

Collaboration across Disciplines in Higher Education: Strategies for Getting Started and Keeping Going

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Objectives:

- ◆ To present research data on factors that affect interdisciplinary practices among university and community college faculty in early childhood intervention
- ◆ To describe specific examples and strategies that faculty have used to increase the number and quality of interdisciplinary experiences provided for students.
- ◆ To provide participants with a chance to brainstorm about where they are and where they want to go

Outline:

I. Rationale:

- Interdisciplinary collaboration is mandated by the early intervention legislation and its importance is a consistent theme in the early intervention literature.
- With more and more children with disabilities being served in inclusive early care and education settings, the need for inclusive teacher preparation programs has grown in importance.
- Interdisciplinary collaboration is one of the priorities identified in your needs assessments.

II. Your specific hopes for this session?

III. Barriers, Facilitators and Predictors of Collaboration across Disciplines in Higher Education

A. *DO YOU WANT TO BE A MILLIONNAIRE?* (large group activity)
Here is your question:

What factors impact interdisciplinary collaboration among higher education faculty? (a) Resources (b) Colleagues (c) Leadership (d) Personal values and beliefs

B. What do the data tell us? (Mellin & Winton, 2003)

IV. Current Status of Early Intervention Personnel Preparation Programs

- A. A recent survey of a nationally representative sample of early childhood teacher preparation programs (2-and 4-year) indicated that over 60% of these programs state that preparing early interventionists or early childhood special educators is part of their primary mission (Early & Winton, 2001). Of those programs who have preparing early interventionists as part of their primary mission, only about 22% require a course or more on working in collaboration with other disciplines.
- B. As one approach to promoting inclusion, 17 states (including Idaho, Nebraska, and North Dakota) have unified personnel standards from the fields of early childhood special education and early childhood education into one set of requirements (Danaher & Kraus, 2002).
- C. As a parallel activity, a unknown number of early childhood teacher programs have unified the higher education early childhood (EC) and early childhood special education (ECSE) curricula (Dunne, 2002.) A recent survey suggests that students enrolled in unified programs or in ECSE programs are more likely to be required to take courses related to teaming as compared to students in EC programs (Dunne, 2003).
- D. A nation-wide survey of preservice programs across 10 disciplines conducted several years ago indicated that interdisciplinary training rarely occurs (Bailey, Simeonsson, Yoder, & Huntington, 1990)
- E. A recent survey indicated that early intervention faculty spent on average only 7% of their weekly teaching time in interdisciplinary teaching (Mellin & Winton, 2003).
- F. Anecdotal and clinical evidence reveals a host of barriers to interdisciplinary collaboration in higher education (Lawson & Hooper-Briar, 1994)
- G. THE CHALLENGE: How do we increase the exposure of our preservice students in early childhood and in early intervention disciplines to interdisciplinary coursework and experiences?

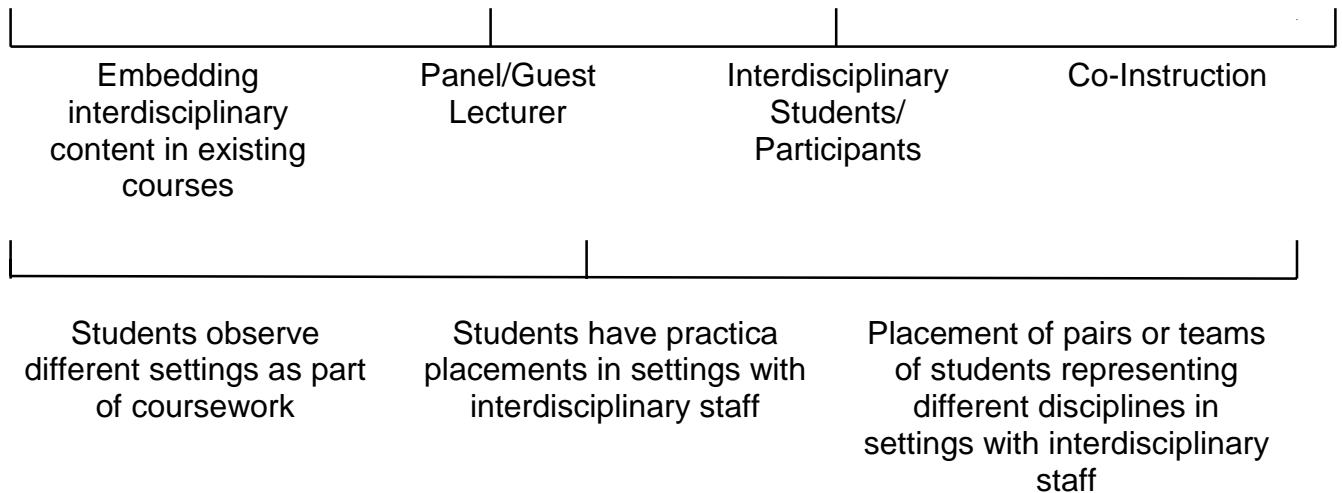
V. Recognizing a Continuum: Different Definitions of Interdisciplinary or Interprofessional Personnel Preparation

- A. Kilgo & Bruder (1997) define higher education interdisciplinary programs as those that “provide coursework, practical, or other preservice credit experiences to students from more than one professional discipline.” **(defined in terms of students)**
- B. Miller & Stayton (1998) defined the interdisciplinary team as “Two or more faculty members from two or more disciplines who jointly plan, implement, and evaluate the personnel preparation program.” **(defined in terms of faculty)**

- C. Interdisciplinary teams are composed of professionals representing several disciplines and include families as team members (McGonigel, Woodruff, & Roszmann-Millican 1994) **(definition includes families)**
- D. Baldwin (1997) identified the following criteria for “interprofessional training”: (1) Professions must include education, social work, and health; (2) Deans must agree to support didactic institution across all three professions; (3) Practicum or intern site must demonstrate a cooperative and equal working relationship between the professions. **(defined in terms of administrators, clinical supervisors, and 3 specific disciplines)**

VI. Making Changes in Coursework

Recognizing a continuum of possible changes to coursework and practica



VII. Voices of Experience: (Patsy Pierce, Charlene Hildebrand, Janice Fletcher, Pam Winton)

- ◆ What interdisciplinary preservice program(s) are currently in place?
- ◆ How did it/they get started?

VIII. Other selected strategies related to making changes

- ◆ Discipline-specific curricula with interdisciplinary content, such as using case vignettes or stories or problem-based learning to promote interdisciplinary discussions (*Case Method of Instruction sessions at this Institute- Barb Wolfe will be talking about CMI in the “Teaching with your Mouth Shut” session – in the next time block after this session on Monday*
“Proceed with Caution” and “Big Business”
(http://www.fpg.unc.edu/~cmi/Case_Stories/case_stories.htm)

“Family Profiles” ([http:// www.cmiproject.net](http://www.cmiproject.net))

“No Place to Go” and “Is It Fair?” (<http://cases.coedu.usf.edu/>)

- ◆ Cross-listing courses or creating elective opportunities in crowded programs of study
- ◆ Interdisciplinary seminars or brown bag lunches
- ◆ Co-location and scheduling of courses so interdisciplinary group of students can participate together in certain modules
- ◆ Students placed in practica settings with interdisciplinary staff
- ◆ Develop partnerships with community-based programs to develop exemplary placements, including family practica. This may include co-instruction with practica supervisors and/or families

IX. Small Group Activity

A. Select a group (Group will be divided into small groups of 4-5). Participants select one of the following groups that represent their interests in making changes:

- ◆ Increasing interdisciplinary coursework, practica or field experiences
- ◆ Institutionalizing changes at systems or institutional level

B. Directions

1. Choose a recorder for your group (this could be your assigned facilitator).
2. In a round robin fashion each person should share their desired change. Recorder writes information on a flip chart and consolidates similar areas
3. Each individual writes down strategies related to any of the areas of desired change on blank paper.
4. In a round robin fashion the facilitator asks people to share one strategy that they generated related to any of the areas of desired changes. When a strategy related to your own desired change is mentioned, make note of it.

X. Additional Considerations

A. Challenges of Institutionalizing Changes in Institutions/Systems (Institutionalizing Innovations session at this Institute will address some of these issues)

- ◆ Universities have traditionally not shown an administrative commitment to faculty retooling or change (Eash & Lane, 1985; Lawson & Hooper-Briar, 1994)
- ◆ There is little willingness from institutions of higher education to create additional courses or course requirements as a result of reforms in early childhood (Bailey, Palsha & Huntington, 1990; Gallagher & Staples, 1990)
- ◆ Organizational/administrative factors were identified by faculty in two different studies (Mellin, 1997; Miller & Stayton, 1998) to be the biggest barrier to interdisciplinary collaboration in higher education.
- ◆ Interpersonal problems, such as rigid thinking, jealousy, and ego issues, were the second largest barrier to interdisciplinary collaboration in higher education identified by Miller & Stayton (1998).
- ◆ Eight of ten interdisciplinary preservice training programs funded by federal grants studied by Rooney (1995) reverted back to a discipline-specific focus when the grant ended.

B. Examples of Systems Level Changes that Support Interdisciplinary Collaboration

- ◆ Creating inclusionary or blended Early Childhood/Early Childhood Special Education Licensure. Examples include:
 - NC's Birth-Kindergarten Credential and Competencies (1995)
 - Idaho's Birth-3rd Grade blended certification
 - Nebraska's unified early childhood/early childhood special education teaching endorsement for educators of young children birth through third grade.
 - North Dakota's 3-6 certificate
- ◆ Creating interdisciplinary programs at the graduate or undergraduate levels
Examples include:
 - ◆ University of Nebraska- Kearney, integrating Elem Ed/EC/ECSE undergraduate program
Contact: Charlene Hildebrand, Nebraska Natural Allies Team
 - ◆ University of Idaho
Contact: Janice Fletcher, Idaho Natural Allies Team

- ◆ University of Texas at Austin created an interdisciplinary undergraduate minor
Contact: Betsy Blunk at Southwest Texas State University 512 245-2415 or EB03@academia.swt.edu
- ◆ University of North Carolina at Greensboro, blended EC/ECSE undergraduate and graduate programs
Contact: Deb Cassidy (Tel: 336/256-0090; deborah_cassidy@uncg.edu)
- ◆ University of North Carolina at Chapel Hill, blended EC/ECSE undergraduate and graduate programs
Contact: Harriet Boone (Tel: 919/962-9371; haboone@email.unc.edu)
- ◆ George Mason University Unified Transformative Early Education Model (UTEEM)
Contacts: Eva Thorp (Tel: 703/993-3670; ethorp@gmu.edu)
Sylvia Sanchez (Tel: 703/993-2041; ssanche2@gmu.edu)

Other program models are described in Stayton, V., Miller, P. & Dinnebeil, L. (2003). *DEC Personnel preparation in early childhood special education*. Missoula, MT: DEC.

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Thorp, E. & Sanchez, S. (1999). *Unified Transformational Early Education Model (UTEEM) Licensure/M.Ed. Program*. Monograph submitted to Virginia Department of Education. Fairfax, VA: George Mason University.

Note: The entire issue of *Teacher Education and Special Education*, 2002, 25, 3, is devoted to research on blended EC/ECSE programs.

**EARLY CHILDHOOD UNIFIED FIELD ENDORSEMENT
Advising Worksheet**

COE General Studies (45 Hrs)	Sem	Gr	Professional Sequence (29 Hrs)	Sem	Gr
English Language (9 Hrs)			TE 100: Teaching in a Democratic Society (concurrent enrollment in specified sections of English 101 or 102 is preferred) (3)		
English 101 Expository Writing I (3)			TE 204: Typical/Atypical Growth & Development (4)		
English 102 Expository Writing II (3)			TE 206: Instructional Technology & the Pre-Service Teacher (concurrent enrollment in specified sections of Political Science 110 is preferred) (3)		
Speech 100 Fundamentals of Speech (3) <i>(NOTE: Consider enrolling in sections reserved for Education majors)</i>			TE 318: Management and Assessment in Preschool/Elementary Classrooms (2)		
			TE 400: Student Teaching (14)		
Humanities (12 Hrs)			TE 411: Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms (3)		
English 250, 251, 252, 253, or 254 GS Lit. (3)					
Art 100 Art Structure (3)					
History 250 or 251 American History (3)			PROGRAM SPECIFIC COURSES		
History 210, 211 Western Civ., or Hist. 212 Non-Western Hist. or Hist. 215 Latin Am. Hist. (3)			TE 311: Math Methods I (2) (concurrent enrollment in Math 230 preferred)		
			TE 312: Math Methods II (2) (concurrent enrollment in Math 330 preferred)		
			TE 313: Field Experience: Math (0.5 hr. + 0.5 hr. = 1 hr)		
Mathematics (3 Hrs)			TE 314: Phonics and Word Study (2)		
Take one course: MATH 230** (3) (concurrent enrollment in Math 230 and TE 311 is preferred)			TE 315: Literacy Assessment (2)		
**Prerequisite for Math 230: MATH 104 or 4 yrs, high school Math and an ACT Math score of 20 or higher.			TE 316: Primary Grades Literacy (2)		
			TE 317: Field Experience: Literacy (1)		
Natural Sciences (8 Hrs)			TE 323: Partnerships with Families (1)		
Biology 103 Gen. Bio or 109 Plants & Animals (4)			TE 332: Collaboration, Consultation, and Teamwork (2)		
PHYS 100 or PHYS 201 (4)			TE 341: Foundations of Early Childhood Education (2)		
			TE 342: Literacy Methods for the Preschool Teacher (2)		
Soc. & Behavioral Science (9 Hrs)			TE 343: Methods of Inclusive Education – Birth–Age 3 (3)		
Economics 100, 270, or 271 (3)			TE 344: Methods of Inclusive Education – Ages 4-8 (3)		
Political Science 110: Introduction to American Politics (3) (concurrent enrollment in TE 206 is preferred)			TE 345: Field Experience: Early Childhood Unified (0.5 + 0.5 = 1 hr.)		
Choose ONE of the following: (3)			TE 431: Medical Aspects of Individuals with Disabilities (3)		
Geography 104*, 106*, 206, 305					
Psych 203, 230, FCSC 351			ENG 425: Children’s Literature (3)		
Sociology 100, 124, 250, ITEC 210			MATH 104: Concepts in Mathematics & Statistics* (3) *Students with sufficient preparation may enter the mathematics program at a higher level.		
			MATH 330: Math Elementary Teachers II (3)		
Personal Development (3 Hrs)			CDIS 321: Early Communicative Development for the Teacher (2)		
PE 160 Healthful Living (3)			CDIS 323: Introduction to Infant Testing (1)		
			ART 360: Elementary Art Methods (2)		
			ART 361: Integrating Art Across the Curriculum (1)		
			MUS 330: Music Methods for the Elementary Teacher (2)		
			MUS 361: Integrating Music Across the Curriculum (1)		
			PE 361: Integrating Movement and Dance (1)		

Tips to Remember:

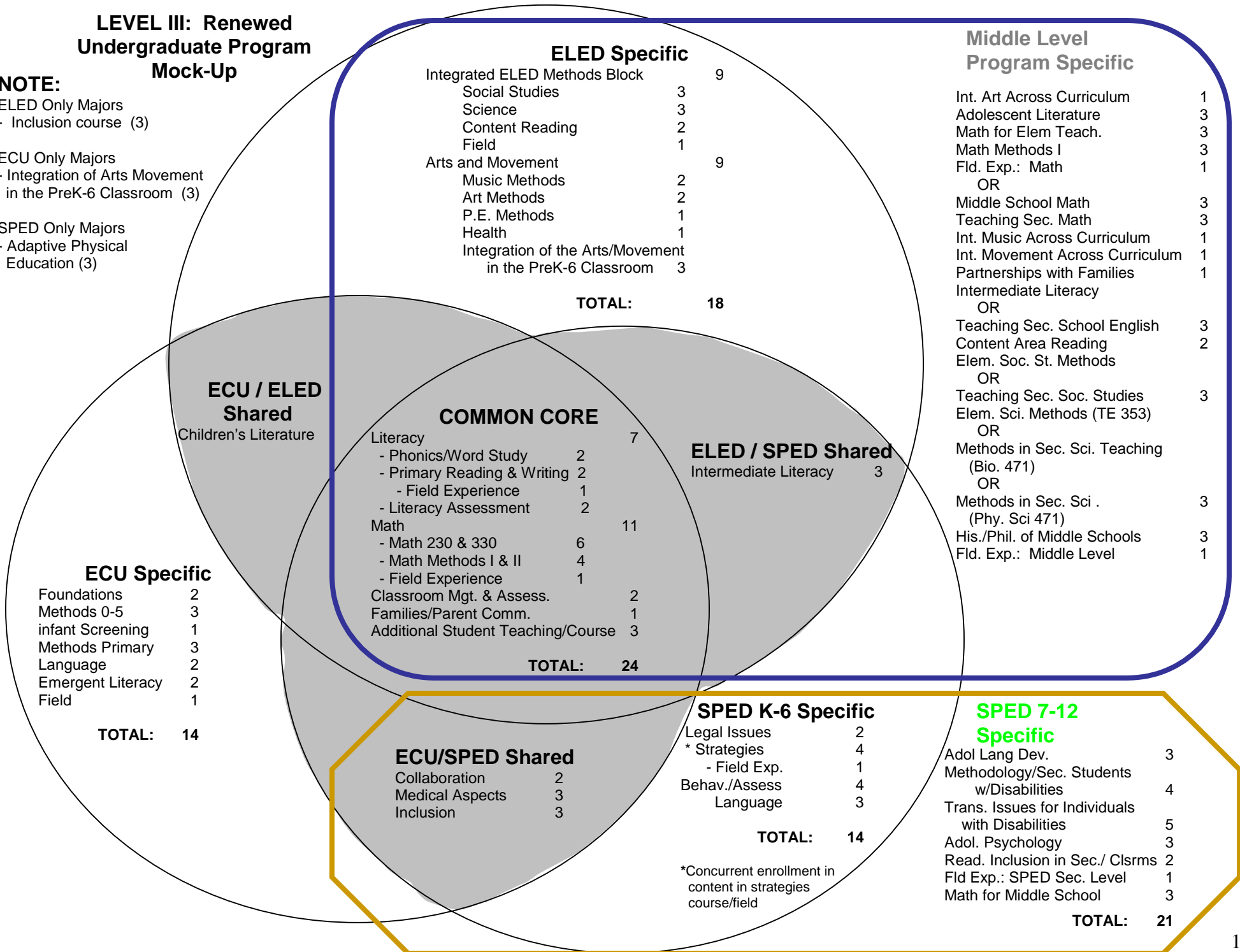
- ✓ All Education majors **are required** to take Political Science 110GS. It should be taken concurrently with TE 206.
- ✓ Whenever possible, TE 100 should be taken concurrently with English 101/102.
- ✓ **Students pursuing 2 field endorsements are required to complete 17 hours of student teaching.**
- ✓ Advising is mandatory for all students before they can register. To change majors or add minors or second endorsements, students must go to Academic Advising, MSAB 180.
- ✓ Cultural Diversity and Writing Intensive requirement: Cultural diversity (CD) 6 hours; Writing Intensive (WI) 12 hours.
- ✓ Application to Teacher Education is completed during TE 100. Acceptance or denial is made by the end of their sophomore year.
- ✓ PRAXIS I (PPST) test should be taken the freshman or sophomore year. Official copy of results need to be on file in the KASE office: COE C128 (Knowledge and Assistance to Students in Education). **To pre-register for third year classes, PRAXIS I must be passed (all three parts) prior to March 15 of the sophomore year.**
- ✓ Applications for Student Teaching are due February 1 preceding the academic year you plan to student teach. **Attendance at instructional meetings is mandatory as part of the application process.**
- ✓ This worksheet should not be used to replace advising from your advisor, based on your degree audit.

LEVEL III: Renewed Undergraduate Program Mock-Up

NOTE:
 ELED Only Majors
 - Inclusion course (3)

ECU Only Majors
 - Integration of Arts Movement in the PreK-6 Classroom (3)

SPED Only Majors
 - Adaptive Physical Education (3)



ELED Specific

Integrated ELED Methods Block	9
Social Studies	3
Science	3
Content Reading	2
Field	1
Arts and Movement	9
Music Methods	2
Art Methods	2
P.E. Methods	1
Health	1
Integration of the Arts/Movement in the PreK-6 Classroom	3

TOTAL: 18

Middle Level Program Specific

Int. Art Across Curriculum	1
Adolescent Literature	3
Math for Elem Teach.	3
Math Methods I	3
Fld. Exp.: Math	1
OR	
Middle School Math	3
Teaching Sec. Math	3
Int. Music Across Curriculum	1
Int. Movement Across Curriculum	1
Partnerships with Families	1
Intermediate Literacy	
OR	
Teaching Sec. School English	3
Content Area Reading	2
Elem. Soc. St. Methods	
OR	
Teaching Sec. Soc. Studies	3
Elem. Sci. Methods (TE 353)	
OR	
Methods in Sec. Sci. Teaching (Bio. 471)	
OR	
Methods in Sec. Sci. (Phy. Sci 471)	3
His./Phil. of Middle Schools	3
Fld. Exp.: Middle Level	1

ECU / ELED Shared

Children's Literature

COMMON CORE

Literacy	7
- Phonics/Word Study	2
- Primary Reading & Writing	2
- Field Experience	1
- Literacy Assessment	2
Math	11
- Math 230 & 330	6
- Math Methods I & II	4
- Field Experience	1
Classroom Mgt. & Assess.	2
Families/Parent Comm.	1
Additional Student Teaching/Course	3

TOTAL: 24

ELED / SPED Shared

Intermediate Literacy 3

ECU Specific

Foundations	2
Methods 0-5	3
infant Screening	1
Methods Primary	3
Language	2
Emergent Literacy	2
Field	1

TOTAL: 14

ECU/SPED Shared

Collaboration	2
Medical Aspects	3
Inclusion	3

SPED K-6 Specific

Legal Issues	2
* Strategies	4
- Field Exp.	1
Behav./Assess	4
Language	3

TOTAL: 14

*Concurrent enrollment in content in strategies course/field

SPED 7-12 Specific

Adol Lang Dev.	3
Methodology/Sec. Students w/Disabilities	4
Trans. Issues for Individuals with Disabilities	5
Adol. Psychology	3
Read. Inclusion in Sec./ Clsrms	2
Fld Exp.: SPED Sec. Level	1
Math for Middle School	3

TOTAL: 21