

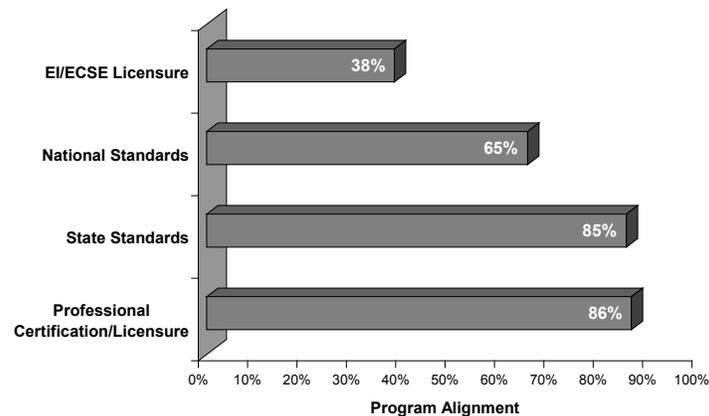


Study II The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation

The results of this study offers comprehensive information related to higher education programs preparing early intervention/early childhood special education providers under IDEA. Many facets of higher education were examined in the 62 item survey. Administrators and faculty members from all 50 states and the District of Columbia completed the survey (n=1,131 programs). Participants represented associate, undergraduate, and graduate programs of various sizes.

Curriculum Alignment

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



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%).



The Center To Inform *Personnel Preparation Policy And Practice* In Early Intervention & Preschool Education

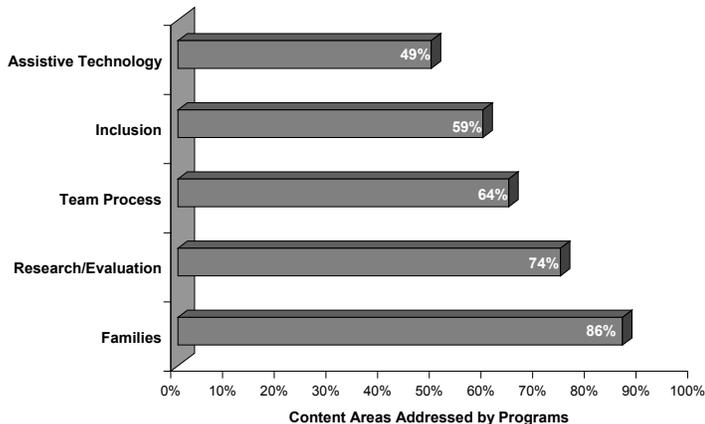


At a Glance...

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Curricular Content

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



Cross-Disciplinary Collaboration

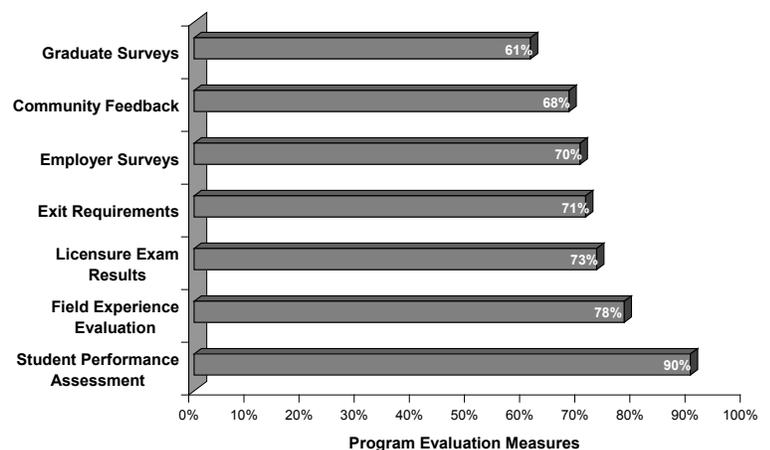
- More than half of the respondents surveyed (55%) indicated that they collaborated with other programs outside of their department.
- The most common collaborative feature of programs identified was cross-disciplinary courses.
- Courses are jointly listed by multiple programs for 39% of programs. Courses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

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.

Program Evaluation

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



For a copy of the full report go to: uconnuicedd.org

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Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.

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