Special Issue
Call for Papers
Teacher Education and Special Education (TESE)
The Journal of the Teacher Education Division of the Council for Exceptional Children

Special Issue Topic: Global perspectives on special education teacher education

Special Issue Title: Preparing teachers for a global, digital society: What special educators need to know and should be prepared to do

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Discourse regarding the diversity in the United States is only paralleled by the actual growth in numbers of persons from diverse backgrounds. It is inevitable that the terms minority/majority will have new meaning in the years to come. To truly understand and appreciate the impact of a more diverse country, we must understand the world outside our own borders. Specifically, the meaning and scope of diversity must be expanded, to include people, practices, and regions outside the United States of America (USA). In some regions of the USA, traditional notions of diversity have already shifted, where people of non-European descent now outnumber those from European descent (Logan, Elisabeta, & Adar, 2012). This phenomenon is true in some regions of Western Europe as well (Hamnett, 2012).

For this special issue, we are seeking authors that can highlight, compare and report perspectives and practices of special education personnel preparation (including doctoral preparation) from around the globe. These authors are to adopt an approach that we believe will serve to be quite informative to the field of special education teacher education. Specifically, we believe that investigations that utilize comparative education methods and approaches fueled by a specific logic (see Bray and Thomas (1995) framework for comparative education) have the potential to reveal evidence supporting viable practices for special education teacher education. We welcome empirical work, literature reviews, or conceptual papers; however, the framework/adherence to the specific logic must be woven into the work to create cohesiveness across all papers. Please review additional information regarding this specific logic and framework at: http://www.coe.fau.edu/academicdepartments/ese/international.aspx.

If there are questions regarding this process or project, please contact Drs. Dukes (cdukes@fau.edu), Darling (sdarlin4@fau.edu), or Gallagher (pgallagher@gsu.edu).