Purpose: This project will integrate or merge general education and special education preservice teacher education at the University of Southern Maine by embedding Universal Design for Learning (UDL) and culturally responsive pedagogy principles and practices into all initial certification programs to prepare teaching candidates to teach students with high-incidence disabilities more effectively.

Method: The project contributes scholarship to the national examination of teacher education in two ways. First, it will establish coherence in the preparation of teachers of students with high-incidence disabilities in both general and special teacher education. Secondly, it will include the education of English language learners with disabilities in both special and general teacher education. The following core curricula will be redesigned: (a) seminar and internship; (b) content methods courses and UDL courses; (c) candidate assessments; and (d) induction and mentoring. Key collaborators include: IRIS Center for Training Enhancements, National Center for Culturally Responsive Education Systems, National Center on Policy and Practice in Special Education, and the Center for Applied Technology.

Products: