Curriculum Alignment

Multidisciplinary faculty (n = 1,085) indicated if their programs’ curriculum was aligned with licensure and certification standards:

- **EI/ECSE Licensure**: 38%
- **National Standards**: 65%
- **State Standards**: 85%
- **Professional Certification/Licensure**: 86%

Program Goals

- Most higher education programs prepared students to become direct service providers (86%).
- Programs also prepared students to become community/inclusion consultants (31%), researchers (31%), evaluators (30%), and service coordinators (29%).
- The majority of programs prepared students to be employed in schools (76%), hospitals (58%), and clinics (57%).
- Less than half of programs prepared students to enter child care programs (42%), private residences (44%), or inclusive preschool programs (45%).

Parent Involvement in Higher Education Programs

- Parents with children with special needs were involved in 30% of programs.
- Of those programs, 30% reported that parents were most likely to participate by teaching or co-teaching a single class session, and 21% of programs reported parents were involved by teaching or co-teaching an entire semester course.
- Most parents participated as unpaid volunteers (65%).
Curricular Content

- Respondents (n = 693) indicated which of the following content areas were addressed by their programs’ courses.

Field Experiences

- Most programs required students to complete field experiences (87%).
- Field experiences with children with and without special needs were offered in 71% of programs.
- Most field experiences were with children between the ages of 5 and 21 years (67%) and between the ages of 3 and 5 years (61%). Field experiences with children under the age of 3 years were offered in about half (49%) of the programs.

Cross-Disciplinary Collaboration

- More than half of the respondents surveyed (55%) indicated that they collaborated with other programs outside of their department.
- The most common collaborative feature of programs identified was cross-disciplinary courses.
- Courses are jointly listed by multiple programs for 39% of programs. Courses are team taught by instructors from different disciplines in 37% of programs.

Program Evaluation

- Program evaluation is largely based on assessments of students’ performance. The forms of information most commonly cited by respondents were:

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