

Kansas Interdisciplinary Higher Education Survey

Purpose of the Survey

The purpose of this survey was to gather information on common competencies developed through preservice preparation of practitioners across all disciplines and administrators serving children (birth to five) and their families in the state of Kansas. It was designed and distributed to 56 higher education programs in an attempt to better understand a) content and fieldwork opportunities specific to the early childhood population and b) potential needs in building the competence of the early childhood workforce in Kansas. Preliminary findings from this survey have revealed common knowledge and abilities across disciplines and assisted in identifying gaps to be addressed through linkages between pre-service and ongoing professional development for the early childhood workforce in Kansas.

Research Questions

- 1. Fieldwork Experiences:** Are most students in higher education/preparation programs across disciplines completing high quality fieldwork experiences with children aged birth to five and their families?
 - Are EC fieldwork experiences required? Part C and B, 619?
 - Are EC fieldwork experiences offered? Part C and B, 619?
 - Are high quality early childhood settings available?
 - Is it difficult to locate placements?
- 2. Early Childhood/Disability Related Content:** How many courses in early childhood are offered to students in higher education/preparation programs per disciplines? To what extent are students in higher education/preparation programs across disciplines receiving content specific to early childhood and disabilities?
 - AT, Teaming, UDL, PBIS, etc.
 - Foundations and Developmental Theories
 - Typical Development
 - Learning differences
 - EBP and Intervention Strategies
 - Learning Environments
 - Language
 - Instructional Planning
- 3. Program Strengths & Challenges:** Strengths and Challenges of Programs (across and within disciplines)?

Citation: Lindeman, D.P., Parks, S., Horn, E., Kong, N.Y., Fees, B., & Stroup-Rentier, V. (2014). Interdisciplinary early childhood preservice survey. Unpublished survey. University of Kansas, Lawrence, Kansas.

Kansas Interdisciplinary IHE Results

ECU/EC Discipline

Responses from 12 Higher Education Programs	
Four Year Institutions	Community Colleges
University of Kansas (KU) Kansas State University (KSU) Wichita State University (WSU) Southwestern College (SC) Pittsburg State University (PSU) Newman University (NU) *University of St. Mary's (USM)	Barton County CC Butler County CC Cloud County CC Dodge City CC Hutchinson County CC
*Does not lead to a license	

A. Fieldwork Experiences

- Are EC fieldwork experiences required?
Yes = 100%
- Is it difficult to locate placements?
No = 71%
Yes = 29%, Difficult to locate placements Ages 0-2 (Reported by: KSU, WSU, PSU)
- Fieldwork settings typically offered. (See Table/Graph A-1)

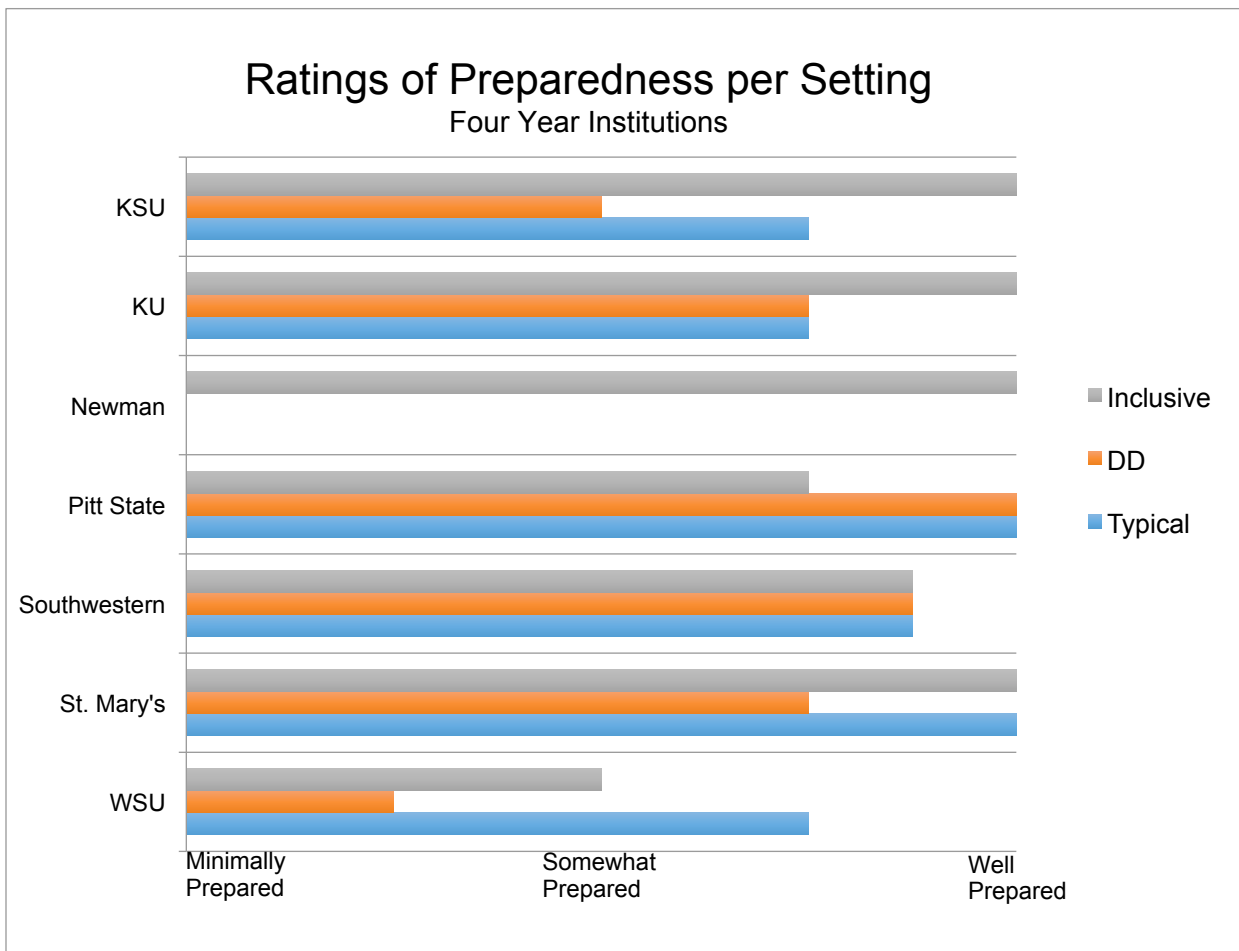
Table/Graph A-1

Fieldwork Settings Offered	Four Year Programs	Community College Programs
Part C Settings	KU WSU Southwestern	Barton Hutchinson
Part B/619 Settings	KU WSU Southwestern PSU Newman	Barton
Parents as Teachers	KU Southwestern	X
Home-based	X	Barton Butler Cloud
Head Start	KU KSU WSU SC PSU NU UMS	Barton Butler Cloud Dodge City Hutchinson
School District Preschool	KU KSU WSU	Barton Butler Cloud

	SC PSU NU UMS	Dodge City Hutchinson
Community Childcare & Community Preschool	KU KSU WSU SC NU USM	Barton Butler Cloud Dodge City Hutchinson
Hospital in/out patient	X	X
Private Practice	X	X

4. Based on fieldwork experiences, rate how prepared students are for:
- a) Inclusive settings (Inclusive),
 - b) Children with delays or disabilities only (DD), and
 - c) Children w/out delays or disabilities (Typical)
- (See Table/Graph A-2)

Table/Graph A-2



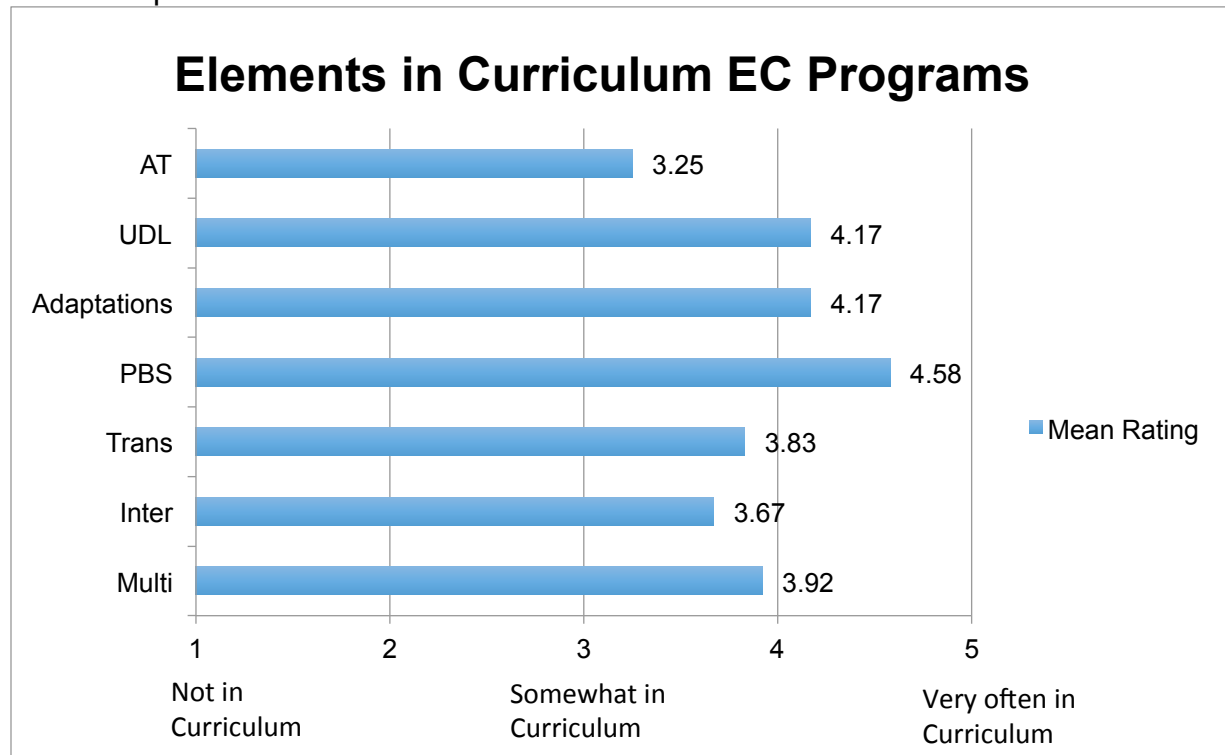
B. Early Childhood/Disability Related Content

1. Early Childhood-Related Content for each Element from all 12 Programs. (See Tables/Graphs B-1 & B-2)

Table/Graph B-1

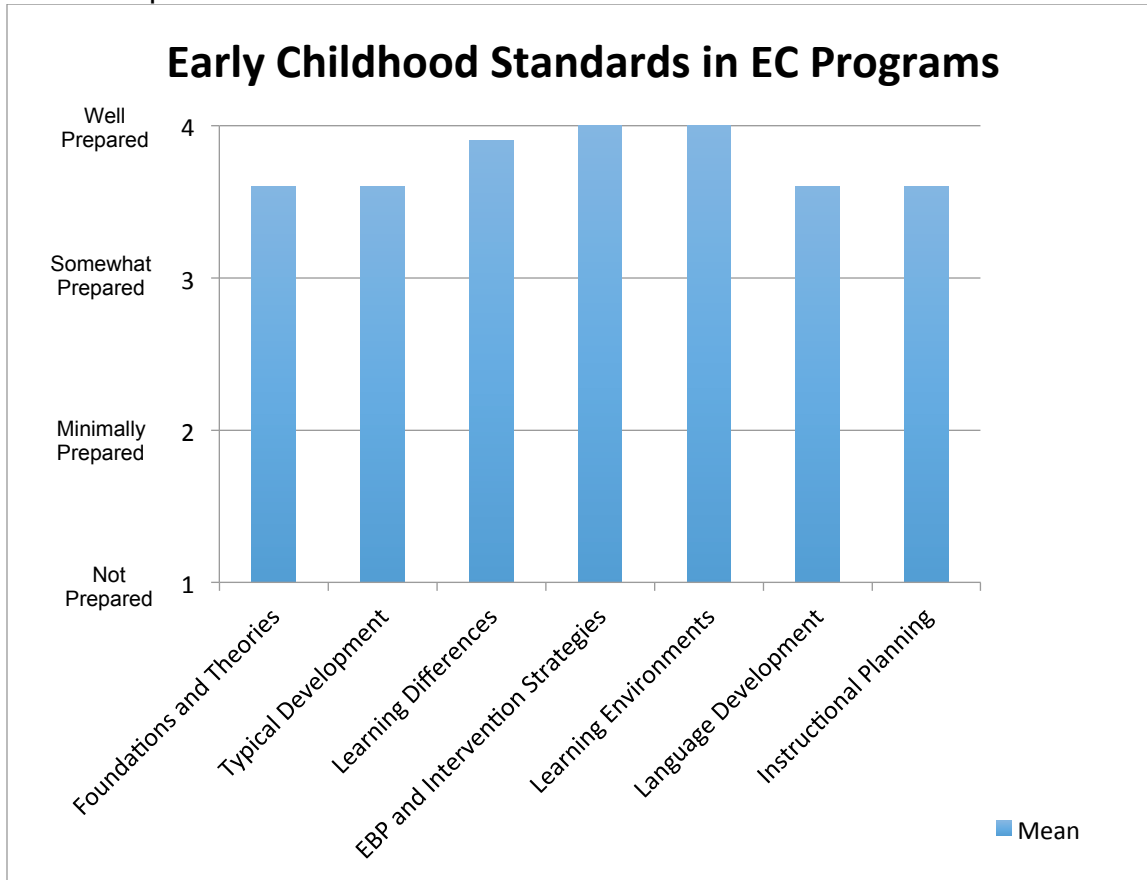
	Element	Mean
1	Assistive technology (AT) for children (ages birth to 5) to access learning.	3.25
2	Universal design (UDL) for children (ages birth to 5) to access learning.	4.17
3	Adaptions for children (ages to birth to 5) to participate in learning.	4.17
4	Positive behavioral supports (PBS) for preventing challenging behaviors with young children ages birth to 5.	4.58
5	Transdisciplinary (Trans) team roles (including primary provider model).	3.83
6	Interdisciplinary (Inter) team roles.	3.67
7	Multidisciplinary (Multi) team roles.	3.92

Table/Graph B-2



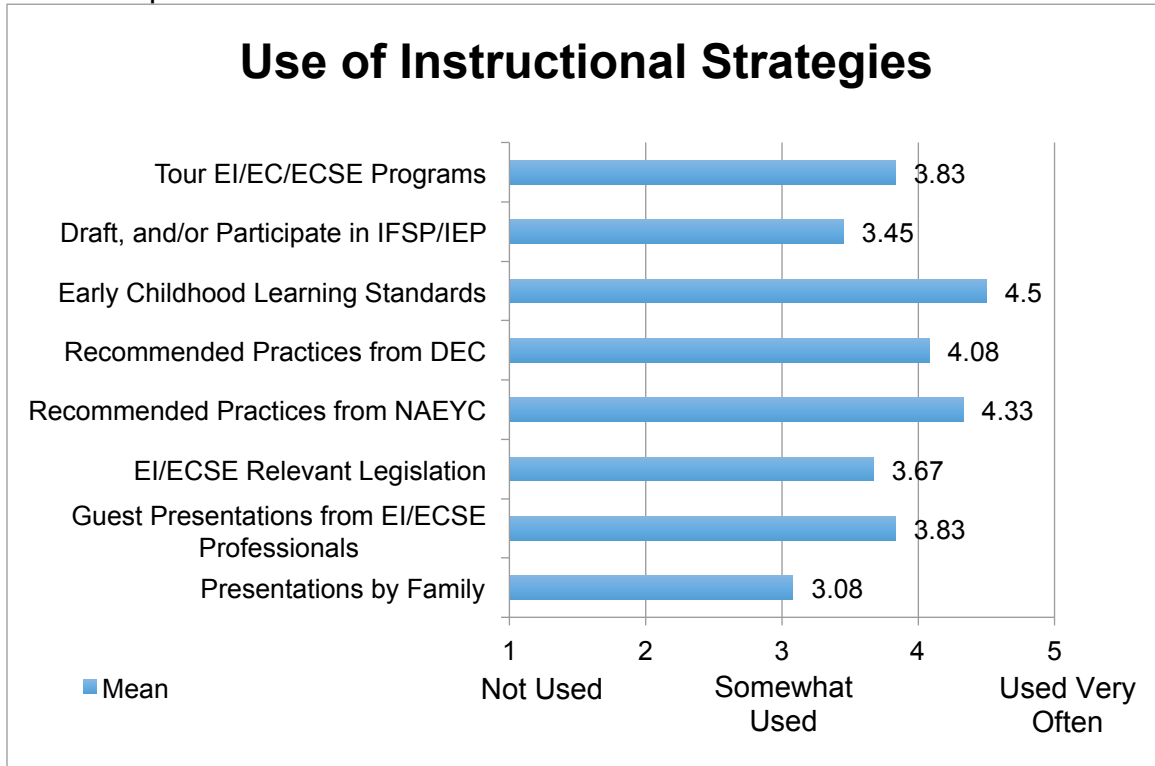
- Rate level of preparedness based on content related to EC Professional Standards.
(See Table/Graph B-3)

Table/Graph B-3



- Number of EC Courses per program: "5" WSU "6+" All other responses
- How often are the following instructional strategies and experiences are used within courses? (See Table/Graph B-4)

Table/Graph B-4



C. Strengths and Challenges of Programs

Responses (8 total) 5 Four Year Programs, 3 Community College Programs

1. Program Strengths identified across all responses could be divided into three major categories: a) Collaboration, b) Fieldwork, and c) Content. (See Table/Graph C-1)

Table/Graph C-1

Categories of Strengths	Key Aspects of Categories	Examples
Collaboration	Collaboration across faculty and departments	<p><i>Input from 2 departments (Teaching and Leadership and Family and Consumer Sciences) enhances the background of our teacher candidate.</i></p> <p><i>Coursework, departments/programs curricula, and faculty overlap, collaborate and coordinate their efforts.</i></p>

