

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 Unpublished survey.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

Social Work Discipline

Response Rate

Potential Higher Education Programs	8	University of Kansas (KU) Kansas State University (KSU) Wichita State University (WSU) Fort Hays State University (FHSU) Washburn University (WU) Pitt State University (PSU) Newman University (NU) Bethel College (BC) Barton County CC (BCC)*
Number of Programs Responding	5	KU, KSU, WSU, PSU, NU, BCC*

*Does not lead to licensure

A. Fieldwork Experiences (See Table/Graph A-1)

Table/Graph A-1

Fieldwork Question	Results
1. Are EC fieldwork experiences required?	Yes 11% No 44% Not required, but is an option 44%
2. Is it difficult to locate fieldwork placements?	Yes 22% I don't know 44% No 33% If yes what age groups: <ul style="list-style-type: none"> • Birth – age 3 100% • Preschool 3-5 100% • Elementary 50%
3. What are the typical Early Childhood fieldwork settings your program offers?	Part C Part B/619 Programs Home-based Community Child Care/Preschool School district preschool settings Head Start Private practice Hospital In-patient Out-patient Clinical Settings Other: Mental Health & Child Welfare programs

<p>4. Do students have an opportunity to “Shadow” a practitioner in Part C?</p>	<p>Yes 0% Yes, but only small percentage 67% No 33% Comment: Unsure</p>
<p>5. Do students have an opportunity to “Shadow” a practitioner in EC/ECSE Preschool?</p>	<p>Yes 33% Yes, but only small percentage 29% No 0% Comment: Upon request</p>

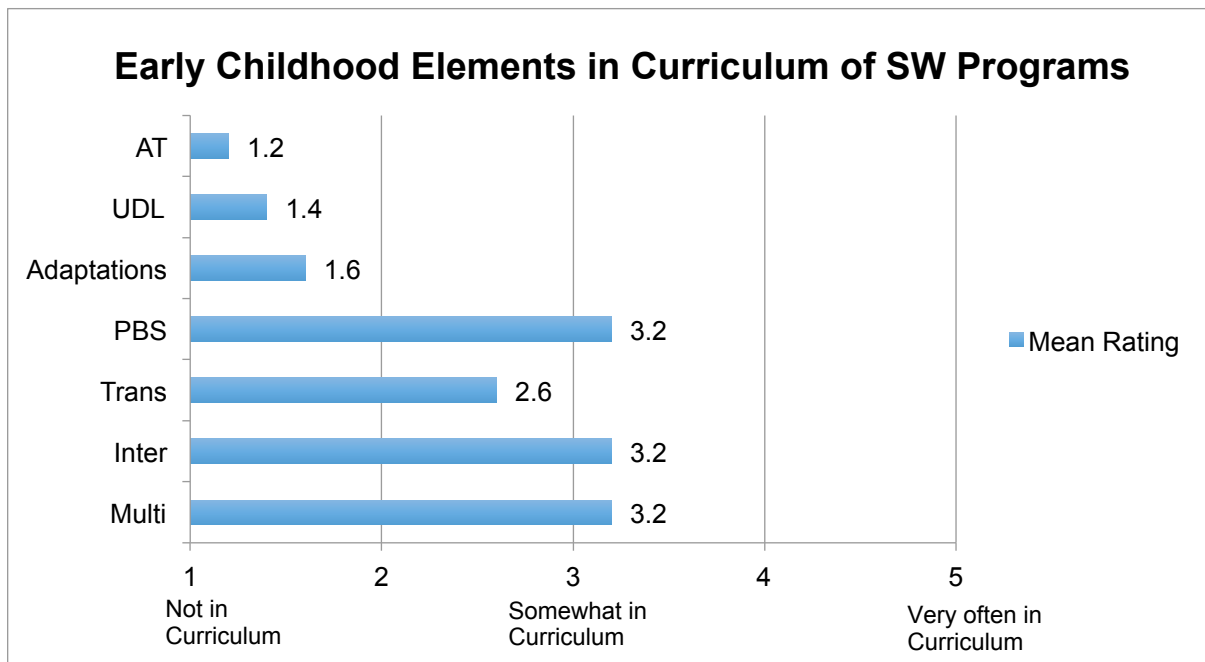
B. Early Childhood/Disability Related Content

1. Early Childhood-Related Content for each Element on a 5-point scale. (See Tables/Graphs B-1 & B-2)

Table/Graph B-1

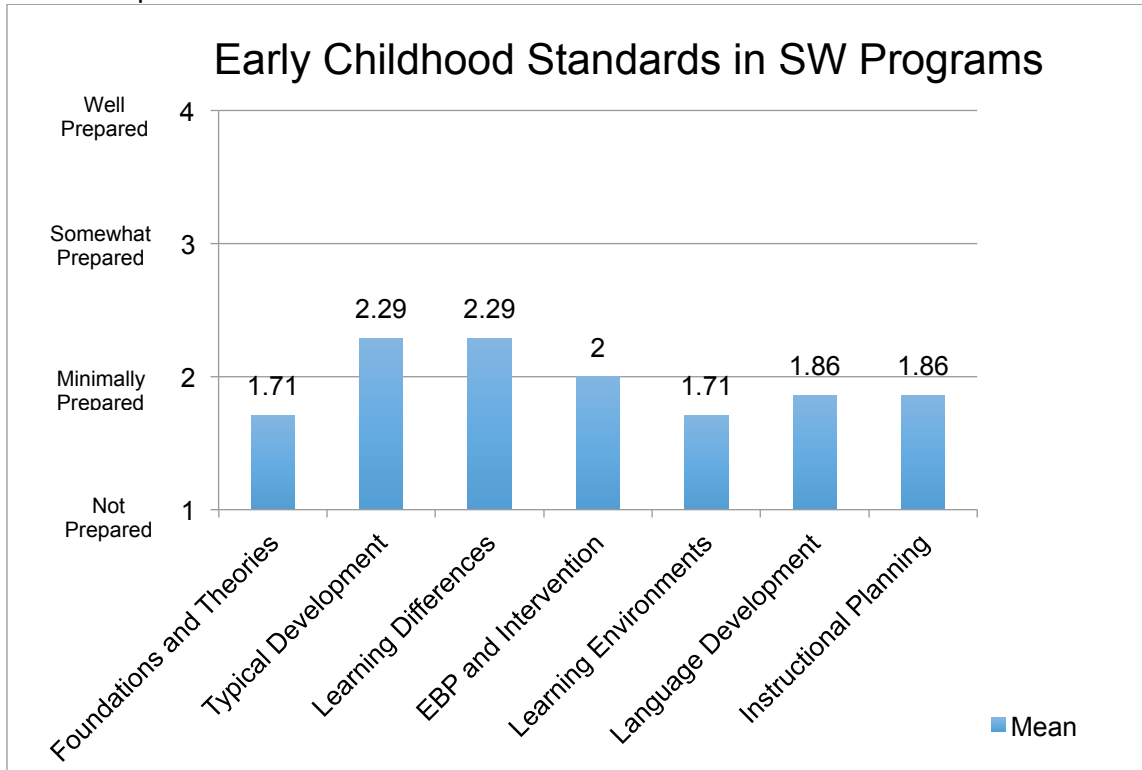
	Element	Mean
1	Assistive technology (AT) for children (ages birth to 5) to access learning.	1.20
2	Universal design (UDL) for children (ages birth to 5) to access learning.	1.40
3	Adaptions for children (ages to birth to 5) to participate in learning.	1.60
4	Positive behavioral supports (PBS) for preventing challenging behaviors with young children ages birth to 5.	1.60
5	Transdisciplinary (Trans) team roles (including primary provider model).	2.60
6	Interdisciplinary (Inter) team roles.	3.20
7	Multidisciplinary (Multi) team roles.	3.20

Table/Graph B-2



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

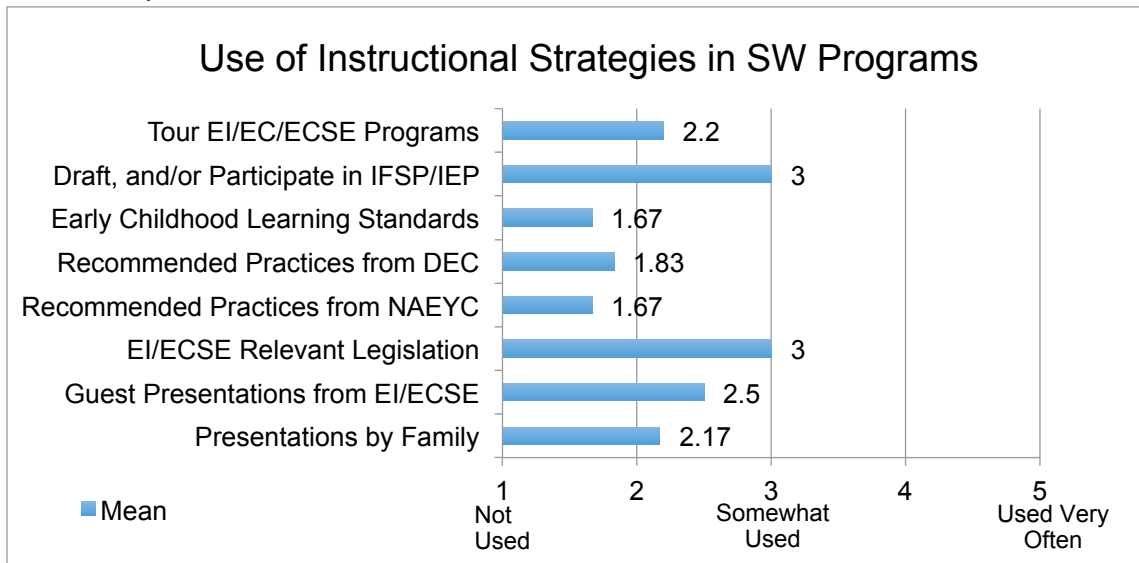
Table/Graph B-3



3. Number of EC Courses per program: Average of 2.40

4. 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

1. SW Program strengths reported include:
 - Emphasis on diversity
 - Fieldwork opportunities in child welfare, health, mental health, head start, etc.

2. SW Program challenges include:
 - Generalist program, therefore hard to focus on specialized age group
 - Lack specialized coursework on EC content