

## FROM *the* EDITOR

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**W**elcome to volume two, issue two of the *Journal of Special Education Preparation*! Although *JOSEP* is a relatively new peer-reviewed journal within the field of special education, our previous issues have been well received within the community of special education faculty across the globe. To date, articles from our first three issues of *JOSEP* have been downloaded over 5,000 times! We credit the welcoming of *JOSEP* content to our valuable contributors and growing review board. We know that special education faculty, and the field of special education, will benefit from research-to-practice articles that provide information, resources, and tools to improve the education and experiences of preservice special education teachers and administrators. It is our mission at *JOSEP* to continue doing so.

In this special issue, we bring our readers a unique perspective from special education faculty who work at small special education preparation programs. The Small Special Education Programs Caucus (SSEPC) is a membership group within the Teacher Education Division (TED) of the Council for Exceptional Children (CEC). The Purpose of SSEPC is to:

- Identify and address the unique qualities and needs of small special education personnel preparation programs.
- Facilitate professional development activities which will enhance the knowledge and skills of faculty members in small special education personnel preparation programs.
- Promote interprofessional support, collaboration, and linkage for the professional growth and improvement of faculty members in small special education personnel preparation programs.
- Facilitate and promote cooperation

among small special education personnel preparation programs and Federal, State, and Local Educational Agencies.

- Facilitate support for innovation and development efforts by small special education personnel preparation programs.
- Promote and support the policies and activities of the Teacher Education Division and The Council for Exceptional Children in all its efforts concerning special education personnel preparations.

The SSEPC is an active group within TED with many benefits of membership. To be a member of SSEPC a person must be a faculty member of a public/private instate of higher education and:

1. Involved with preparation of undergraduate and/or graduate (excluding doctoral candidates); or
2. Employed in a department or program with seven (7) or fewer full-time Special Education Faculty (regardless of level of training provided by that program).

We recognize that faculty in small special education preparation programs may have unique benefits and challenges when preparing special education teachers. Therefore, the editorial team approached SSEPC members and asked if they would like to contribute to a special issue of *JOSEP* exclusively focused on small program issues. We are pleased to present six articles written by members of SSEPC. In addition, we continue our *International Spotlight* section featuring an article on the policies of special education in South Korea.

### Small Programs Special Issue

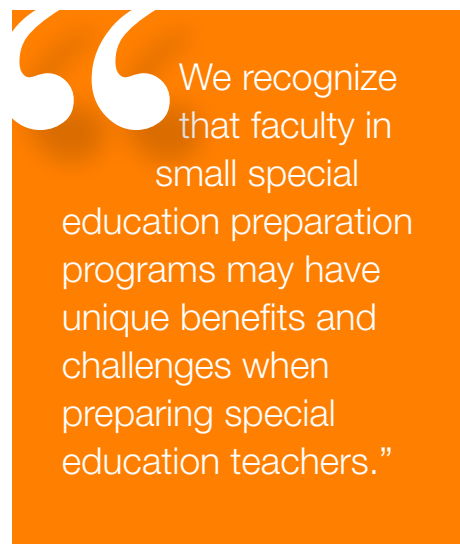
In the first article of the small programs special issue, Wilkinson and Potts (2022) discuss how role play activities can be an accessible and

flexible option for preservice teacher skill development during university coursework. The authors provide an analysis of why role play activities are beneficial, suggestions on when to use role play scenarios, and steps and resources for creating and using your own role play activities within a variety of common university courses.

In the next article, Golloher and colleagues (2022) describe how one small Department of Special Education reinvented its program to center on anti-racism and anti-ableism to inspire the next generation of special education teachers to adopt a transformative vision for public education. The authors describe a roadmap that employs a “common trunk” of classes aligned with differentiated coursework needed for specialization that centers these principles while reducing assignments.

Walker et al. (2022) continue the conversation on small program redesign by demonstrating in their article how programs with resource limitations can design effective and efficient teacher preparation programs through a spiraled curriculum. The authors position their paper within a Universal Design for Learning (UDL) lens to realistically support the requirements and resilience needed by qualified special educators. Although special education faculty of small programs face unique challenges, the authors argue that a UDL framework can assist in spiraling curriculum for special education candidates by incorporating three key components: case studies, modeling/ role-plays/ feedback, and mentoring.

Next, Lynn and colleagues (2022) examine virtual methods that small special education preparation programs can use for field experiences, modeling, coaching, feedback, supervision, and partnerships. In doing



so, faculty can leverage expertise to expand recruitment in programs and support teacher retention efforts. The authors ground their suggestions within the Council for Exceptional Children’s (CEC) high-leverage practices (HLPs) to virtually support teacher candidates’ using a developmental and scaffolded approach.

Many small special education programs only have a dual (general education/special education) certification program. At institutions of higher education such as these, special education faculty have a unique role to fill when preparing teacher candidates. Howerter and colleagues (2022) emphasize the importance of infusing special education throughout general education courses to truly create an integrated program. The authors use four case study dual certification programs to accentuate that an effective dual certification program requires collaboration, support, inclusion, patience, advocacy, and education.

In the final article of the small programs special issue, Ploessl et al. (2022) provide teacher education programs with a blueprint for integrating service-learning into early teacher education coursework in a way that benefits practice-based small teacher

education programs and local communities. The authors provide readers with a phase-by-phase guide as well as key practices and strategies for service-learning implementation.

### International Spotlight

The *International Spotlight* article is written by Kang and Shin (2022) who provide a comprehensive history and exploration of current issues of special education in South Korea. The authors outline the progression of social inclusion of individuals with disabilities in South Korea through legislative and regulatory action—specifically the continuation of five-year development plans. Multiple areas, however, still require advancement such as designing quality special education curricula, promoting disability awareness among the public, and the quality of preparation for both general and special education teachers. The authors discuss these contemporary issues with an emphasis on how policymakers, stakeholders, and practitioners can further facilitate authentic interaction among families and students with and without disabilities.

### Coming Soon

*JOSEP* opened for the acceptance of public manuscript submissions, in January 2022. Since then, we have been receiving manuscripts and sending them out for peer-review. We look forward to compiling our next issue entirely of publicly submitted articles. Our goal is to publish the next issue in December of 2022. We continue to encourage potential contributors to read “How and why to write for the *Journal of Special Education Preparation*” by Markelz and Riden (2022) for guidance on the aim and scope of *JOSEP* prior to submission.

We hope you enjoy this issue of *JOSEP*!