</i>		

Level 1: ESOL Endorsement, Mission Statements, Program Overviews, and Course Descriptions

Level 1 (L1) is a surface level which gives a broad look into the preliminary structure determination of institutions chosen. On L1 the institutions were analyzed for offering an ESOL endorsement, having diversity as part of their mission statement, the number of courses shared between special education and elementary education, and the number of courses that have students with disabilities and/or diversity mentioned in their course descriptions. For the first part of Level 1, ESOL endorsements, out of the 22 selected institutions, including UCF, 13 offered an ESOL endorsement. Of those 13, only 3 had the ESOL endorsement incorporated into their elementary education program without having to add a minor. Those three were the University of Florida, the University of Central Florida, and the University of Texas.

In Florida in 1990 a case called League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida (1990) was filed. This decree stated that students with limited English language proficiency must be properly identified, monitored, and given the opportunity to have appropriate programming based on their assessment. Because of this consent decree, all Florida elementary teachers with an ESOL student in their classroom are considered out of field if they do not

hold a valid ESOL endorsement or certificate. Texas also has a mandated legislation. Chapter 89 of the Texas Educational Code states “It is the policy of the state that every student in the state ...who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual education or English as a second language program” (Texas Administrative Code, 1996) With these states having these legislations, it makes sense that the three universities named would have an ESOL endorsement mandatory for elementary education students. Florida and Texas having larger populations of ESOL students and mandated legislation drives this push to address the diversity with ESOL.

The next part of Level 1 was analysis of mission

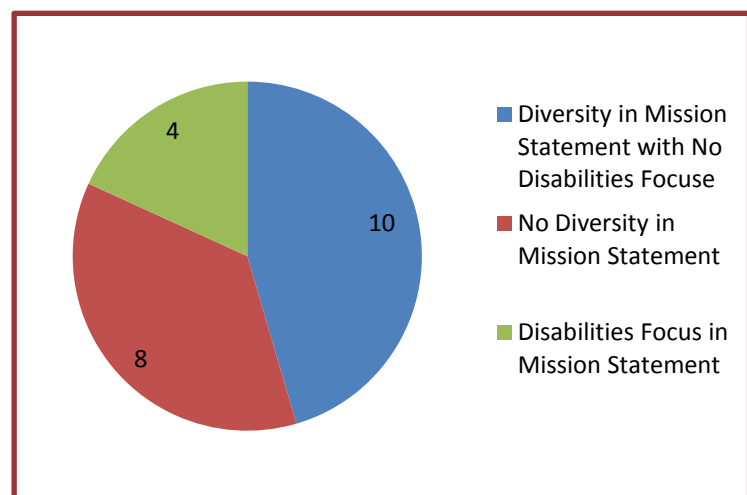


Figure 2: Mission Statements

statements. Figure 2 shows a breakdown of all the institutions’ mission statements. Links to institutions’ mission statements can be found in Table 11 in Appendix D. These mission statements were collected from the institutions’ colleges or departments of education unless a specific elementary program mission statement was offered for public view. Of the 22 institutions, only 10 included the terms “diversity” or “disabilities” in their mission statement. Of those 10, only 4

mentioned “disabilities” instead of just using the word “diversity”. Michigan State University, Vanderbilt University, Indiana University, and University of Virginia used the actual word “disabilities”. While students with disabilities are included in the term “diversity”, using the actual word “disabilities” more clearly demonstrates the institution’s intent when the phrases “students with disabilities” or “students with special needs” are used. Alverno College does not have a mission statement specifically for its education department and so it is included in the eight institutions with no diversity in mission statement.

After looking at the 22 institutions’ mission statements, more research was conducted to see if the institutions actually seemed to follow through with their intentions. Continuing

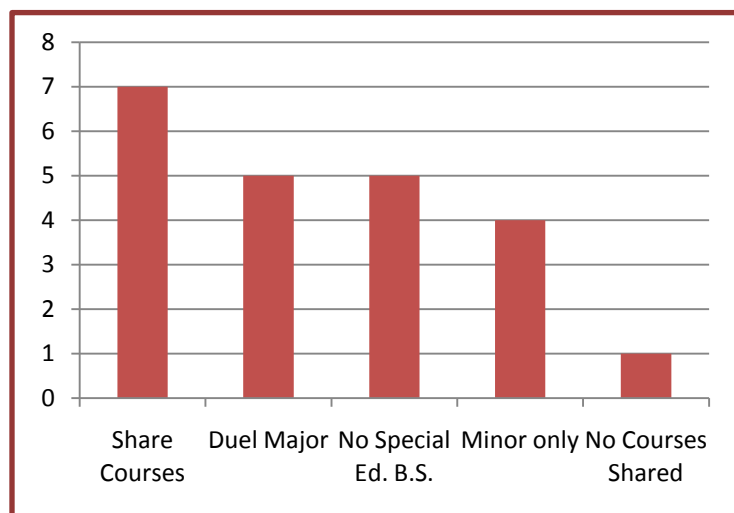


Figure 3: *Elementary vs. Special Education*

with the Level 1 (L1) analysis, the next items to be examined were the program overviews. Special education and elementary education program overviews were collected to see how many courses were shared between the majors. Figure 3 above gives a visual of the 22 institutions and how many offered special education programs and how many shared courses.

Of these 22, 9 institutions did not offer an undergraduate special education major at all. Those institutions are the University of Michigan, the University of Maryland, Boston College, Montclair State University, National Louis University, the University of Northern Iowa, Emporia State University, Southwest Missouri State, and Alverno College. No further comparison could be done with these institutions as far as program comparisons are concerned. Of the 22 institutions, 5 institutions offered a dual major program where preservice teachers could earn both elementary and special education certification. Those institutions are Eastern Michigan University, Arizona State University, the University of Florida, and Vanderbilt University. While this shows a dichotomy because it is an option and not a requirement, no comparison was made with these programs either. The fact the institution has a dual major program implies that the program is most likely a merged structure. Therefore, the eight institutions that did offer an undergraduate special education program without offering a dual program were compared. Southwest Minnesota State University did not share any courses between the majors. Without looking at course descriptions for the mentioned students with disabilities, this institution could not be a merged program because there can be no collaboration without the sharing of courses.

When analyzed for the number of courses between the majors, the institutions in question started to fit a structure. The 7 institutions that shared courses, not including Southwest Minnesota State University, ranged from one

course being shared to 12. The issue here is that the courses being shared are mostly from the elementary education major. This means that the special education's preservice teachers would more easily become dual certified in elementary education and special education than an elementary preservice teacher becoming dual certified. If a special

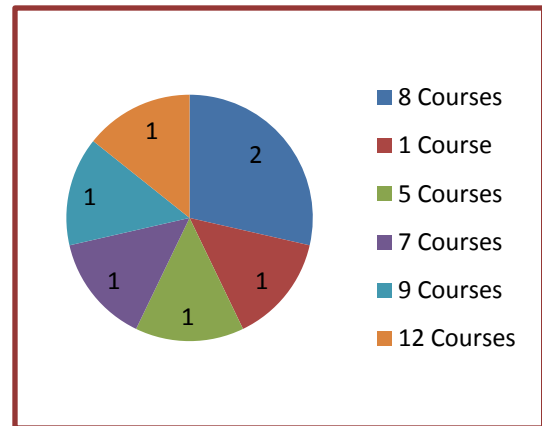


Figure 4: *Courses Shared Between the Majors in the 7 Qualifying Institutions*

education course was shared from the special education program to the elementary program it was only one introductory course to students with disabilities. Figure 4 gives a visual of how many courses were shared. Four of the seven institutions shared the introductory courses which were the University of Illinois, the University of Connecticut, the University of Texas, and St. Cloud State University. However, three institutions of the seven having an introductory disability-focused course required for elementary education preservice teachers do not have that course required in the special education program. This means that these institutions, which are Michigan State University, the University of Virginia, and the University of Central Florida, do not introduce elementary preservice teachers to students with disabilities the same way they do in the special education major. While this could be because the elementary program's course has more information

covered over a shorter period of time, this may indicate a lack of collaboration across majors.

In the last part of the Level 1 analysis, course descriptions from the elementary education programs' professional sequence of all institutions were collected to determine further analysis of the structures. Catalog course descriptions were obtained for each institution except the University of Illinois and some from Vanderbilt University because some course descriptions from those institutions were not available to the public.

Table 8 shows the number of courses each institution had with students with disabilities terms in the description. If courses had disability terms only in the title, that was accepted. However, a course that was a student teaching course, not exclusively for special education, was not accepted. Examples of terms accepted were as follows: "students with disabilities", "students with special needs", "inclusive", "inclusion", and "special education". The terms "inclusive" and "inclusion" were accepted because the term means to include all learners. However, the terms "inclusive" or "inclusion" were considered by the investigator as less specific and it is unknown whether the course actually has disability content without analyzing coursework on Level 2. Table 8 also shows how many of courses were disability-focused courses. This is interesting to analyze because seven of the institutions have only one course with disability-focused terms in the description

and that course was its one disability-focused course. Course descriptions with disability terms highlighted in yellow can be found in Appendix E.

Table 8: Course Descriptions			
Institution	Courses Descriptions Collected	Courses with Disability Terms in Description	Disability-focused Courses
Alverno College	22	1	1
Arizona State University	22	10	9
Boston College	18	1	1
Eastern Michigan	23	8	9
Emporia State University	22	2	1
Indiana University	24	10	9
Michigan State University	13	0	1
Montclair State University	11	2 - use term inclusive	1
National Louis University	16	2	1
Southwest Missouri State	23/25	1	1
St. Cloud State University	36	5 (1 uses term inclusive)	2
University of Central Florida	17	1	1
University of Connecticut	18	3	1
University of Florida	34	16 (2 use term inclusive)	11
University of Illinois	21	3	2
University of Maryland	10	1	1
University of Michigan	18	3	1
University of Northern Iowa	10	0	1
University of Texas	18	1	1
University of Virginia	17	2	1
University of Wisconsin	18	1	1
Vanderbilt University	28	9	10
<i>Note: Courses which used the term inclusive are noted.</i>			
<i>Note: Column two shows course descriptions collected out of courses offered when course descriptions could not be obtained.</i>			

While analyzing course descriptions at this level it was also important to note how many disability-focused courses required a field experience. This analysis was not conducted in the Level 2 analysis. This was because the field experience needs to be required by the institution, and instructors could add this in by choice. It is not enough for one instructor to add a field experience in one of these courses. This would still classify the institution as discrete because content would only be appearing at the course level and not the program level. Table 9 shows the number of disability-focused courses with field experience included.

Table 9: <i>Field Experience in Disability-focused Courses</i>		
Institution	Disability-focused Courses	Disability-focused Courses with Field Experience
Alverno College	1	0
Arizona State University	9	1
Boston College	1	0
Eastern Michigan University	9	2
Emporia State University	1	0
Indiana University	9	1
Michigan State University	1	0
Montclair State University	1	0
National Louis University	1	1
Southwest Missouri State	1	1
St. Cloud University	2	1
University of Central Florida	1	0
University of Connecticut	1	1
University of Florida	11	2
University of Illinois	2	0
University of Maryland	1	0
University of Michigan	1	0
University of Northern Iowa	1	0
University of Texas	1	1
University of Virginia	1	0
University of Wisconsin	1	0
Vanderbilt University	10	2

In the 22 institutions, at most there were 2 disability-focused courses with field experience in the description. The institutions that did have two field experiences were merged program structures. This determination will be discussed more later on. The majority of 12 did not require any field experience mentioned in course descriptions. The remaining seven required one course with a field experience and for four of these institutions, the field experience was in the one disability-focused course the institution had. Field experience and the disability-focused course could be compared to a lesson plan and the execution of that lesson plan. Just because the lesson is thoroughly planned out and talked about does not mean that it will work with the group of students at hand. Practice is imperative in this instance. The portion of the course description which indicates a field experience is highlighted in green in Appendix E.

Level 1 Culminating Data Analysis

Table 10 displays all institutions' identified structures. For institutions that were only in Level 1, this is a preliminary finding. Because it cannot be determined if courses which did not have disability terms in their descriptions mentioned those terms in the actual courses, these structures could change if analyses of syllabi could be conducted. However, these preliminary findings still provided an indication of which structures these institutions were using. The table also shows how these

structures lined up with what the institutions set out to achieve in their mission statements.

Table 10: <i>Culminating Data Analysis of Level One</i>							
Institution	Diversity as Part of Mission Statement	Offered ESOL Endorsement	Courses with Disability Terms in Description	Disability -focused Courses	Disability-focused Courses with Field Experience	Courses Shared Between the Majors	Structure
Alverno College	No statement		1	1	0	No B.S. special ed.	Discrete
Arizona State University		Major or masters only	10	9	1	Dual program	Merged
Boston College	X - diverse	Optional minor	1	1	0	Minor only for B.S. special ed.	Discrete
Eastern Michigan	X – diverse	Optional minor	8	9	2	Dual program	Merged
Emporia State University		Master or major only	2	1	0	No B.S. special ed.	Discrete
Indiana University	X	X (Optional)	10	9	1	Dual program	Merged
Michigan State University	X	Minor option	0	1	0	1	Discrete
Montclair State University	X - Difference	Major only	2 - use term inclusive	1	0	No B.S. special ed.	Discrete
National Louis University		Masters or major only	2	1	1	No B.S. special ed.	Discrete

Table 10: <i>Culminating Data Analysis of Level One</i>							
Institution	Diversity as Part of Mission Statement	Offered ESOL Endorsement	Courses with Disability Terms in Description	Disability -focused Courses	Disability-focused Courses with Field Experience	Courses Shared Between the Majors	Structure
Southwest Missouri State			1	1	1	Only minor for B.S. special ed.	Discrete
St. Cloud State University		Masters or major only	5 (1 uses term inclusive)	2	1	7	Integrated
University of Central Florida		X - mandatory	1	1	0	7	Discrete
University of Connecticut			3	1	1	7	Discrete
University of Florida	X- diverse	X - Mandatory	16 (2 use term inclusive)	11	2	9	Merged
University of Illinois		X - Optional	3	2	2	Dual program	Zone of potential progress
University of Maryland		Optional minor	1	1	0	8	Discrete
University of Michigan		X - Optional	3	1	0	No B.S. special ed.	Discrete
University of Northern Iowa	X – diversity	Optional minor	0	1	0	Minor only for special ed.	Discrete

Table 10: *Culminating Data Analysis of Level One*

Institution	Diversity as Part of Mission Statement	Offered ESOL Endorsement	Courses with Disability Terms in Description	Disability -focused Courses	Disability-focused Courses with Field Experience	Courses Shared Between the Majors	Structure
University of Texas	X – diversity	X – mandatory	1	1	1	8	Discrete
University of Virginia	X	X - Optional	2	1	0	12	Zone of potential progress
University of Wisconsin		Adding in 2012	1	1	0	0	Discrete
Vanderbilt University	X	X (option, cannot take special ed.)	9	10	2	Dual program	Merged

These structures were determined based on the number of courses with disability terms in the description, the number of disability-focused courses, the number of courses shared between majors, and which courses were being shared. If the elementary education program shared three courses with the special education program, but they were all to the benefit of the special education program, then that may mean the program leaned more towards a discrete structure. To have the courses be only to the benefit of special education means that none of the elementary program courses shared, especially the disability-focused courses, were from the special education major.

Most institutions seemed to follow through with their mission statement, either by mentioning students with disabilities or by not. Out of 22 institutions, 14 seemed to achieve what they set out to do. That is about 64%. There seemed to be a strong relationship between institutions' mission statements and what their structures were determined to be.

Level 2: Analyses of Syllabi

Level 2 (L2) gave a closer look and a more in depth structure determination by analyzing related course syllabi to see whether the syllabi had content addressing students with disabilities throughout their coursework and field experience. The syllabi collected were the most current available. The years ranged

from 2002 to 2011. Figure 5 shows the disbursement of those years. While only one syllabus per course was obtained, the institutions' overall intentions were conveyed. If the institution does not require certain criteria such as a specific assignment, then that will be reflected in the analysis with any

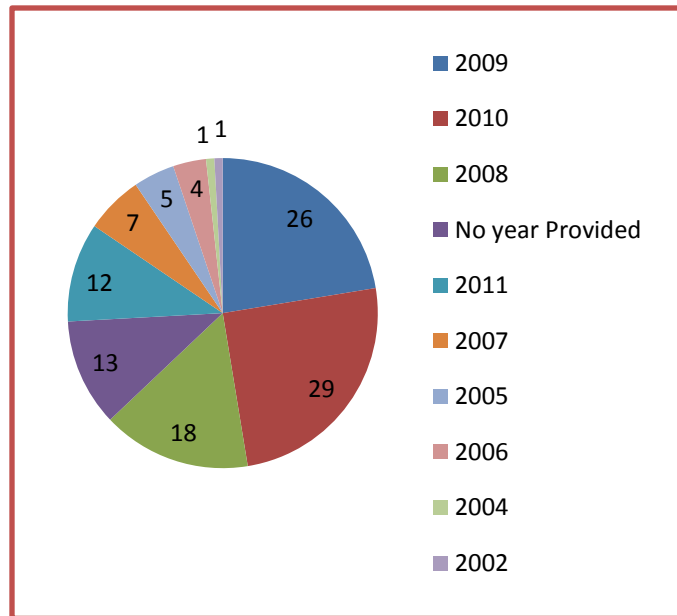



Figure 5: Disbursement of Syllabi Years

syllabus. For example, after analyzing syllabi from Vanderbilt University, one may see that the institution clearly requires that all syllabi from the department of education have its conceptual framework appear. This conceptual framework appeared in every syllabus collected. Therefore, Vanderbilt University conveyed its message of its conceptual frame work throughout.

In the analyses of syllabi, the investigator identified terms implying students with disabilities. Examples of terms that were accepted are as follows, “students with disabilities”, “special learning needs”, “special needs”, “learning disabilities”, “students with exceptionalities”, “special needs populations”, “exceptional learner”, “specific educational needs”, “special assistance”, “handicapping”, “inclusion”, “special physical needs”, and “individuals with disabilities”. As mentioned before, these terms were found in course descriptions included in the syllabi, objectives,

standards, assignments, and schedules. The institutions' syllabi, with the exception of certain syllabi from Vanderbilt University, can be found at <http://thesissyllabi.wikispaces.com/>. Vanderbilt has requested certain syllabi not be displayed. A note explaining this request is in the place of the syllabi on the website.

Besides the disability terms listed above, other elements from the Level 1 analysis were used to identify institutions' structures along the continuum. See Table 11 on the next page. The continuum is considered by the investigator to be hierarchical with three main parts: discrete, integrated, and merged. The institutions' programs needed to have all elements matching the data under the structure. If it did not, then the institution was considered on the continuum in one of the zones, either in the zone of potential progress or the zone of acceptable progress as defined by Blanton and Pugach (2007).

Table 11: <i>Continuum of Elements Contributing to Determination of Structures</i>			
Data Collected to Examine Elements	Discrete	Integrated	Merged
			
Special Education Program	None to minor only	Special ed. Offered	Signal program
Courses Shared	0 to 5	6 or more	All
Course Descriptions with Disability Terms	0 to 3	4 to 6	7 or more
Disability Courses	1	2 to 5	6 or more
Field Experiences	0 to 1	1 to 2	2 or more
Syllabi	1 to 5	5 to 10	10 or more

How these elements fell along the continuum was determined based upon Blanton and Pugach's (2007) placement of their elements and by comparing institutions from both Level 1 and Level 2 after analysis on an operational level. Table 12 on the next page presents the determination of structures for the institutions which were analyzed on Level 2 and the results of the syllabi on public display.

Table 12: Analyses of Syllabi						
Institution	ESOL Endorsement Offered	Diversity as Part of Mission Statement	Number of Syllabi Collected	Number of Syllabi with Disability Terms	Number of Disability-focused Courses	Institution's Structure
Indiana University	X – optional	X	23	13	9	Merged
Vanderbilt University	X - dual option	X	28	12	10	Merged
University of Connecticut	In masters programs only		18	3	1	Zone of potential progress
University of Maryland	X – optional minor		10	4	1	Discrete
University of Texas	X – mandatory	X -diversity	18	3	1	Discrete
University of Michigan	X – optional		12	3	1	Discrete
University of Central Florida	X – mandatory		17	9	1	Zone of potential progress
<p><i>Note: For University of Indiana, one syllabus could not be obtained. It was a course called Educ. of Children with Learning Disorders and it is a disability-focused course. This course is included in column five.</i></p> <p><i>Note: For the University of Michigan, six syllabi were unable to be obtained. These courses were two physical education courses, one art education, one music education, one social studies methods, and the student teaching syllabus. While it is not conclusive as to whether the physical, music, and art education courses are part of the professional sequence for this institution, the social studies and student teaching courses could have added the analysis.</i></p>						

Indiana University and Vanderbilt University offered dual programs. A dual program implies that the preservice teacher will graduate with both elementary and special education certifications. Because of this, Indiana University and Vanderbilt University were considered merged programs. They had shared courses between the majors, multiple disability-focused courses, and the programs resulted in dual certification in both elementary education and special education. While, these were merged programs, conducting further analysis with their syllabi proved interesting. By doing so, the differences between the numbers of courses with disability-focused content can truly be compared among the other universities within the merged, integrated, and discrete structures.

Indiana University's dual program, for example, had 23 syllabi collected for the professional education sequence and 6 of those courses were disability-focused courses. In addition to the disability-focused courses, seven courses had content addressing students with disabilities. Social studies methods, art methods, science methods, assessment, diversity, research, and an urban field experience all made reference to students with disabilities. The culminating student teaching experience did not. Indiana University's art methods course included a lecture about using the arts to enhance learning in students with disabilities. A total of 13 courses out of 23 had content addressing students with disabilities. However, if preservice teachers were to choose the regular elementary education K-6 program, they would not have as many courses with content addressing students with disabilities. The preservice

teacher would share eight courses with the dual program including one introductory course to students with disabilities. Elementary preservice teachers would also lose two of the courses which have content addressing students with disabilities.

Essentially, preservice elementary teachers at Indiana University choose between a merged program and a program in the zone of potential progress. One Indiana University instructor put a very interesting statement in their reading and language arts methods course. After the objectives section he stating “Please also reference the Professional Standards for teachers of Students with Exceptional Needs standards 2, 3, 4, 5, 6, 9—So much to learn, so little time” (Indiana A, 2008, p. 1). However, the syllabus did not mention anything about students with disabilities in any of the assignments or the schedule. Having that reference in the syllabus to special needs seems vacuous given the rest of the information. This syllabus was not coded to have disability content incorporated.

Vanderbilt University’s syllabi showed even less disability content for preservice teachers who chose the elementary education program as compared to their dual program. Because of the difference in courses between Vanderbilt University’s dual program and elementary program and the fact that preservice teachers were choosing between the two, additional syllabi for the elementary education program were collected. These additional syllabi were not included in the collected syllabi number. While the dual program offered a total of 10 disability-focused courses, the regular elementary education program offered only 1

introductory course. The elementary only program also appears to lack content that addresses students with disabilities in other relevant coursework. While the dual program had two non disability-focused courses with students with disability content, the elementary education program alone had none. An even bigger dilemma for preservice teachers at Vanderbilt University existed because preservice teachers could not pick a program that offered both dual certification in elementary and special education as well as an ESOL endorsement. Preservice teachers have to choose one or the other. No doubt, this artificial choice will not be reflected in the real classroom, wherein elementary teachers will teach both ESOL and students with disabilities in their inclusive classrooms. A syllabus from Vanderbilt University stated:

Based on an evaluation of the various early childhood programs in Peabody College, a committee recommended a number of curricular changes, which were adopted by respective departments and the college administration. One of those changes was to drop the Early Childhood Special Education program and to increase the amount of Special Education preparation for Early Childhood Education students in the Department of Teaching and Learning. This course is a result of those changes (Vanderbilt A, 2009, p. 1).

The above quote comes from a disability-focused course. Vanderbilt seemed to have made changes for the better to incorporate disability content, but the university

offered it as an option and without ESOL. Elementary teachers, regardless, serve diverse students and are expected to teach whomever they are given.

The next tier of institutions that was listed in Table 12 was the University of Maryland and the University of Texas. These programs were considered discrete both in Level 1 and Level 2. All these institutions have in common one disability-focused course that required no field experience. With only one course, without actually working with those students, preservice teachers may not be fully prepared.

The University of Maryland's results showed that no special education undergraduate degree was offered. Therefore, no comparison could be made for the sharing of courses. They did offer an undergraduate special education minor that could be added, but it did not come with the ability to acquire a special education endorsement. The one disability-focused course that qualified the University of Maryland for this thesis is very general, focusing broadly on diversity as a whole rather than specific types of disabilities. Maryland's program does have 4 courses out of the 10 syllabi collected which did incorporate students with disabilities. Maryland also had one disability-focused course, but due to the lack of a special education undergraduate program major, the institution was considered discrete. No collaboration can take place between elementary and special education if the major does not exist.

The University of Texas was an interesting institution. It offered a comprehensive and integrated curriculum for an ESOL endorsement, but content addressing students with disabilities is not as thoroughly embedded. Out of the 18 syllabi collected only 3 incorporated students with disabilities into the curriculum. This program had one disability-focused course with no field experience. If this institution incorporated content addressing students with disabilities as much as it did ESOL students, they would most likely be considered a merged program. While Vanderbilt University and Indiana University, identified by this thesis as the two merged programs at Level 2, had students with disabilities in their mission statements, The University of Texas mentions diversity. However, the only diversity it seemed to be referring to was ESOL students.

The last discrete institution is the University of Michigan wherein 12 syllabi were collected from the professional sequence and out of those 12, 3 had content addressing students with disabilities incorporated into the curriculum. The disability-focused introductory course had a field experience. This program could be considered integrated, but without a special education program or even an undergraduate special education minor, there can be no collaboration.

For the University of Connecticut, 18 syllabi were collected from the professional sequence. Out of these 18, only 3 incorporated content addressing students with disabilities into the curriculum. Only one of these courses, *Technology in Education*, was shared across the special education program. However, this

institution did share 9 courses with the special education department and included one field experience. Because of those two factors this institution is considered to be in the zone of potential progress.

Last, the investigator focused on the syllabi of the University of Central Florida which may be most closely aligned to the University of Texas. However, UCF is considered to be in the zone of potential progress. It shared 5 courses with the special education program and incorporated students with disabilities in nine of the 17 syllabi collected. The reason UCF bears resemblance to the University of Texas is that the one disability-focused course was not shared with the special education major. UCF, like the University of Texas, did incorporate a field experience, but not sharing the disability-focused course shows that there may be lack of collaboration. It is also compared to Texas because of the required ESOL endorsement. Further, the University of Central Florida has thoroughly incorporated ESOL into its program to meet the requirements of the ESOL endorsement. UCF managed to fully integrate ESOL students into its elementary education program by integrating ESOL content into every relevant course, requiring two courses devoted to ESOL instruction, and incorporating ESOL into the student teaching experience. Just like the University of Texas, if UCF incorporated students with disabilities into its curriculum as much as it did ESOL, the UCF program would possibly be considered a merged program. Unfortunately, the embedding the University of Central Florida currently has is not specific or

done with enough collaboration to be fully considered an integrated program. Thus, the investigator considers UCF to be in the zone of potential progress.

Level 2 Culminating Data Analysis

The institutions' mission statements seem to have a strong correlation between what they intended to do and what they actually seemed to accomplish on Level 2. The more specific the mission statement, the more thorough the elementary teacher preparation seemed to be on this level. Table 13 shows the culminating results from these institutions.

Table 13: <i>Culminating Data Analysis of Level Two</i>								
Institution	Diversity as Part of Mission	Offer ESOL	Courses with Disability Terms in Description	Courses with Disability Terms in Syllabi	Disability-focused Courses	Disability-focused Courses with Field Experience	Courses Shared	Structure
Indiana University	X	X - Optional	10	12	9	1	Dual program	Merged
University of Texas		X - required	1	3	1	1	5	Discrete
University of Connecticut			3	3	1	1	9	Zone of potential progress
University of Maryland		Optional minor	1	4	1	0	Minor only for B.S. special ed.	Discrete
University of Michigan		X - Optional	3	3	1	0	No B.S. special ed.	Discrete
University of Central Florida	X - diversity	X – required	1	9	1	0	8	Zone of potential progress
Vanderbilt University	X	X	9	12	10	2	Dual program	Merged
<i>Note: Vanderbilt University's ESOL endorsement is optional, and cannot be taken with special education.</i>								

The University of Central Florida had a different outcome once it is further analyzed at the syllabi level. That is because its course descriptions did not completely match the course content. In order to completely match, the course descriptions would have to have more disability terms. More disability terms were found in the L2 syllabi analysis than were found in the course descriptions. All other institutions at this level remained the same structures as they were determined on Level 1. The results are just further verified.

Data Analysis Summary

This chapter set forth, piece by piece, the investigator's findings. In Level 1, ESOL endorsements, mission statements, program overviews, as well as course descriptions, of all 22 institutions were analyzed for the presence of elements 1 through 10. For ESOL endorsements, program overviews or optional minors were analyzed. Mission statements from each of the 22 ranked institutions were found on the institutions' websites and links to those mission statements can also be found in Appendix D. Professional sequences from both the elementary and special education majors were compared to see how many courses were shared between the majors. Last, the course descriptions for all 22 institutions' professional sequence courses were collected and analyzed for disability-focused terms. Professional sequence courses were considered labeled so by the institutions for the elementary education

or dual program major. If the institution's specified courses did not include the disability-focused courses or the institution did not specify which courses were the professional sequences, then the investigator used best judgment based on previous institutions.

In Level 2, syllabi, from the seven institutions which publicly displayed them, were analyzed for disability terms such as "students with disabilities", "exceptionalities", "special needs", or "inclusion". This analysis went deeper into elements two, four, and five. Element two was incorporating students with disabilities content in other relevant courses. Element four was incorporating disability content into field experiences. Element five was aligning mission and coursework requirements. It was noted when the term "inclusion" was used, as it is not as specific as other terms mentioned above. Institutions in this level could then be identified according to program structures based on Blanton and Pugach (2007). The structures were discrete, integrated, and merged. When assigning the structures to the University of Central Florida and the University of Connecticut, they fell into the zone of potential progress. The University of Central Florida was not considered discrete because of the amount of other relevant coursework that had disability content mentioned. It could not be considered integrated because it did not share the one disability-focused course with the special education major. Therefore, it was determined to be in between the two structures and in the zone of potential progress. The next chapter reviews how the original research questions

were answered, how these questions affect elementary teacher preparation, and presents future research question derived from this study.

Chapter 5: Conclusions and Educational Implications

The original research questions were as follows:

- What are the effective structures used by institutions, recognized in either the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* (BRP), to prepare preservice elementary teachers for the inclusive classroom?
- Which institutions are using which structures?
- What does UCF do to prepare preservice elementary teachers for the inclusive classroom as compared to institutions recognized by the *U.S. News and World Report* or the *Report of the Blue Ribbon Panel* for their elementary teacher preparation programs?

The first question was answered by reviewing the literature to find what structures were considered effective. The Blanton and Pugach (2007) study was used to identify certain structures and Holland et al. (2008) study was used to add elements to identify those structures. Then institutions were selected from the *U.S. News and World Report* and the *Report of the Blue Ribbon Panel*. The next question was answered by analyzing the selected institutions' program elements to determine their structures. The last question was answered by analyzing the University of Central Florida and then comparing all 22 selected institutions to each other.

Educational Implications for Elementary Teacher Preparation Programs

Special education programs prepare teachers to teach in the isolated or inclusive classroom of students with disabilities. However, elementary teachers are expected to teach students with mild to severe disabilities on a daily basis.

Elementary teachers are the ones who teach students while they are going through the Response to Intervention Process (RTI). At the end of this process students can be tested to see if they have disabilities. In the meantime, elementary teachers teach them without the assistance of a special education teacher in most cases.

While the merged program structure identified by Blanton and Pugach (2007) appears to best prepare elementary teachers to teach students with disabilities, as it prepares them for severe disabilities, at least an integrated structure would appear to prepare an elementary teacher better than a discrete structure. This is because the discrete structure usually only offers one introductory course with limited to no field experience and no collaboration. This shows a dichotomy from what teacher would experience in field. Without at least an integrated structure, elementary teachers will not be thoroughly prepared for students with disabilities. The integrated structure implies one to two disability-focused courses, field experiences, and embedded content addressing students with disabilities in other relevant courses. As the University of Central Florida and the University of Texas required and integrated the ESOL endorsement, all elementary teacher education

programs should do the same for a special education as well. Elementary teachers need to be prepared for whomever walks through their doors.

The elementary classroom is a wonderfully diverse place with students with disabilities, exceptionalities, ESOL students, on grade level students, the linguistically challenged, and culturally and socially diverse students. The *Individuals with Disabilities Education Act* (IDEA) of 2004 in conjunction with the *No Child Left Behind Act* (NCLB) of 2001 require the elementary teacher to teach all types of students. Elementary teachers should be prepared to meet this requirement and opportunity.

Future Research Questions

Upon answering the research questions the investigator found two other research questions which are as follows:

1. Do the preservice teachers at these institutions feel prepared to teach students with disabilities?

This question could help to determine if the structural determination was correct according to the preservice teachers of these institutions.

2. Do the school districts hiring preservice teachers, feel that merged or integrated structures produce teachers who are better prepared to teach students with disabilities?

These questions could be answered by surveying these preservice teachers and/or district principals. It would be suggested that the preservice teachers be surveyed after at least three years in the field. This would give them enough time to determine if the program structure they were exposed to actually prepared them to teach students with disabilities.

Appendix A: NCATE's Official Introduction and Mission Statement

Introduction

The National Council for Accreditation of Teacher Education (NCATE) is officially recognized by the U.S. Department of Education as an accrediting body for institutions that prepare teachers and other professional personnel for work in preschool, elementary, and secondary schools. The Council for Higher Education Accreditation (CHEA) also recognizes NCATE. Through its voluntary, peer review process, NCATE helps to ensure that accredited institutions[, "Accredited institution" refers to an entity accredited by NCATE, whether it is a school, college, department of education in a university, or a non-university provider,] produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.

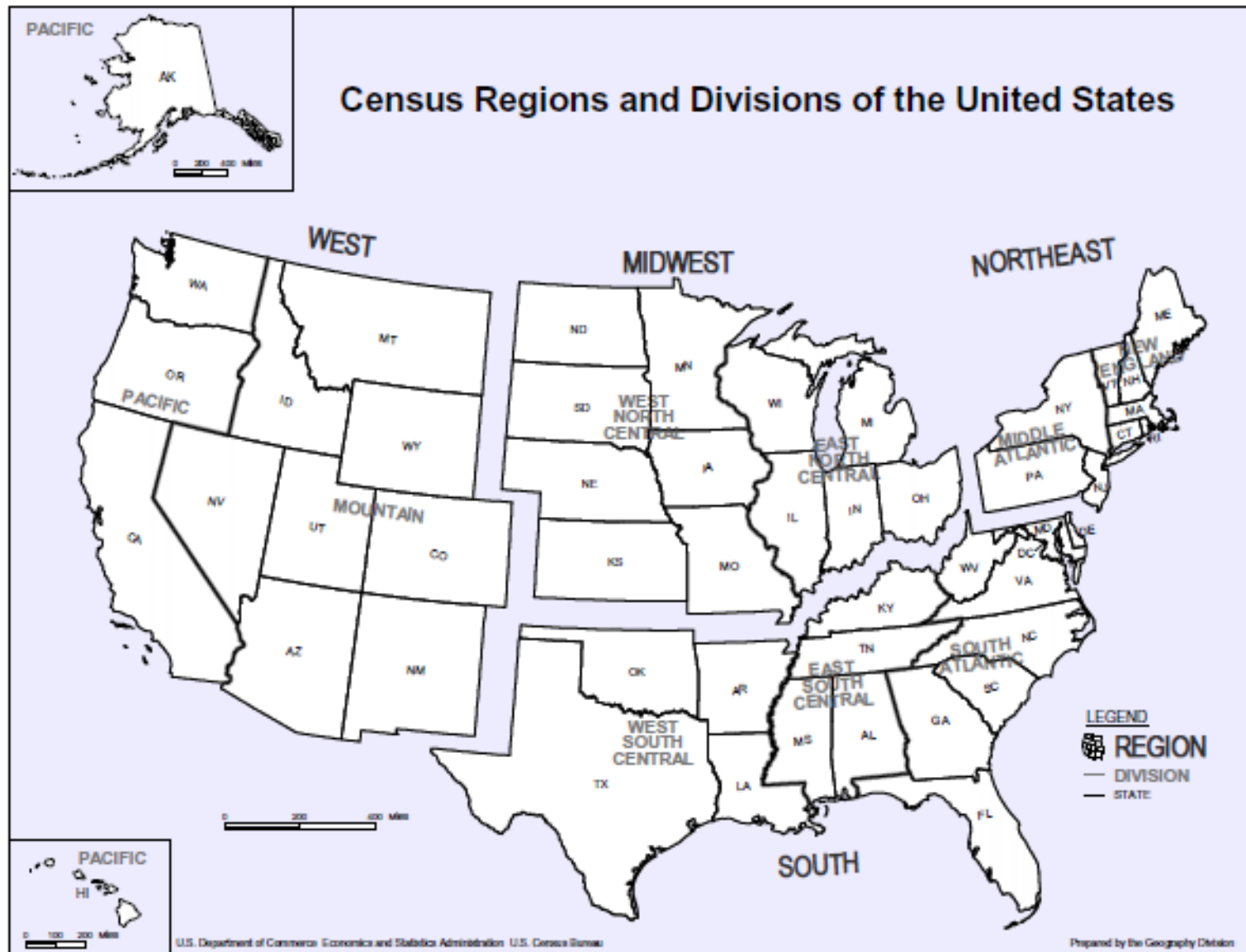
NCATE, a non-profit, non-governmental organization, is a coalition of more than 30 national associations representing the education profession at large. The associations that comprise NCATE appoint representatives to NCATE's policy boards, which develop NCATE standards, policies, and procedures. Membership on policy boards includes representatives from organizations of (1) teacher educators, (2) teachers, (3) state and local policymakers, and (4) professional specialists (NCATE, 2008, p. 1).

Mission

Accountability and improvement in teacher preparation are central to NCATE's mission. The NCATE accreditation process determines whether schools, colleges, and departments of education, and other organizations preparing educators, meet demanding standards for the preparation of teachers and other professional school personnel. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn.

Providing leadership for reform in teacher education is also central to NCATE's mission. Through standards that focus on systematic assessment of candidate learning, NCATE encourages accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 student learning (NCATE, 2008, p. 1).

Appendix B: United States Census Regional Map



Appendix C: Program Overviews

Because of the length program overviews would add to the appendices, six program overviews were randomly selected for display in Appendix C. All other program overviews can be found at <http://thesissyllabi.wikispaces.com/Program+Overviews>.

Alverno College

Elementary Education Early Childhood/Elementary - Elementary/Middle Education

Beginning ELC

[A 135](#) Studio Art 1: Art Fundamentals
[ED 116](#) Human Relations Workshop
[ED 201](#) Foundations of Teaching, Learning, and Assessing
[ED 216](#) Technology in Education
[MU 101](#) Music Experiences
[PED 150](#) Introduction to Psychology and Human Development
[PST 029](#) Praxis I Preparation Seminar

Intermediate ELC Courses

[ED 215R](#) Preprofessional Field Experience in Reading
[ED 220](#) Interview Assessment
[ED 225](#) Literacy in Early Childhood
[ED 231](#) Understanding the Young Child
[ED 325](#) Literacy in Middle Childhood
[ED 338](#) Early Childhood Teaching and Field
[ED 345](#) Literacy in Middle Childhood
[ED 351](#) Science in the Elementary Curriculum
[ED 352](#) Social Studies in the Elementary Curriculum
[ED 353](#) Arts and Movement in the Elementary Curriculum
[ED 396](#) Introduction to the Exceptional Learner
[XXX 399](#) Advanced-Level Event

[HS 308](#)United States History, 1607-19004 **or** [HS 309](#)The United States in the 20th Century

[MT 243](#)Fundamental Concepts of Mathematics for Elementary/Middle School Teachers

[MT 244](#)Fundamental Concepts of Mathematics for Elementary/Middle School Teachers

[TA 355](#)Creative Drama

Advanced ELC Courses

[ED 315](#)Professional Field Experience

[ED 412](#)Philosophy of Education

[ED 420](#)Portfolio Interview Assessment

[ED 475](#)Student Teaching Seminar

[ED 492](#)Senior Research Seminar

[PST 329](#)Praxis II Preparation Seminar Student Teaching

Beginning General Education Courses

[LA 230](#)Liberal Learning for Transfer Students **or** [FA 110](#)Introduction to the Arts

[CM 110](#)Integrated Communication Seminar Exploring Boundaries

[AC 151](#)Initial Social Interaction Assessment

[CM 112](#)Integrated Communication Seminar Continuity and Change

[CM 176Q](#)Mathematical Connections for Educators

[CM 212](#)Integrated Communication Seminar Strategies and Sources HFA 210Two Humanities/Fine Arts courses at 210-level4

[HUM 150](#)Expressions and Interpretations of Human Experience

[PPS 129](#)Preprofessional Seminar: Preparing for1a Professional Career

[PSY 101](#)General Psychology

[SC 117](#)Integrated Science 1 and Lab

[SC 118](#)Integrated Science 2 and Lab

[SSC 101](#)Introduction to Social Science

Intermediate General Education Courses

[AC 309](#)Mid-Program General Education Assessment

[ADV 299](#)Intermediate-Level Event

[BSC 215](#)Small Group Behavior

[GEC 300](#)Series: Citizenship in a Global Community

[GEC 390](#)External Assessment for GEC 3000HFA 310Two Humanities/Fine Arts
courses at 310-level

Michigan State University

Professional Education

Courses (21 credits):

- (1) All of the following courses (21 credits):

TE	150	Reflections on Learning	3
TE	250	Human Diversity, Power, and Opportunity in Social Institutions	3
TE	301	Learners and Learning in Context - Elementary (W)	4
TE	401	Teaching of Subject Matter to Diverse Learners – Elementary	5
TE	402	Crafting Teaching Practice - Elementary (W)	6
- b. Planned Program for Elementary Education (20 to 30 credits):
 - (1) Both of the following mathematics courses (6 credits):

MTH	201	Elementary Mathematics for Teachers I	3
MTH	202	Elementary Mathematics for Teachers II	3

The completion of Mathematics 201 may also satisfy the university mathematics requirements. These courses are required for the Elementary Mathematics Teaching Major in which case 0 credits count toward the Planned Program. Mathematics 201 is a prerequisite for Teacher Education 401 and must be completed with a minimum grade of 2.0 prior to enrollment in Teacher Education 401.
 - (2) The following course in children's literature (3 credits):

TE	348	Reading and Responding to Children's Literature	3
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This course is required for the Language Arts Teaching Major in which case 0 credits count toward the Planned Program. Teacher Education 348 is a prerequisite for Teacher Education 401 and must be completed with a minimum grade of 2.0 prior to enrollment in Teacher Education 401.
 - (3) One of the following language acquisition and development courses (3 or 4 credits):

CSD	333	Oral Language Development	3
ENG	302	Introduction to English Language Studies	3
LIN	200	Introduction to Language	3

Language Arts Elementary Teaching Majors may count one of the above courses toward the major, in which case 0 credits count toward the Planned Program.

- (4) The following science in elementary schools course (3 credits):
 SME 301 Science for Elementary Schools 3
 This course is waived for the Integrated Science Teaching Major.
- (5) The following U.S. history course (4 credits):
 HST 202 U.S. History to 1876 4
 This course is required for the Social Studies Teaching Major in which case 0 credits count toward the Planned Program.
- (6) The following geography course (3 credits):
 GEO 204 World Regional Geography 3
 This course is required for the Social Studies Teaching Major in which case 0 credits count toward the Planned Program.
- (7) One of the following arts courses (4 credits):
 IAH 208 Music and Culture (I) 4
 IAH 209 Art, the Visual, and Culture (D) 4
 IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) 4
 IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe (I) 4
 IAH 241D Creative Arts and Humanities: Theater and Society in the West (I) 4
 IAH 241E Creative Arts and Humanities: The Creative Process (D) 4
 IAH 241F Creative Arts and Humanities: Traditions in World Art (I) 4

Students may use Integrative Arts and Humanities 208 or 209 to satisfy the IAH “A” component and Integrative Arts and Humanities 241A, 241C, 241D, 241E or 241F to satisfy the IAH “B” component of the University’s Integrative Studies requirement in Arts and Humanities. (4 credits may count toward both the Planned Program and the University’s Integrative Studies requirement in Arts and Humanities).

c. Subject Matter Teaching Preparation (36 to 58 credits)

Teaching Major. Four teaching majors (language arts, social studies, integrated science, and mathematics) are available for prospective elementary school teachers. Elementary teacher candidates must choose one of the four teaching majors. These majors, which are housed in the College of Education, provide prospective elementary teachers with the opportunity to focus academic studies in a set of closely allied subject areas that are central to the core curriculum in elementary and middle schools. To enroll in one of these teaching majors, students must be admitted to the College of Education’s Elementary Teacher Certification Program.

(a) Language Arts (36 to 46 credits)

- (b) Social Studies (49 credits)
- (c) Integrated Science (56 to 59 credits)
- (d) Mathematics (32 credits)

University of Illinois

Hours	Orientation Seminar
1	EDUC 101, Education Orientation Seminar

The following degree requirements also meet general education course requirements and must be selected from the campus general education course list. (A list of courses approved for the laboratory and literature requirements may be obtained from the college office.)

Hours	Communication Skills
4	RHET 105
3-4	Advanced Composition ¹
7-8	Total

Hours	Mathematics and Science ¹
6-8	Life science
6-8	Physical science (mathematics not acceptable)
3-5	Quantitative Reasoning I elective ¹
4	MATH 103 - Theory of Arithmetic
19-25	Total

Hours	Humanities/Arts ²
6	Literature ² (including 3 hours of English or American literature & 3 hours of non-western literature ⁴ suggested)
3	SPED 117
3-4	American History ² (Satisfies Cultural Studies: Western/Comparative Cultures requirement. Choose from HIST 170, 171, 172, 173, 270, 271, or 272.)
12-13	Total

Hours	Language Other Than English
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0-12	Three years of one language other than English in high school or completion of the third semester of college level language other than English.
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Hours	American History
3-4	Choose from:
	HIST 170 - US Hist to 1877-ACP
	HIST 171 - US Hist to 1877
	HIST 172 - US Hist Since 1877
	HIST 173 - US Hist Since 1877-ACP
	HIST 270 - United States History to 1815
	HIST 271 - Nineteenth Century America
	HIST 272 - Twentieth Century America

Hours	Social/Behavioral Sciences
4	PSYC 100 - Intro Psych
3	PS 101 - Intro to US Gov & Pol
3-4	Cultural geography. Choose from: GEOG 104, 110, or 210
10-11	Total

Hours	Health and Physical Development
3	KIN 268 - Children's Movement
3	Total

Hours	Electives
9	Elective Courses (if needed to complete the 125 hour graduation requirement.)

Hours	Area of Concentration ²
12	Additional study in one academic discipline selected from the categories of mathematics, science, social sciences, or humanities. No more than six of the required twelve hours may be taken at the 100 level. (Consult an adviser for the list of approved disciplines.)

Hours	Professional Education
3-4	EPS 201/202 - Foundations of Education
3	EPSY 236 or PSYC 216 - Child Dev For Elemen Teachers or Child Psych
2	MUS 241 - Music for Elementary Teachers
2	ART 202 - Art in the Elementary Grades
8	EDPR 432 - Ed Prac in Elementary Ed
3	SPED 405 - Gen Educator's Role in SPED
3	CI 415 - Language Varieties, Cultures and Learning
2	CI 405 - Intro Tchg Elem Age Children
4	CI 406 - Thry Prac in Elem Schl Tch, I
2	CI 407 - Thry Prac in Elem Schl Tch, II
4	CI 430 - Tchg Children Mathematics
3	CI 432 - Invest Approach Elem Math Inst
1	CI 447 - Iss Prac in Address Diversity
3	CI 448 - Tchg Elem Social Studies
2	CI 450 - Tchg Elem Science, I
2	CI 451 - Tchg Elem Science, II
3	CI 467 - Prin Tchg Lit to Child Youth
3	CI 475 - Teach Elem Rdg & Lang Arts, I
3	CI 476 - Teach Elem Rdg & Lang Arts, II
55-56	Total
125 ⁵	Total minimum hours for degree

1. *General Education Requirement. Courses must be selected from the Campus General Education Approved Course List.*
2. *Courses must be selected from approved College of Education course list. Please contact academic adviser for approved courses.*
3. *At least one science course must be a laboratory course and selected from the approved College of Education course list. The second life science and physical science electives are degree requirements which must be selected from the campus approved general education list.*

4. *At least one 3-semester-hour course in humanities, electives, or the area of concentration must be taken in non-Western or US Minority culture.*
5. *The total hours required for the degree may be higher for students who do not complete the language other than English requirement in high school.*

SPED 405 - Gen Educator's Role in SPED:

Examination of issues in educating students with special needs: service delivery models, roles of teachers and related service providers, student assessment, curriculum individualization, instructional strategies, management of problem behaviors, and program evaluation. Secondary education, foreign language, and agriculture teacher education programs must take the course for 2 hours credit with concurrent registration in [SPED 205](#). Elementary education majors must take the course for 3 hours credit. The 3 hour course will include content on characteristics of students with disabilities, and eligibility and referral to special education.

Prerequisite: [SPED 117](#) for 3 hour course; concurrent registration in [SPED 205](#) for the 2 hour course or consent of instructor.

University of Michigan

Undergraduate Elementary Teacher Education Program Course Sequence

Following are the courses and experiences that define each semester of your program:

Year One (Junior Year)

Fall (semester 1)	Winter (semester 2)
EDUC 391 Educational Psychology- 3 credits EDUC 406 Teaching in the Elementary School - 3 credits EDUC 401 Literacy I - 3 credits EDUC 307 Practicum & Seminar - 2 credits	EDUC 392 Foundations of Education - 3 credits EDUC 431 Social Studies - 3 credits EDUC 403 Literacy II - 3 credits EDUC 307 Practicum & Seminar - 2 credits
11 credits	11 credits

MATH 385 is typically taken this semester. Students often also take one of the following creative arts methods courses: EDUC 427 (Art), MUSED 408 (Music), PHYSED 336 (Phys Ed).

Math (EDUC 489) is typically taken this semester. Students often also take one of the following creative arts methods courses: EDUC 427 (Art), MUSED 408 (Music), PHYSED 336 (Phys Ed), or PHYSED 354 (Dance).

Year Two (Senior Year)

Fall (semester 3)	Winter (semester 4)
EDUC 411 Teaching Elem School Math - 3 credits EDUC 421 Teaching Elem School - 3 credits EDUC 307 Practicum & Seminar - 2 credits	EDUC 301 Student Teaching - 12 credits EDUC 303 Student Teaching Seminar - 2 credits EDUC 490-xxx Teaching with Technology - 1 credit EDUC 490-xxx Students with Exceptionalities - 1 credit
8 credits	16 credits

Students often also take one of the

Students will receive instructions about

following Creative Arts Methods courses: EDUC 427 (Art), MUSED 408 (Music), PHYSED 336 (Phys Ed), or PHYSED 354 (Dance).

which sections of 490 they should register for.

Total program credits = 46

University of Northern Iowa

Elementary Education-Teaching K-6 General Classroom Teacher (Extended Program)

- **Undergraduate Majors (B.A.)**

The student will complete the Liberal Arts Core requirements (pages xxx-xxx), the Professional Education Requirements, the major requirements, a 24-hour area of concentration or an endorsement minor, and electives to complete a minimum of 125-144 hours (depending on minor chosen). The prescribed program is as follows:

I. Professional Education Requirements-Elementary Education

Required:

Special Education: [220:150](#).....2 hours

Instructional Technology: [240:031](#)*.....3 hours

Human Relations: [280:170](#).....3 hours

(Before enrolling in [280:170](#), the student must be fully admitted to the Teacher Education Program.)

Level I

Educational Psychology: [200:017](#); [200:030](#).....4 hours

Level II

(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

Educational Psychology: [200:128](#); [200:148](#).....4 hours

Measurement and Research: [250:150](#).....2 hours

Level III

(Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.)

Social Foundations: [260:119](#).....3 hours

Teaching: [280:134](#) Elementary Teaching.....12 hours
33 hours

II. Elementary Education Major Requirements

Required:

Elementary, Early Childhood, and Middle Level

Education: [210:120](#) or [210:122](#); [210:150](#) or [210:152](#); [210:161](#); [210:164](#).....12 hours

Elementary, Early Childhood, and Middle Level Education: [210:123](#) or

Music: [520:102](#) or Art: [600:090](#).....2-3 hours

Literacy Education: [230:044](#); [230:115](#); [230:116](#) (Middle Level/Elementary Education double majors may substitute [230:117](#) for [230:116](#)).....9 hours

Health Promotion and Education: [410:135](#) or Physical Education: [420:045](#) or Health, Physical Education and Leisure Services- Interdepartmental: [440:045](#).....2-3 hours

Mathematics: [800:031](#); [800:131](#); [800:134](#).....9 hours
34-36 hours

*Students must select [240:031](#) in place of [240:020](#) in the Professional Education Requirements unless the computer requirement is addressed in a minor subject field or elective course.

A 2.50 grade index in all work at the University of Northern Iowa and, also, a 2.50 GPA on all course work at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Students should plan their course work so that the following courses are taken concurrently as a professional semester block, prior to student teaching:

Elementary, Early Childhood, and Middle Level
Education: [210:120](#) or [210:122](#); [210:161](#); [210:164](#).

Literacy Education: [230:116](#).

Mathematics: [800:134](#).

To be eligible for the courses in the Professional Semester block, students must have completed Level II of the Professional Education Requirements, a curriculum course ([210:150](#) or [210:152](#)), and have a cumulative 2.50 GPA. Students should plan their course work so that all Elementary Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach: [210:120](#) or [210:122](#); [210:161](#); [210:164](#); [230:115](#); [230:116](#); [800:134](#). Students should apply for their student teaching one year in advance.

University of Virginia

3rd YEAR

Fall Semester:

1. Declare a major in the College by the start of the semester.
2. Complete EDLF 5010: Childhood Learning & Development (3 cr.), EDIS 3881: Field experience (1 cr.), EDIS 5010: Curriculum and Instruction (3 cr.).
3. Continue working on General Requirements listed above in "Prerequisites and Admissions Requirements."
4. Fall or spring--complete EDIS 3450: Teaching with Technology (2 cr.)

Spring Semester

1. Complete EDIS 5020: Instruction and Assessment (3 cr) , EDIS 3881: Field Experience (1 cr.), EDIS 5221: Reading Development (3 cr.)
2. Spring or summer--complete **EDIS 3020: Exceptional Learner** (3 cr.)
By May 1, take and pass the [Virginia Communications & Literacy Assessment \(VCLA\)](#). Print two copies of your test results; keep one copy, turn the other in to the Office of Teacher Education (326 Bavaro Hall).

4th YEAR

In addition to taking Curry classes, work toward completing College requirements.

Fall Semester

1. Complete EDIS 5300 Language Skills Block 1 (3 cr.), EDIS 5330 Science in the Elementary Schools (3 credits), EDIS 4881: Field Experience (1 cr.)
2. Fall or spring semester, complete EDIS 5340: Social Studies in the Elementary Schools (3 cr.) and EDIS 5320: Mathematics in Elementary Schools (3 cr.).
3. **By December 1** submit the following to the Office of Teacher Education (Bavaro 326):
 - o official [Graduate Record Examination \(GRE\) scores on the General Test](#) that meet targets (Q-550; V-450; W-4.0) for master's students.
 - o Teaching Associateship Application (a form on which you request a student teaching placement), available in the Office of Teacher Education.
 - o Advancement to Graduate Status Application (available in the Office of Teacher Education) - Criteria for advancement are satisfactory performance in all field

experiences and Curry classes, a 3.0 GPA in content major in the College, a cumulative GPA of 2.7, and satisfactory performance on GREs.

Spring Semester

1. Complete EDIS 5310: Language Skills Block II (3 cr.) , EDIS 4881: Field Project (1 cr.)
2. Complete EDIS 5340: Social Studies in the Elementary Schools (3 cr.) and EDIS 5320: Mathematics in Elementary Schools.(3 cr.) if not taken during fall semester.
3. By July 1, take and pass the [Reading Praxis Series Reading for Virginia Educators \(RVE\): Elementary and Special Education Teachers Assessment](#). Print two copies of your test results; keep one copy, turn the other in to the Office of Teacher Education.
4. Complete the online module [Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators](#). Print out the certificate of completion and make one copy for the Office of Teacher Education. Keep the original with your personal records.

Summer Session (if accelerating the program)

1. Register for coursework on the [Summer Session website](#).
2. Enroll in EDIS 7991: Field Project (3 cr.)--a portion of the course will be completed in the fall.
3. Complete EDLF 7100: Contemporary Issues (3 cr.).

5th YEAR --All College courses and Curry requirements (coursework, state-mandated tests) must be met.

Fall Semester: (No courses, other than those listed below, may be taken during the term.)

1. By August 1, take and pass the [Praxis II Elementary Education: Content Knowledge](#) exam offered by the Educational Testing Service (ETS). Print two copies of your test results; keep one copy, turn the other in to the Office of Teacher Education.
2. *If graduating in December*, apply for graduation both in the College and in Curry by October 1. Submit your Curry application (make sure to list primary and secondary endorsements, if applicable) to Curry's Office of Admission (106 Bavaro Hall). Attach the following materials, using a paperclip: copies of test scores and the "College Verification Form" and "Application for Initial Licensure" found in the online pdf document "[Application for a Virginia License](#)". Make sure the address you list on your licensure paperwork is the location where you will be receiving mail between December and February.
3. Complete EDIS 5881: Teaching Associateship--Elementary (12 cr.). *If you are earning a second endorsement, check with the placement coordinator to see if you need a split placement.*
4. Complete EDIS 5871: Seminar: Teaching Associateship--Elementary (3 cr.)

5. If planning to enroll as a part-time (fewer than 12 cr.) during the spring, email Sheilah Sprouse (sgs9w@virginia.edu). She will change your status in SIS to PT, so you are billed correctly for a reduced load.

Spring Semester

1. If graduating in May, apply for graduation both in the College and in Curry no later than February 1. On the Curry form, be sure to list primary and secondary endorsements (if relevant). Take your education application to Curry's Office of Admission (106 Bavaro Hall). Use a paperclip to attach copies of test scores, and the "College Verification Form" and "Application for Initial Licensure" documents found in the online pdf "[Application for a Virginia License](#)". Make sure the address you list on the licensure application is the one where you will be receiving mail between May and August.
2. Complete EDIS 7991: Field Project (3 cr.) and EDLF 7100: Contemporary Educational Issues (3 cr.)
3. Finish College requirements

Appendix D: Mission Statements

Links to Institutions' Mission Statements

Table 14: <i>List of Links to Mission Statements</i>	
Institution	Location on Mission Statement
Alverno College	There was no mission statement for the department
Arizona State University	http://education.asu.edu/programs/elementary-education-bae
Boston College	http://www.bc.edu/schools/lsoe/about/mission.html
Eastern Michigan University	http://www.emich.edu/coe/about/mission.html
Emporia State University	http://www.emporia.edu/earlychd/undergrad/pds.htm
Indiana University	http://education.indiana.edu/Missionstatement/tabid/6280/Default.aspx
Michigan State University	http://education.msu.edu/te/elementary/Prospective-Students/Welcome.asp
Montclair State University	http://cehs.montclair.edu/about/mission.shtml
National Louis University	http://nlyou.com/nce/about/index.cfm
Southwest Missouri State	http://www.smsu.edu/Academics/Departments/Education/Index.cfm?Id=477
St. Cloud University	http://www.stcloudstate.edu/soe/about/default.asp
University of Central Florida	http://education.ucf.edu/about_mission.cfm
University of Connecticut	http://www.education.uconn.edu/about/mission.cfm
University of Florida	http://education.ufl.edu/mission-history/
University of Illinois	http://education.illinois.edu/about/mission.html
University of Maryland	http://www.education.umd.edu/collegeinfo/generalInfo/ata glance.html
University of Michigan	http://www.soe.umich.edu/about/
University of Northern Iowa	http://www.uni.edu/coe/about/strategic-plan
University of Texas	http://www.edb.utexas.edu/education/about/profile/mission/
University of Virginia	http://curry.virginia.edu/teacher-education
University of Wisconsin	http://www.education.wisc.edu/about/initiatives/
Vanderbilt University	http://peabody.vanderbilt.edu/the_peabody_difference.xml

Appendix E: Course Descriptions

Because of the length program overviews would add to the appendices, six program overviews were randomly selected for display in Appendix C. All other program overviews can be found at <http://thesissyllabi.wikispaces.com/Program+Overviews>.

Arizona State University Course Descriptions

BLE 220 Foundations of Structured English Immersion:

Examines current educational practices and historical legal issues. Prepares teacher candidates with a provisional Structured English Immersion endorsement.

EED 412 Mathematics in Elementary Schools:

Methods of teaching mathematics to all students at the K-8 level, instructional planning and assessment.

EED 433 Language Method Management and Assessment:

Theory on the social nature of oral and written language and congruent teaching, management, and assessment practices.

EED 478 Student Teaching in the Elementary School:

Student teaching in elementary school classrooms, Synthesized experience in curriculum, instruction, and classroom management.

MTE 180 Mathematics for Elementary Teachers I:

Numbers, number systems, operations on numbers; patterns, algebraic reasoning, and functions; problem solving.

MTE 181 Mathematics for Elementary Teachers II:

Data analysis, probability, and discrete mathematics; geometry and measurement; structure and logic.

RDG 322 Language Literacy 1 in Elementary Schools:

Instructional strategies for teaching reading using systematic research-based phonics to aid decoding; vocabulary; and comprehension development; writing, speaking, and listening skills.

SPE 222 Orientation to Education of Exceptional Children:

Includes gifted, mildly handicapped, severely handicapped, and the bilingual/multicultural exceptional child.

SPE 310 Professional Practices and Foundations in Special Education:

Foundational themes and issues in special education. Discusses each disability within the mild cross-categorical area in relation to foundational themes and issues relating to professional practices in special education.

SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth:

General issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities.

SPE 320 Assessment and Evaluation of Children with Special Needs:

Norm-referenced, criterion-referenced, and formative evaluation to determine eligibility, plan individualized programs, and monitor progress of students with disabilities.

SPE 322 Behavior Management and Consultation:

Analysis, intervention, and consultation strategies for effective management of classroom and social behavior for students with special needs.

SPE 396 Field Experience I:

Applies course content while working with students with disabilities in inclusive settings. Emphasizes classroom and behavior management.

SPE 397 Field Experience II:

Applies course content in a special education setting. Emphasizes observation, pupil management, planning and delivering instruction, and assessment.

SPE 424 Methods of Cross-Categorical Special Education:

Assessment and instructional methods for students with mild to moderate retardation, learning disability, emotional disabilities, and physical/health impairment.

SPE 431 Collaborative Teaching Methods for General Education Classroom Environments:

Methods and issues in cooperative teaching for special education students in general education classrooms.

SPE 478 Student Teaching in Special Education:

This institution does not provide a course description other an enrollment requirements.

TEL 212 Understanding the Culturally Diverse Child:

Surveys cultural and linguistic diversity in American education, including education equity, pluralism, learning styles, and roles of schools in a multiethnic society.

TEL 311 Instruction and Management in the Inclusive Classroom:

Planning and delivering instruction, organizing and managing classrooms, and making adaptations for English language learners and students with special needs.

TEL 313 Educational Technology in the K-12 Curriculum:

Applies and integrates educational technologies in all curricular areas; examines theoretical and practical issues for diverse learners.

TEL 314 Classroom Assessment:

Assessment and evaluation of student learning; emphasizes integration and adaptation of curriculum, instruction, and evaluation of all students.

TEL 315 Child and Adolescent Development:

Physical, cognitive, social, and emotional development during childhood and adolescence; developmentally appropriate principles and practices to facilitate development for all students.

Michigan State University Course Descriptions

ENG 302 Introduction to English Language Studies:

Acquisition of oral and written English. English dialects and styles. Minority dialects and Standard English. Reading and writing English.

MTH 201 Elementary Mathematics for Teachers I:

Mathematics needed for K-8 teaching. Place value and models for arithmetic, mental math, word problems, and algorithms. Factors, primes, proofs, and prealgebra. Fractions, ratios, rates, and percentages. Negative, rational, and real numbers. Special emphasis on the appropriate sequential order for teaching.

MTH 202 Elementary Mathematics for Teachers II:

A continuation of MTH 201. Geometry, measurement, and elementary data analysis.

SME 301 Science for Elementary Schools:

Topics in earth science, life science, and physical science explored through discussion, demonstrations, readings, presentations, and field trips.

TE 150 Reflections on Learning:

Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning in and out of school.

TE 250 Human Diversity, Power, and Opportunity in Social Institutions:

Comparative study of schools and other social institutions with a focus on the social construction of diversity, maintenance of inequality, and political, social, and economic consequences for individuals and groups.

TE 301 Learners, Learning, and Teaching in Context:

Role of social context and sociocultural background in learning. Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context. Multiple literacies.

TE 348 Reading and Responding to Children's Literature:

Literary understanding and genres in reading and teaching children's literature. Critical and theoretical perspectives in evaluating children's literature. Children's responses to literature. Literary, social, and pedagogical issues in the study of children's literature.

TE 401 Teaching of Subject Matter to Diverse Learners:

Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings. Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

TE 402 Crafting Teaching Practice:

Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines. Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.

TE 501 Internship in Teaching Diverse Learners I:

Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.

TE 801 Professional Role & Teaching Practice I:

Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Relations of teachers to colleagues, families, other social service providers, and community leaders. Roles in school governance.

TE 802 Reflection & Inquiry in Teaching Practice I:

Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.

University of Central Florida Course Descriptions

EDE 3942 Internship I:

Student teaching assignment in an elementary school under the supervision of a certified classroom teacher.

EDE 4223 Integrated Arts and Movement in the Elementary School:

Provides the prospective teacher with knowledge, skills, and dispositions to integrate arts and movement into the education of elementary school children.

EDE 4943 Internship II (Elementary):

Student teaching in an elementary school under the supervision of a certified classroom teacher.

EDF 4467 Learning Theory and Assessment:

Application of learning theory and assessment principles to classroom teaching situations. Fifteen hour in-school experience required.

EDF 4603 Analysis and Application of Ethical, Legal, and Safety Issues in Schools:

Critical analysis of contemporary educational issues, including ethical, safety, legal, cultural, and linguistic considerations which directly impact schooling in a democracy.

EDG 4410 Teaching Strategies and Classroom Management:

Instructional, organizational and classroom management strategies to create effective learning environments. Fifteen hour in-school experience required.

EEX 4070 Teaching Exceptional Students:

Development and practice of effective teaching and management strategies for elementary regular classroom teachers to use in working with mild disabilities.

LAE 3414 Literature for Children:

Criteria for analysis and evaluation of children's literature in terms of interests, needs, and abilities of children.

LAE 4314 Language Arts in the Elementary School:

Content, principles, materials, and techniques involved in teaching, speaking, listening, writing, and spelling in the elementary school; organizing for instruction.

MAE 4326 How Children Learn Mathematics:

Instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematical learning, and diagnostic techniques.

RED 3012 Basic Foundations of Reading:

Principles, procedures, and current practices for teaching reading. Specific techniques and materials for word identification, content reading and comprehension.

RED 4519 Diagnostic and Corrective Reading Strategies:

An investigation of the needs of individual learners in reading instruction. Organization and techniques for promoting optimum reading growth.

RED 4942 Practicum for Assessment and Instruction of Reading:

Practicum that provides opportunity to apply knowledge of reading assessment and instruction in order to increase reading proficiency of struggling readers.

SCE 3310 Teaching Science in Elementary School:

Selected concepts; organizing for instruction; techniques; evaluation procedures.

SSE 3312 Teaching Social Science in the Elementary School:

Selected themes, problems, and concepts; organizing for instruction; techniques; evaluation procedures.

TSL 4080 Theory and Practice of Teaching ESOL Students in Schools:

Focuses on methods of teaching English to Speakers of Other Languages (ESOL), ESOL curriculum and materials, cross-cultural understanding, applied linguistics in second language teaching, and test and evaluation of ESOL.

TSL 4240 Issues in Second Language Acquisition:

English phonology, morphology, syntax, and semantics, for future teachers.

University of Connecticut Course Descriptions

EDCI 3000 Introduction to Teaching:

Introduction to the University of Connecticut's Integrated Bachelor's/Master's Teacher Preparation Program. Includes the philosophical and theoretical foundations of the program, its structure and components, the nature and purposes of schooling, the relationship of the school and society, and recent educational reform movements, including the work of the Holmes Group and John Goodlad's National Network for Educational Renewal, and the nature and purposes of "reflective practice" for the educational professional.

EDCI 4110W Teaching Reading and Writing in the Elementary School

The institution does not provide a description under this course besides who is required to take it.

EDCI 4115 Teaching Mathematics in the Elementary School:

A study of current approaches to teaching and learning school mathematics. Opportunities will be provided for participants to develop an awareness and knowledge of the Standards for Teaching School Mathematics.

EDCI 4120 Teaching Science in the Elementary School:

A study of curriculum materials, laboratory experiences and teaching techniques in science.

EDCI 4125 Teaching Social Studies in the Elementary School:

A study of the organization of learning experiences and teaching methods emphasizing the social sciences as the foundation of the social studies.

EDCI 4130 Teaching the Language Arts in the Elementary School:

A study of current theory and approaches to teaching the language arts effectively by connecting the teaching of speaking, listening, reading, and writing and by integrating this instruction with children's literature and content learning. Field experiences may be included.

EDCI 4150 Directed Student Teaching:

Student teaching in selected elementary schools. Provides opportunity for students to observe teaching, to develop teaching skills through practice, and to engage in other school activities for which elementary teachers are responsible.

EGEN 3100 Seminar/Clinic: Teaching and Learning:

Integration of the concepts of learning, **special needs**, and technology with clinical experiences.

EGEN 3110W Seminar/Clinic: The Student in the School Context:

The institution does not provide a description under this course besides who is required to take it.

EGEN 4100 Seminar/Clinic: Methods of Teaching:

Integration of concepts of learning assessment and exceptionality with area specific methods.

EGEN 4110 Seminar/Clinic: Analysis of Teaching:

Analysis of instructional concepts and implementation in the clinical setting. Relationship of instruction to theory and implications for instructional evaluation are stressed.

EPSY 3010 Educational Psychology:

The psychology of learning and teaching, and the study of the nature and development of children and adolescents.

EPSY 3110 Exceptionality:

Overview of characteristics of **students with exceptionalities** and of educational programming for exceptional learners.

EPSY 3125 Classroom and Behavior Management:

Overview of preferred practices for providing positive behavior supports for **students with disabilities** across a variety of classroom and other educational environments.

EPSY 3230 Technology in Education:

The use of educational technology in the education profession. Emphasis is placed on computer technology, software evaluation and instructional devices.

EPSY 4010 Assessment of Learning I:

Theory and practices of the assessment of learning.

EPSY 4015 Assessment of Learning II:

Theory and practices of the assessment of learning.

PSY 2400 Developmental Psychology:

Social behavior, personality, perception, cognition, language, intelligence, learning, biobehavioral processes, and research methodology in developmental perspective.

University of Maryland Course Descriptions

EDCI 322 Curriculum and Instruction in Elementary Education: Social Studies

Curriculum, organization and methods of teaching, evaluation of materials, and utilization of environmental resources. Emphasis on multicultural education. Includes laboratory/field experiences.

EDCI 342 Curriculum and Instruction in Elementary Education: Language

Listening, oral communication, functional writing, creative writing, spelling, handwriting, and creative expression. Includes laboratory/field experiences.

EDCI 352 Curriculum and Instruction in Elementary Education: Mathematics:

Materials and procedures to help children sense arithmetical meanings and relationships. Development of an understanding of the number system and arithmetical processes. Includes laboratory/field experiences.

EDCI 362 Curriculum and Instruction in Elementary Education: Reading:

Provide future elementary school teachers with the understandings and strategies to plan effective reading instruction. Participants will: a) learn a variety of developmentally appropriate word recognition strategies; b) learn a variety of developmentally appropriate comprehension strategies to enhance student understanding and interpretation of text; c) learn how to implement a balanced literacy program; d) learn appropriate early identification and intervention strategies to assist students with different learning styles, and emerging literacy; and e) learn how to establish and maintain an organized classroom environment that fosters interests, motivation, and positive attitudes/perceptions about all aspects of literacy.

EDCI 372 Curriculum and Instruction in Elementary Education: Science:

Objectives, methods, materials and activities for teaching science in the elementary school; emphasis on teaching strategies which help children learn the processes and concepts of science. Includes laboratory/field experiences.

EDCI 397 Principles and Methods of Teaching in Elementary Schools:

Teaching strategies, classroom interactive techniques, and procedures for planning and evaluating instruction in elementary schools. Emphasis on principles of effective instruction, classroom management, and adaptation of instruction for various student populations.

EDCI 464 Assessment for Reading:

Examination of reading assessment theory, materials and procedures; Topics include validity and reliability in reading assessment, formal and informal assessment, reading instruction that is informed by ongoing assessment, and the effects of assessment on students and schooling in a diverse society.

EDCI 461 Materials and Instruction for Creating Skilled and Motivated:

Selecting, evaluating, and using a variety of materials to create skilled and motivated readers in the elementary grades; Topics include emergent literacy, vocabulary development, reading comprehension and oral reading fluency in diverse classroom settings.

EDCI 488 Classroom Management Linking Theory to Practice:

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, developing relationships with staff members and parents, and managing behavior in a variety of instructional formats.

EDSP 210 Introduction to Special Education:

Characteristics and needs of individuals receiving special education and related services. Current issues and practices in special education.

University of Northern Iowa Course Descriptions

200:017 Field Experience: Exploring Teaching:

Direct and indirect experiences in the ways schools function, roles and responsibilities of teachers, and student behavior

200:030 Dynamics of Human Development:

Introduction to behavioral characteristics of individual development; basic developmental principles, age-stage characteristics; and provisions community, family, and school make in the development of children and youth.

200:128 Field Experience: Teacher as Change Agent:

Direct experiences to increase understanding of learning process and apply skills for facilitating the process; may include motivation, classroom management, and teaching strategies.

200:148 Learning and Instruction in Classroom Contexts:

Examination of the influence of cognitive, motivational, and sociocultural factors on students' learning in classroom contexts, with an emphasis on implications for classroom instruction and improved student achievement. Application of course concepts to the co-requisite field experience.

220:150 Meeting the Needs of Diverse Learners in Classrooms:

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom

240:031 Educational Technology and Design:

Selection and use of various educational technologies within an instructional design framework. Includes the design and production of media and the operation of hardware and software for Pre-K-8 educational use.

250:150 Classroom Assessment:

(Introduction to classroom assessment. Topics include: principles of preparation and appropriate use of teacher-constructed assessment instruments; methods of reporting assessment information; and purposes and interpretation of standardized test scores.

260:119 Schools and American Society:

Relationship of schools and American society from sociological, historical, philosophical, political, and economic perspectives. Focus on central characteristics

of the educational system and influence of these on teachers as professionals and teaching as a profession.

280:134 Elementary Teaching:

Provides the student the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, working with special school personnel, and utilizing school and community resources in the instructional program.

280:170G Human Relations: Awareness and Application:

Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others and integrated into one's professional responsibilities.

List of References

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