

Study	Design	Context	Sample	Data Sources	Findings
Benner, S. M. & Lesar, Sharon (2000)	qualitative	program restructuring	13 mentoring teachers, 12 undergraduate interns, 6 faculty members	individual interviews, focus group interviews, observations, study of artifacts,	<ol style="list-style-type: none"> 1) during the pre-internship block, preservice teachers were confused about the constructivist view of knowledge 2) the intern teachers considered the one-year full-time internship beneficial 3) how to place interns with mentoring teachers who demonstrate best practices in inclusive classroom instruction, and state licensure requirements restricting the unification of teacher education programs were the major challenges
Cook, B. G. (2002).	survey	program enhancement	136 undergraduate preservice general educators	Opinions Relative to Integration of Students with Disabilities scale & comments	<ol style="list-style-type: none"> 1) pre-service teachers were more positive toward the inclusion of students with learning disabilities than of students with behavior disorders, mental retardation, and multiple disabilities 2) pre-service teachers of different class standings did not have significantly different attitudes toward inclusion
Everington, C., Hamill, L. B., & Lubic, B. (1996).	self report	program restructuring	schools & both general & special education Miami University students	self report	<ol style="list-style-type: none"> 1) a foundation for change was created in the school that has many positive elements in place, including strong administrative support, the climate for educational reform, ongoing collaboration 2) staff have increased their awareness and understanding of inclusionary practice.

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Heston, M. L., Raschke, D., Kliewer, C., Fitzgerald, L. M., & Edmiaston, R. (1998).	self report	program restructuring	four faculty members	self report	<ol style="list-style-type: none"> 1) faculty collaboration initiated 2) school settings of effective inclusion practices identified 3) an extensive list of specific competencies in each major area developed 4) faculty engraved personal philosophy hurdled the merging
Jenkins, A. A., Pateman, B., & Black, R. (2002).	self report	program restructuring	faculty members	self report	<ol style="list-style-type: none"> 1) partnered with local schools 2) redefined the roles of university faculty members, school-level mentor teachers, and school administrators 3) school and mentor teacher were recruited with greater emphasis on inclusion 4) special & general education practices, philosophies, coursework and assignments were integrated 5) increasing communication among stakeholders were carried out
Jung, W.S. (2007)	survey	program enhancement (infusion)	68 first year students & 57 student teachers	Opinions Relative to Integration of Students with Disabilities	first year students rated themselves significantly higher than student teachers on confidence in teaching in inclusive classroom indicating they had more favorable attitudes toward inclusion than student teachers

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Lombardi, T. P., & Hunka, N. J. (2001).	survey	program enhancement	72 students & 11 faculty members	six-item student and faculty version of a questionnaire & open-ended questions, phone interviews	<ol style="list-style-type: none"> 1) the fourth year students reported acquiring more outcomes and competencies, more likely to report being competent and confident as compared to their peers in the second year of the program 2) four of the 11 professors reported that they felt both competent and confident to teach future educators to work with special needs students in inclusive settings, while one of the professors felt a lack in both competence & confidence to teach in this area.
Peterson, M., & Beloin, K. S. (1998)	self report	program enhancement	two faculty members	self report	the course was e made most valuable by focusing on providing information on instructional support and accommodation strategies, rather than exclusively on specific disabilities
Smith, S. J., Frey, B. B. & Tollefson, N. (2003)	quantitative & qualitative	program enhancement	130 students in the campus-based program & 30 in the collaboration cohort	a 22-item survey on collaboration	<ol style="list-style-type: none"> 1) the collaborative cohort model improved preservice teacher attitude towards integrating effective collaboration and the perceived ability to meet the needs of diverse learners in an inclusive general education environment, 2) but measured levels of actual collaborative behavior decreased

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Sobel, D. M., Iceman-Sands, D., & Basile, C. (2007).	self report	program restructuring	faculty & associate dean	Self-report	a more formal process carried out to integrate special education, technology, and ELL in the curriculum: a) each syllabus designed with the review of content-area specialists across; b) key course activities and readings identified to support those learning goals; c) a structure initiated by the dean consisting of a lead instructor and a course team to meet weekly or biweekly & lead instructors met monthly as a group to support program coherence, address student concerns, mentor new and honoraria faculty, and address program-level issues
Van Laarhoven, T. R., Munk, Dennis D., Lynch, K., Bosma, J., & Rouse, J. (2007)	quasi-experimental	program enhancement	84 pre-service teachers elementary, secondary, and special education majors	lesson plan evaluation, attitudes toward inclusion and toward instructional adaptations survey, curricular probes	<ol style="list-style-type: none"> 1) significantly more growth observed in Project ACCEPT cohorts 2) Staff gave high ratings to Project ACCEPT cohorts on lesson planning and implementation 3) Project ACCEPT participants overwhelmingly positive (91%) about their experience
Voltz, D.L. (2003) No. 7	survey	program enhancement (infusion)	252 teacher preparation programs nationally	survey, interviewing	<ol style="list-style-type: none"> 1) approximately 25% (63) of programs surveyed used collaborative infusion in some form 2) the majority of these programs using it to supplement other approaches, such as a separate class