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The Center to Inform
Personnel Preparation Policy and Practice
In Early Intervention & Preschool Education

UNIVERSITY OF CONNECTICUT HEALTH CENTER

Data Report

Study II Data Report: The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation - Ways Federal Financial Support Influences Program Activities in Institutions of Higher Education

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education (referred to hereafter as the Center) was established in January, 2003 as a five-year project funded by the Office of Special Education Programs. The purpose of this Center is to collect, synthesize and analyze information related to: (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families, (b) the quality of training programs that prepare these professionals, and (c) the supply and demand of professionals representing all disciplines who provide both ECSE and EI services. Information gathered will be utilized to identify critical gaps in current knowledge and design and conduct a program of research at the national, state, institutional and direct provider level to address these gaps. This program of research and policy formulation will yield information vital to developing policies and practices at all levels of government, including institutions of higher education.

Purpose of the Report

The data for this report were collected from the Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation (hereafter referred to as the Higher Education Survey) which is a component of the research initiatives of the Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education. This report focuses on survey questions that relate to financial support provided by federal resources for various program activities. Results were reported for the overall sample and for subgroups, including: program type, degree level, institutional control, Carnegie classification, and geographic region (see Study II Data Report: The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation for a full report of survey findings).

METHODOLOGY

Survey Administration

The Higher Education Survey (see Appendix A) is a 62-item instrument that was developed through the collaborative efforts of experts in the field of early childhood education services. The survey was designed to be completed primarily online, with phone and paper formats available if chosen by the respondents. The online version of the survey was designed using *Flash.* The data collected were managed and analyzed using Excel and SPSS. The survey was administered exclusively from the University of Connecticut. Staff members were available to provide technical assistance to assure respondents' access to the survey.

Survey Sample

The target population consisted of administrative representatives (e.g. department chairpersons and program coordinators) in higher education programs representing the services required under IDEA. Various educational degree levels and types of institutions in all 50 states were included in the sample.

In an effort to identify potential study participants, searches were conducted of the Integrated Postsecondary Education Data System (IPEDS), the Princeton Review, individual school websites and national professional associations. The identified programs represented all services required under IDEA. An electronic file consisting of the contact information for 5,659 potential participants was developed and contained the following fields: program, institution, program administrator, email address, phone number, and address.

Research staff contacted all potential participants via e-mail to explain the purpose of the study, request participation, and provide internet links to access the survey. A second request for participation was sent via e-mail to those persons who did not respond to the initial request or who partially completed the survey. A third recruitment effort was made via phone calls to program administrators who had not yet responded to previous participation requests.

The database consisted of 1,139 submissions: 1,037 (91%) online, 91 (8%) on paper copies and 11 (1%) by phone. A total of 398 program administrators notified staff of their decision not to participate due to their lack of time, length of survey and misalignment of their program and the intent of the survey**.**

DATA ANALYSIS

Sample Composition

Administrators or faculty members from 1,139 programs submitted at least one section of the survey. Survey sections were completed with the following frequency: all 1,139 respondents completed section 1; 866 respondents completed section 2; 794 respondents completed section 3, and 757 respondents completed section 4. A total of 751 respondents submitted all four sections of the survey.

Respondents were given the option to describe their program from choices of 17 specific academic programs, blended program, or 'other.' All of the program options are represented in the data. The

sample composition ranged from nearly one-quarter (23%) for nursing programs to less than one percent (0.3%) for audiology (see Table 1).

All 50 states and the District of Columbia are represented in the sample, ranging from 2 programs in Delaware to 88 programs in New York. The overall response rate was 20%. Response rates were calculated with respect to state ranging from New Mexico (9) to North Dakota (48) (see Appendix B).

Table 1. *Survey Respondents by Program Affiliation (n=1139)*

Discipline	Frequency	Percent
Audiology	3	0.3
Counseling	56	5
Early Childhood Education	131	12
Early Childhood Special Education	43	4
Early Intervention	17	2
Education of Hearing Impaired	13	1
Education of Visually Impaired	8	1
Family Therapy	14	1
Nursing	260	23
Nutrition	24	2
Occupational Therapy	60	5
Physical Therapy	48	4
Psychology	116	10
Recreation Therapy	34	3
Social Work	69	6
Special Education	87	8
Speech & Language Pathology	63	6
Blended Program	50	4
Other	43	4
Total	1139	100

The sample was comprised primarily of undergraduate (34%) and masters (28%) programs (see Table 2). The majority of respondents who represented associate degree programs were from nursing (74%). Respondents from doctorate programs were primarily from two disciplines: psychology (39%) and physical therapy (38%).

Table 2. *Respondents by Program Degree Type (n=1139)*

Degree Type	Frequency	Percent
Associates	193	17
Undergraduates	384	34
Masters	319	28
Doctorate	56	5
Multiple Degrees	139	12
Other	34	3
Total	1139	100

Approximately half (51%) of the respondents represented public four-year institutions and one-third (33%) represented private not-for-profit four-year institutions (see Table 3). For the purposes of this report, data analysis by institutional control focused on those two groups (i.e., public four-year and private not-for-profit four-year), since they had the largest number of respondents.

Table 3. *Respondents by Institutional Type (n =1139)*

Institutional Type	Frequency	Percent
Public less than two-year	1	0.1
Public four-year	579	51
Public two-year	175	15
Private not-for-profit four-year	373	33
Private not-for-profit two-year	10	1
Private for profit four-year	1	0.1
Total	1139	100

When reviewing respondents' Carnegie Classifications, one-third (36%) were from masters colleges and universities (I and II), and an additional one-third (31%) were from doctoral/ research universities (extensive and intensive) (see Table 4).

Table 4. *Respondents by Carnegie Classification (n=1139)*

Classification	Frequency	Percent
Doctoral/Research Universities	353	31
Masters Colleges and Universities	415	36
Baccalaureate Colleges	131	12
Associates Colleges	191	17
Specialized Institutions	49	4
Total	1139	100

Nearly one-third (31%) of the respondents resided in the Midwest region of the country (see Table 5). Geographic distributions are listed in Appendix C.

Table 5. *Respondents by Geographic Region (n=1139)*

Geographic Region	Frequency	Percent
Northeast	327	29
Southeast	277	24
Midwest	357	31
West	178	16
Total	1139	100

SURVEY ANALYSIS

This report focused on federal financial support for ten program activities. Of the 954 respondents from which this information was obtained, federal financial support occurred most frequently in conjunction with student scholarships/stipends with 39% of programs reporting at least some federal support in this area (see Table 6). Federal financial support for professional development (16%) and curriculum materials (15%) were also reported. Few respondents identified receiving federal funds for distance education (9%), recruitment materials (10%), and program evaluation (10%).

Table 6. *Financial Support by Area*

Program Activities	Support	No Support	Not Applicable
Advisory Group (n=954)	11 (101)	44 (416)	46 (437)
Clinical Supervision (n=954)	10 (99)	63 (602)	27 (253)
Community Service (n=954)	11 (104)	59 (560)	30 (290)
Curriculum Materials/ Resources (n=954)	15 (141)	68 (653)	17 (160)
Distance Education (n=954)	9 (84)	44 (419)	47 (451)
Instruction (n=954)	13 (124)	71 (674)	16 (156)
Professional Development for Faculty & Students (n=954)	16 (154)	69 (659)	15 (141)
Program Evaluation (n=954)	10 (94)	68 (648)	22 (212)
Recruitment Materials (n=954)	10 (93)	70 (667)	20 (194)
Student Scholarship/Stipend (n=954)	39 (370)	47 (448)	14 (136)

The data were analyzed by the five subgroups. Chi-square tests conducted on program type revealed significant differences for each of the program activities (see Table 7). Education of the visually impaired, early intervention, audiology, and education of the hearing impaired programs

consistently reported receiving federal funds in higher percentages than other programs. For example, high percentages of respondents from audiology (100%), early intervention (75%), and education of the visually impaired (57%) reported that they received federal funds to support student scholarships/stipends. Similarly, audiology (100%), education of the visually impaired (57%) and early intervention (31%) reported that federal monies were provided for clinical supervision.

Table 7. *Chi-Square Results of Program Activities by Subgroup*

Program Activities	Program (n=954) df (36)	Degree Type (n=944) df (10)	Carnegie Classification (n=954) df (8)	Institutional Control (n=795) df (2)	Geographic Region (n=954) df (6)
Advisory Group (n=954)	$x^2 = 78.360$ $p = .000*$	$x^2 = 19.174$ $p = .038*$	$x^2 = 19.323$ $p = .013*$	$x^2 = .029$ $p = .986$	$x^2 = 8.171$ $p = .226$
Clinical Supervision (n=954)	$x^2 = 117.768$ $p = .000*$	$x^2 = 35.037$ $p = .000*$	$x^2 = 26.550$ $p = .001*$	$x^2 = 6.866$ $p = .032*$	$x^2 = 18.294$ $p = .006*$
Community Service (n=954)	$x^2 = 63.699$ $p = .003*$	$x^2 = 21.486$ $p = .018*$	$x^2 = 10.946$ $p = .205$	$x^2 = 2.515$ $p = .284$	$x^2 = 4.530$ $p = .605$
Curriculum Materials/ Resources (n=954)	$x^2 = 60.795$ $p = .006*$	$x^2 = 19.227$ $p = .037*$	$x^2 = 21.305$ $p = .006*$	$x^2 = 2.605$ $p = .272$	$x^2 = 9.864$ $p = .130$
Distance Education (n=954)	$x^2 = 100.777$ $p = .000*$	$x^2 = 14.900$ $p = .136$	$x^2 = 20.217$ $p = .010*$	$x^2 = 64.639$ $p = .000*$	$x^2 = 20.852$ $p = .002*$
Instruction (n=954)	$x^2 = 55.003$ $p = .022*$	$x^2 = 24.517$ $p = .006*$	$x^2 = 28.341$ $p = .000*$	$x^2 = 16.834$ $p = .000*$	$x^2 = 9.071$ $p = .170$
Professional Development for Faculty & Students (n=954)	$x^2 = 68.494$ $p = .001*$	$x^2 = 23.248$ $p = .010*$	$x^2 = 30.904$ $p = .000*$	$x^2 = 8.406$ $p = .015*$	$x^2 = 7.352$ $p = .290$
Program Evaluation (n=954)	$x^2 = 67.142$ $p = .001*$	$x^2 = 45.609$ $p = .000*$	$x^2 = 26.946$ $p = .001*$	$x^2 = .602$ $p = .740$	$x^2 = 13.089$ $p = .042*$
Recruitment Materials (n=954)	$x^2 = 68.481$ $p = .001*$	$x^2 = 27.799$ $p = .002*$	$x^2 = 33.758$ $p = .000*$	$x^2 = 6.430$ $p = .040*$	$x^2 = 15.096$ $p = .020*$
Student Scholarship/ Stipend (n=954)	$x^2 = 74.866$ $p = .000*$	$x^2 = 15.396$ $p = .118$	$x^2 = 26.459$ $p = .001*$	$x^2 = 1.954$ $p = .376$	$x^2 = 13.130$ $p = .041*$

* denotes a significant Chi-Square result

Chi-square tests indicated significant differences among the degree types for eight of the ten program activities (see Table 7). There were no significant differences found for distance education, and student scholarships/stipends. Respondents representing doctoral degree programs reported receiving federal funds in greater percentages than the other degree types

for clinical supervision (17%), instruction (17%), community service activities (13%), distance education (13%), and advisory groups (13%). Associate degree programs were more likely to report receiving federal support for program activities related to student scholarships/stipends (50%), recruitment materials (18%), and curriculum materials (16%). Masters programs received federal funds for professional development (18%), and program evaluation (13%). Respondents representing undergraduate programs were the least likely to report that they received federal funding for any of the program activities (see Appendix D for complete results).

When data was examined by Carnegie Classification, respondents from specialized institutions (e.g., medical schools and theological seminaries) reported that they received federal funds more than other types of institutions (see Appendix D). Results from chi-square tests indicated that there were significant differences found for nine of the program activities.

Respondents representing public institutions were more likely to report receiving federal support for the identified program activities than respondents from private institutions (see Appendix D). Significant differences were found for clinical supervision [x^2 (2, n = 795) = 6.866, p =.032], distance education [x^2 (2, n = 795) = 64.639, p =.000], instruction [x^2 (2, n = 795) = 16.834, p =.000], professional development [x^2 (2, n = 795) = 8.406, p =.015], and recruitment materials [x^2 (2, n = 795) = 6.430, p =.040].

Respondents in the Western region of the country reported that they received federal financial support with greater frequency than respondents in other parts of the country (see Appendix D). Chi-square tests were conducted on geographic region and program activities. Significant differences were found for clinical supervision [x^2 (6, n = 954) = 18.294, p =.006], distance education [x^2 (6, n = 954) = 20.852, p =.002], program evaluation [x^2 (6, n = 954) = 13.089, p =.042], recruitment materials [x^2 (6, n = 954) = 15.096, p =.020], and student scholarships/stipends [x^2 (6, n = 954) = 13.130, p =.041].

Examples of federal support sources included Bureau of Health Professions, Carl Perkins Funds, Child Bureau, Department of Education, Department of Health and Human Services, Tribal College Partnership Grant, Department of Labor, Maternal and Child Health, National Institutes of Health, Office of Special Education Programs, Pell Grants, and student loans.

Center to Inform Personnel Preparation Policy & Practice in

Early Intervention and Preschool Education

Higher Education Survey for

Early Intervention and Early Childhood Special Education Personnel Preparation

BACKGROUND INFORMATION

Name of Institution: _____   Date Completed:_____

Name of Person Completing Survey: _____

Title of Person Completing Survey: _____

Respondent Address: _____

_____

_____

Daytime Phone:_____ Fax:_____

Email: _____

Please check the personnel preparation program that will be described in this survey.

❑ Audiology	❑ Education of visually impaired	❑ Physical therapy
❑ Counseling (Including school and guidance counseling)	❑ Family therapy	❑ Psychology (Including school psychology and developmental psychology)
❑ Early childhood education (Children B-8 without disabilities)	❑ Nursing	❑ Recreation therapy or Adapted physical education
❑ Early childhood special education (Children 3-5 with delays or disabilities)	❑ Nutrition	❑ Rehabilitation counseling
❑ Early Intervention (Children B-3 with delays, disabilities, or who are at risk)	❑ Occupational therapy	❑ Social work
❑ Education of hearing impaired	❑ Orientation and mobility	❑ Special education
❑ Blended program (Please describe by providing the definition of blended program	❑ Pediatrics	❑ Speech/language pathology
❑ and the disciplines involved.)		

❑ Other (please describe):

1. Please check the age ranges that the program addresses.

   ❑ Life span
   ❑ 0-3
   ❑ 3-5
   ❑ 5-8
   ❑ 0-5
   ❑ 0-8
   ❑ 0-21
   ❑ 3-21
   ❑ 5-21
   ❑ Other (please describe): _____

2a. Please select the degree obtained by students completing the program described in this survey.

   ❑ Associate (2-year)
   ❑ Undergraduate
   ❑ Masters
   ❑ Doctorate

Other (please describe): _____

2b.   Please select any certificates obtained by students completing the program described in this survey. (Select all that apply.)

- ❑ Sixth year (education)
- ❑ National certificate
- ❑ State authorized certificate
- ❑ Institution authorized certificate

3.   What was the <u>total enrollment of the institution</u> during the 2003-2004 academic year? _____ students

4.   Please check the term below that best describes the <u>system</u> under which the institution operates:

- ❑ Semesters (16 weeks)
- ❑ Quarters (10 weeks)
- ❑ Trimesters (_____weeks)
- ❑ Other (please describe): _____

5.   Please check the boxes that describe your role in this program.

- ❑ Program coordinator
- ❑ Faculty member in program
- ❑ Department chair
- ❑ Project director (grant funded or endowed project)
- ❑ Other (please describe): _____

6.   How long have you been associated with this program?

- ❑ Less than 1 year
- ❑ 1-4.9 years
- ❑ 5-9.9 years
- ❑ 10-14.9 years
- ❑ 15-20 years
- ❑ Over 20 years

OPERATIONAL CHARACTERISTICS OF PROGRAM
ADMISSION

7.   What are the criteria used to <u>admit students</u> to the program you are describing in this survey?

    <u>Check all that apply</u>
- ❑   Completion of speech/language assessment
- ❑   GPA (Select minimum GPA required)
  - ❑   No Minimum
  - ❑   Less than 2.0
  - ❑   2.0-2.4
  - ❑   2.5-2.9
  - ❑   3.0-3.4
  - ❑   Higher than 3.5
- ❑   Past experience related to professional program
- ❑   Results of hearing screening test
- ❑   Results of interview with student
- ❑   Review of preadmission portfolio
- ❑   Review of recommendation/reference letters
- ❑   Review of writing sample
- ❑   Scores from standardized tests
  - ❑   Minimum ACT score_____
  - ❑   Minimum SAT score_____
  - ❑   Minimum PPST (PRAXIS) reading scores_____
  - ❑   Minimum PPST (PRAXIS) writing scores_____
  - ❑   Minimum PPST (PRAXIS) math scores_____
  - ❑   Other (please describe): _____
- ❑   Statement of student's professional goals
- ❑   Other (please describe):

8.   Please estimate the percent of students from the following ethnic or racial groups that are currently enrolled in the program **(the sum of entries should not exceed 100%):**

    _____ % American Indian and Alaskan Native
    _____ % Asian or Pacific Islander
    _____ % Black non-Hispanic
    _____ % Hispanic
    _____ % White

9. Please estimate the percent of students currently in the program for <u>each</u> of the following demographic characteristics

    _____ % female

    _____ % part-time

    _____ % non-traditional (students 24 years of age and older)

    _____ % registered with the university/program as having a disability

    _____ % permanent residence is within a 60 mile radius of the institution

    _____ % has an emergency credential to teach/practice and are working toward a full credential

    _____ % non-resident alien

10. Please describe the GENERAL recruitment strategies that your program uses to recruit students.

    <u>Check all that apply</u>
- ❑ Conduct presentations to high school students
- ❑ Develop relationships with districts or programs serving children and families
- ❑ Develop relationships with other institutions (e.g., develop a pipeline from one program to another)
- ❑ Disseminate brochures or promotional materials that describe the program to prospective students
- ❑ Exhibit posters at professional meetings
- ❑ Host a website specific to the program
- ❑ Include information about the program in institution-sponsored recruitment activities and materials
- ❑ Maintain articulation agreements with 2-year programs
- ❑ Offer financial support to include students
- ❑ Other (please describe): _____

11. Describe TARGETED recruitment strategies that the program uses to recruit <u>specific groups</u> of students (e.g., students from underrepresented groups; practicing professionals) into the personnel preparation program.

    <u>Check all that apply and identify the target audience</u>

	Target Audience
❑ Conduct presentations to high school students	_____
❑ Develop relationships with districts or programs serving children and families	_____
❑ Develop relationships with other institutions (e.g., develop a pipeline from one program to another)	_____
❑ Disseminate brochures or promotional materials that describe the program to prospective students	_____
❑ Exhibit posters at professional meetings	_____
❑ Host a website specific to the program	_____
❑ Include information about the program in institution-sponsored recruitment activities and materials	_____
❑ Maintain articulation agreements with 2-year programs	_____
❑ Offer financial support to include students	_____

Target Audience

❑ Other (please describe): _____   _____

12. How successful has the program been in recruiting students from underrepresented groups?

❑ Unsuccessful
❑ Somewhat unsuccessful
❑ Somewhat successful
❑ Successful

13. How many new students were <u>admitted </u>into the program during the 2003-2004 academic year?

❑ None
❑ 1-14
❑ 15-29
❑ 30-59
❑ 60-89
❑ 90-119
❑ 120-149
❑ More than 150

14. How many students in total were <u>enrolled </u>in the program during the 2003-2004 academic year?

❑ None
❑ 1-29
❑ 30-59
❑ 60-99
❑ 100-149
❑ 150-249
❑ 250-349
❑ More than 350

15. What was the average number of students enrolled in a <u>Lower Division</u> (e.g., Introduction to the Field) personnel preparation course during the 2003-2004 academic year?

❑ Does not apply
❑ None
❑ 1-14
❑ 15-29
❑ 30-59
❑ 60-89
❑ 90-119
❑ 120-149
❑ More than 150

16. What was the average number of students enrolled in an <u>Upper Division</u> (e.g., Methods for Working with Young Children) personnel preparation course during the 2003-2004 academic year?

   - ❑ Does not apply
   - ❑ None
   - ❑ 1-14
   - ❑ 15-29
   - ❑ 30-59
   - ❑ 60-89
   - ❑ 90-119
   - ❑ 120-149
   - ❑ More than 150

PROGRAM SUPPORT

17. Please indicate the level of <u>financial support</u> provided by institutional, state, federal, private and other resources for the program activities listed in the chart. Use "A", "B", "C", "D", or "E" as described below to indicate the appropriate level of support. ***Every box should contain the most appropriate letter.***

   A = Primary source of support
   B = Secondary source of support
   C = Minimal support
   D = No support
   E = Not applicable

For state funded colleges/universities, include regular, ongoing state support in the institutional program support column. Only enter special state funding (e.g., contracts, grants) in the state column.

Program Activity	Institutional program support level (include state general funding)	State support level (other than Institutional)	Federal support level	Private support level	Other support (describe)
Advisory groups					
Clinical supervision					
Community service activities					
Curriculum materials/resources					
Distance education					
Instruction					
Professional development					
Program evaluation					

Program Activity	Institutional program support level (include state general funding)	State support level (other than Institutional)	Federal support level	Private support level	Other support (describe)
Recruitment materials					
Student scholarships/ stipends					
Other (describe):					

If you identified federal sources for any of the activities described above, please identify these funding sources/ agencies:

_____

_____

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ALIGNMENT WITH LICENSURE AND CERTIFICATION REQUIREMENTS

</div>

18.   Does the program described in this survey lead to either licensure or certification?

  ❑   Yes
  ❑   No (skip to question 24)

19.   Does the program lead to either licensure or certification required to work with children with special needs between the ages of birth and 5 years of age?

  ❑   Yes
  ❑   No

20.   Does the program lead to either licensure or certification required to work specifically with children aged:

  Birth to Three: ❑Yes ❑No

  Three to Five: ❑Yes ❑No

  Birth to Five: ❑Yes ❑No

21.   Please check the box that describes the degree level at which students can obtain an initial professional license or certification in your state.

  ❑   Undergraduate
  ❑   Graduate
  ❑   Associate (2-year)
  ❑   Other (please describe): _____

22. In what year was the licensure or certification associated with the program <u>first</u> approved by the state?

_____

23. In what year did the licensure or certification associated with the program <u>most recently</u> receive state approval? _____

SPECIALTY PERSONNEL STANDARDS

24a. Is the program accredited?

❑   Yes

By what accrediting agency(ies)? _____

❑   No

24b. Is the program <u>pending</u> accreditation?

❑   Yes

By what accrediting agency(ies)? _____

❑   No

25. Is the program aligned with <u>state license or certification standards for professional preparation</u>?

❑   Yes
❑   No
❑   Not sure
❑   Not applicable

26. Is the program aligned with <u>national specialty professional standards </u>(e.g., American Occupational Therapy Association, American Physical Therapy Association, American Speech and Hearing Association, Council for Exceptional Children)?

❑   Yes
❑   No (skip to question 28)
❑   Not sure (skip to question 28)
❑   Not applicable (skip to question 28)

27.   Please identify the national specialty professional standards to which the program is aligned.

Place an 'X' in the box that best indicates the degree to which the program is aligned with these standards.

Professional standards	Closely aligned	Somewhat aligned	Loosely aligned	Not at all aligned
	❑	❑	❑	❑
	❑	❑	❑	❑
	❑	❑	❑	❑
	❑	❑	❑	❑

28.   Does the program anticipate any significant organizational changes within the next three years?

    ❑   Yes (please describe): _____

    ❑   No

    ❑   Not sure

FACULTY

29.   How many FTE faculty are in the specific program described in this survey? _____

30. Indicate the number of <u>core</u> program faculty who are in each of the categories listed below.

(Please enter numeric values only.)

Faculty category	Number of faculty involved in program	Number of faculty who teach about children 0-5	Number of faculty who supervise field based experiences	Number of tenure track positions		Number of non-tenure track positions	Avg. # of courses taught per faculty during 2003-2004
				Tenured	**Not yet tenured**		
Full professor							
Associate professor							
Assistant professor							
Clinical/Lecturer							
Visiting/full-time							
Part-time							
Other:							

31.   How many additional faculty teach courses in the program? *(Numeric value only)* _____

32.   Do parents of children with disabilities have a role in the program?

❑   Yes
❑   No (skip to question 35)

33.   What role do parents of children with disabilities have in the program? *(Check all that apply.)*

❑   Teach courses
❑   Co-teach courses
❑   Supervise field experience
❑   Co-supervise field experiences
❑   Teach one or two course sessions
❑   Other (please describe): _____

34. How are parents compensated for their role in the program? *(Check all that apply.)*

❑   Paid per diem
❑   Paid salary
❑   Not paid, volunteer
❑   Other (please describe): _____

PROGRAM CHARACTERISTICS
PROGRAM GOALS

35.   Please check <u>all</u> of the boxes below that describe the <u>roles</u> for which the program prepares students.

❑   Administrator
❑   Direct service provider (i.e., someone who works directly with children and/or families such as a
            therapist, classroom teacher, or home visitor)
❑   Evaluator
❑   Inclusion or community resource consultant
❑   Parent support consultant
❑   Paraprofessional/Assistant
❑   Researcher
❑   Service coordinator
❑   Other (please describe): _____

36.   Please check <u>all</u> of the boxes below that describe <u>the settings</u> for which the program prepares students.

- ❑   Center-based intervention programs for children with disabilities
- ❑   Child care programs
- ❑   Clinics
- ❑   Community-based programs (playgroups, Gymboree, library)
- ❑   Early Head Start/ Head Start
- ❑   Home-based intervention programs
- ❑   Hospitals
- ❑   Inclusive preschool programs
- ❑   Schools
- ❑   Other (please describe): _____
- ❑   Other (please describe): _____

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COURSE CREDIT ALLOCATION

</div>

37.   How many <u>academic credits</u> must students complete to <u>finish the program of study (not the degree program)</u>? *(Please enter numeric value.)*

_____   Academic credits are needed to complete program

38.   Of these credit hours, how many are associated with <u>coursework?</u> *(Please enter numeric value.)*

_____   Credits associated with coursework

39.   How many credits are associated with any type of <u>field experience or practicum</u>? *(Please enter numeric value.)*

_____   Credits associated with field experiences

40. Please list courses offered in the program that have titles and content specific to the areas listed. Then fill in the applicable credit hours and check all age levels covered in the course.

Areas	Course Name (please list all)	Credits	Age level covered (please check all that apply)		
			0-3	3-5	5-8
Assistive technology					
Families					
Inclusion/ natural environments					
Research and Evaluation					
Team Process					

INSTRUCTIONAL METHODS

41. Please indicate the number of credits within the program that were offered through the following instructional delivery methods during the 2003-2004 academic year.

_____ Credits offered through on-campus courses
_____ Credits offered through off-campus courses
_____ Credits offered through web-supported courses (courses that utilized the world-wide web for delivering part of the course content)
_____ Credits offered through online courses (courses that utilized the world-wide web for delivering all of the course content)
_____ Credits offered through instructional television
_____ Credits offered as part of weekend college
_____ Credits offered through intensive institutes (e.g., summer institutes)
_____ Credits offered through correspondence courses
_____ Other (please describe):_____

42.   How do students in the program learn about the following principles of the Individuals with Disabilities Education Act (IDEA) and Early Intervention/Early Childhood Special Education professional practice?

Put an "X" in each box that describes ways in which students learn about these principles and practices. You may check more than one box for each principle.

Principles and Practices	Independent research	Class lecture	In-Class simulations	Field experiences	Other (describe below)
Assessment models	☐	☐	☐	☐	
Assistive technology	☐	☐	☐	☐	
Child development	☐	☐	☐	☐	
Child focused interventions	☐	☐	☐	☐	
Cultural and linguistic sensitivity	☐	☐	☐	☐	
Due process	☐	☐	☐	☐	
Family-centered practices	☐	☐	☐	☐	
Family involvement	☐	☐	☐	☐	
Free Appropriate Public Education (FAPE)	☐	☐	☐	☐	
Individualized Educational Program (IEP)	☐	☐	☐	☐	
Individualized Family Service Plan (IFSP)	☐	☐	☐	☐	
Instructional planning	☐	☐	☐	☐	
Learning environments	☐	☐	☐	☐	
Least Restrictive Environment (LRE)	☐	☐	☐	☐	
Multi-faceted assessment	☐	☐	☐	☐	
Natural environments	☐	☐	☐	☐	
Professional and ethical practice	☐	☐	☐	☐	
Teaming process	☐	☐	☐	☐	
Zero rejection	☐	☐	☐	☐	

FIELD EXPERIENCES

43. Does the program require <u>mandatory</u> field hours that focus on working with young children <u>with special needs between the ages of birth and five years</u>?

   ❑ Yes
   ❑ No (skip to question 45)
   ❑ Not sure (skip to question 45)
   ❑ Not applicable

44. What are the <u>number of clock hours and credit hours</u> associated with <u>mandatory</u> fieldwork related to young children with special needs between the ages of birth and five?

   _____ Clock hours
   _____ Credit hours

45. Does the program offer <u>optional</u> field hours that focus on work with young children with special needs between the ages of birth and five years?

   ❑ Yes
   ❑ No
   ❑ Not sure
   ❑ Not applicable

46. Please check <u>all</u> of the boxes below that describe the <u>field experience settings</u> for the program.

   ❑ Center-based intervention programs for children with disabilities
   ❑ Child care programs
   ❑ Clinics
   ❑ Community-based programs (playgroups, Gymboree, library)
   ❑ Early Head Start/ Head Start
   ❑ Home-based intervention programs
   ❑ Hospitals
   ❑ Inclusive preschool programs
   ❑ Schools
   ❑ Other (please describe): _____

47. Institutions use different terminology to describe hands-on clinical application of learning in the field. Using the following distinctions for clinical fieldwork, please describe these field experiences offered as part of the program.

   Course Practicum - a component of a credit course that requires students to complete work or make observations in the field.
   Practicum - an independent, supervised, practical application of discipline content for credit.

Using the chart below, please describe:

1) Name of the field experience (e.g. advanced practicum, field affiliation and student teaching.)
2) Number of clock hours spent in this field experience
3) Credits received for this field experience
4) Term by which fieldwork is typically completed. Define 'term' in the box below.

Please select the academic calendar term your program is based on:

❑ Quarter   ❑ Semester

❑ Trimester   ❑ Years

❑ Other (please describe)_____

Please indicate the total number of terms the program consists of: _____

(*Please enter a numeric value in the chart's 'term of completion' column. For example, enter '3' if the field experience is completed during the third semester the student is in the program.)

Please complete the chart by putting an 'X' in the boxes that indicate the appropriate field experience, level of requirement, age range of people with whom students work, and the ability status of people with whom students work.

Name of field experience	Number of clock hours	Number of credits	*Term of completion	Type		Requirement		Age Range				Person's Ability Status		
				Course Practicum	Practicum	Required	Optional	0-3	3-5	5-21	Adult	Only disabilities	With & without disabilities	Only without disabilities
1.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
2.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
3.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
4.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
5.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
6.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
7.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
8.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
9.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
10.				❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

48. Please check any of the following experiences that provide students with the opportunity to work with/ learn about children between birth and five years of age within the program.

    ❑ Competency achievement
    ❑ Non-credit courses
    ❑ Seminars, workshops
    ❑ Service learning or other volunteer experiences
    ❑ Other (please describe): _____

49. Please check all of the criteria used to select field sites for any course practicum or independent practicum.

    ❑ Accreditation status of program
    ❑ Demographic characteristics of students or clients served in field experiences (e.g., race or ethnicity, ability levels)
    ❑ Geographic location of program (e.g., urban vs. rural)
    ❑ Licensure status of cooperating professionals
    ❑ Opportunities for students to work in team settings
    ❑ Opportunities for students to work with families
    ❑ Program philosophy
    ❑ Proximity of program to the institution
    ❑ Type of services provided (e.g., classroom-based, clinic, home-based)
    ❑ Other (please describe): _____

50. In general, <u>who selects</u> clinical field sites (course practicum or independent practica) for students? Check one box.

    ❑ Faculty
    ❑ Student
    ❑ Placement Office
    ❑ Family Coordinator
    ❑ Other (please describe):_____

51. In the program, <u>who provides supervision</u> to students engaged in practicum? Check all of the boxes that best describes who provides supervision and indicate the average number of clock hours and credit hours per practicum.

    ❑ Faculty members   ____Clock hours ____Credit hours
    ❑ Clinical supervisors employed by the institution   ____Clock hours ____Credit hours
    ❑ Clinical supervisors not employed by the institution   ____Clock hours ____Credit hours
    ❑ Other (please describe): _____   ____Clock hours ____Credit hours

CROSS-DISCIPLINARY COLLABORATION

52. Does the program collaborate with other programs <u>outside</u> of the discipline(s) to offer cross-disciplinary courses or practica for the students?

❑ Yes
❑ No (skip to question 55)
❑ Not sure (skip to question 55)

53. Please check the boxes next to the disciplines or programs with whom you collaborate:

❑ Audiology	❑ Education of visually impaired	❑ Physical therapy
❑ Counseling (Including school and guidance counseling)	❑ Family therapy	❑ Psychology (Including school psychology and developmental psychology)
❑ Early childhood education (Children B-8 without disabilities)	❑ Nursing	❑ Recreation therapy (Including adaptive physical education)
❑ Early childhood special education (Children 3-5 with delays or disabilities)	❑ Nutrition	❑ Rehabilitation counseling
❑ Early Intervention (Children B-3 with delays or disabilities, or who are at risk)	❑ Occupational therapy	❑ Social work
❑ Education of hearing impaired	❑ Orientation and mobility	❑ Special education
❑ Blended program (Please describe by providing the definition of blended program	❑ Pediatrics	❑ Speech/language pathology
❑ and the disciplines involved.) _____		
❑ Other (please describe):		

54.   Below please find examples of <u>cross-disciplinary features of programs</u>. Please check <u>any</u> that apply to the program.

- ❑   Courses are offered and listed jointly across program areas within a college or school
- ❑   Courses are offered and listed jointly across program areas across colleges or schools
- ❑   Courses are team taught by instructors from different disciplines and/or different programs
- ❑   Students enrolled in the program represent different disciplines
- ❑   Courses are taken with students from different disciplines
- ❑   Practicum experiences are supervised by faculty or personnel outside the disciplinary area of the program
- ❑   Students are placed in practicum settings outside of the program's discipline area (e.g., child care setting)
- ❑   Students across disciplines complete field experience together
- ❑   The program's steering committee is comprised of individuals from multiple disciplines
- ❑   Other (please describe): _____

PROGRAM EVALUATION
EVALUATION METHODS

55.   Below please find a list of ways that program faculty may <u>evaluate the quality of their personnel preparation program</u>. Please put a check next to <u>each box</u> that describes a way in which you or your colleagues evaluate the quality of the program.

- ❑   Judgments from community constituents
- ❑   Performance-based assessment during program (e.g., during field experience)
- ❑   Portfolio evaluation
- ❑   Results from licensure exams
- ❑   Results of employer surveys
- ❑   State reports of graduates' induction year
- ❑   Structured follow-up interviews or questionnaires with graduates
- ❑   Student completion of exit requirements
- ❑   Supervisor evaluation during field experience
- ❑   Other (please describe): _____

PROGRAM COMPLETION AND POST-GRADUATE ACTIVITIES

56.   How long does it usually take <u>full-time students following the recommended schedule</u> to complete the program? *(Please enter numeric value.)* _____ years

57.   What percent of students <u>admitted</u> to the program <u>finish</u> it? _____%

58.   Does the state require that beginning professionals complete an <u>induction year</u> experience?

    ❏   Yes
    ❏   No
    ❏   Not sure

59.   Does the <u>institution play a role</u> in the beginning professional's induction year?

    ❏   Yes
    ❏   No
    ❏   Not sure
        If yes, please describe that role:

_____

_____

60.   What percent of students <u>find jobs in their field</u> after completing the program? *(Please enter numeric value.)*   _____%

61.   What percent of students find jobs working primarily with children with special needs between the ages of birth and 5 years after completing the program?   *(Please enter numeric value.)*   _____%

62.   Check the box that best describes <u>where</u> students find jobs after they graduate:

    ❏   Most graduates of the program are employed <u>within the</u> assigned geographic region that the institution serves
    ❏   Most graduates of the program are employed <u>outside of</u> assigned geographic region that the institution serves

Please provide any additional comments you may have regarding your program or the survey in the space below.

Thank you for your time in completing this survey. The information you have shared will provide us with a greater understanding of the higher education programs that prepare people to enter the fields of early intervention and early childhood special education. We sincerely appreciate your thoughtful responses and your contribution to our research efforts.

Please return to:

Amy Novotny

Center to Inform Personnel Preparation Policy & Practice in Early Intervention & Preschool Education

University of Connecticut Health Center

A.J. Pappanikou Center for Developmental Disabilities

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If you have any questions/concerns please feel free to contact Amy Novotny at:

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Survey Response by State (n=1139)

State	Programs Contacted	Number of Responses	Response Rate	Percent Within Sample
Alabama	132	25	18.94	2
Alaska	12	4	33.33	0.4
Arizona	72	22	30.56	2
Arkansas	84	15	17.86	1
California	309	47	15.21	4
Colorado	80	16	20.00	1
Connecticut	97	17	17.53	2
Delaware	19	2	10.53	0.2
District of Columbia	42	7	16.67	1
Florida	166	34	20.48	3
Georgia	111	26	23.42	2
Hawaii	28	8	28.57	1
Idaho	39	10	25.64	1
Illinois	248	41	16.53	4
Indiana	164	44	26.83	4
Iowa	86	17	19.77	2
Kansas	102	26	25.49	2
Kentucky	120	26	21.67	2
Louisiana	86	13	15.12	1
Maine	30	6	20.00	1
Maryland	107	27	25.23	2
Massachusetts	174	28	16.09	3
Michigan	155	32	20.65	3
Minnesota	117	16	13.68	1
Mississippi	61	11	18.03	1
Missouri	126	19	15.08	2
Montana	29	4	13.79	0.4
Nebraska	64	13	20.31	1
Nevada	18	4	22.22	0.4
New Hampshire	46	8	17.39	1
New Jersey	107	14	13.08	1

State	Programs Contacted	Number of Responses	Response Rate	Percent Within Sample
New Mexico	47	4	8.51	0.4
New York	457	88	19.26	8
North Carolina	184	35	19.02	3
North Dakota	31	15	48.39	1
Ohio	194	35	18.04	3
Oklahoma	95	19	20.00	2
Oregon	53	12	22.64	1
Pennsylvania	398	79	19.85	7
Rhode Island	34	10	29.41	1
South Carolina	108	24	22.22	2
South Dakota	33	10	30.30	1
Tennessee	131	27	20.61	2
Texas	385	79	20.52	7
Utah	46	17	36.96	1.5
Vermont	29	6	20.69	0.5
Virginia	132	27	20.45	2.4
Washington	85	25	29.41	2.2
West Virginia	48	14	29.17	1.2
Wisconsin	124	26	20.97	2.3
Wyoming	14	5	35.71	0.4
Total	**5659**	**1139**	**20.13**	**100.0**

State Composition of Geographic Region (n =1139)

Northeast	Southeast	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
D.C.	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Ohio	Tennessee	Oklahoma	Oregon
Pennsylvania	Virginia	South Dakota	Utah
Rhode Island	West Virginia	Texas	Washington
Vermont		Wisconsin	Wyoming

Table D1. *Level of Financial Support: Advisory Groups by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	7.0 (3)	55.8 (24)	37.2 (16)
Early Childhood Education (n=110)	10.0 (11)	41.8 (46)	48.2 (53)
Early Childhood Special Education (n=35)	5.7 (2)	42.9 (15)	51.4 (18)
Early Intervention (n=16)	31.3 (5)	31.3 (5)	37.5 (6)
Education of the Hearing Impaired (n=13)	38.5 (5)	38.5 (5)	23.1 (3)
Education of the Visually Impaired (n=7)	28.6 (2)	42.9 (3)	28.6 (2)
Family Therapy (n=13)	0.0 (0)	38.5 (5)	61.5 (8)
Nursing (n=218)	12.8 (28)	46.3 (101)	40.8 (89)
Nutrition (n=23)	4.3 (1)	47.8 (11)	47.8 (11)
Occupational Therapy (n=51)	9.8 (5)	49.0 (25)	41.2 (21)
Physical Therapy (n=39)	10.3 (4)	30.8 (12)	59.0 (23)
Psychology (n=95)	5.3 (5)	26.3 (25)	68.4 (65)
Recreation Therapy (n=28)	7.1 (2)	46.4 (13)	46.4 (13)
Social Work (n=55)	5.5 (3)	63.6 (35)	30.9 (17)
Special Education (n=74)	17.6 (13)	48.6 (36)	33.8 (25)
Speech & Language Pathology (n=55)	7.3 (4)	30.9 (17)	61.8 (34)
Blended Program (n=43)	14.0 (6)	46.5 (20)	39.5 (17)
Other Program (n=35)	5.7 (2)	48.6 (17)	45.7 (16)
Total	**10.6 (101)**	**43.6 (416)**	**45.8 (437)**

Table D2. *Level of Financial Support: Advisory Groups by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	12.8 (21)	48.2 (79)	39.0 (64)
Undergraduate (n=312)	6.4 (20)	45.5 (142)	48.1 (150)
Masters (n=276)	10.9 (30)	43.1 (119)	46.0 (127)
Doctorate (n=46)	13.0 (6)	26.1 (12)	60.9 (28)
Multiple Degrees (n=116)	15.5 (18)	42.2 (49)	42.2 (49)
Other (n=30)	16.7 (5)	36.7 (11)	46.7 (14)
Total	**10.6 (100)**	**43.6 (412)**	**45.8 (432)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	11.4 (35)	37.0 (114)	51.6 (159)
Masters Colleges & Universities (n=334)	7.8 (26)	48.5 (162)	43.7 (146)
Baccalaureate Colleges (n=109)	9.2 (10)	40.4 (44)	50.5 (55)
Associates Colleges (n=163)	13.5 (22)	47.9 (78)	38.7 (63)
Specialized Institutions (n=40)	20.0 (8)	45.0 (18)	35.0 (14)
Total	**10.6 (101)**	**43.6 (416)**	**45.8 (437)**
Institutional Control (n=795)			
Public four-year (n=498)	9.8 (49)	43.0 (214)	47.2 (235)
Private four-year (n=297)	10.1 (30)	42.4 (126)	47.5 (141)
Total	**9.9 (79)**	**42.8 (340)**	**47.3 (376)**
Geographic Region (n=954)			
Northeast (n=265)	10.6 (28)	38.5 (102)	50.9 (135)
Southeast (n=223)	9.9 (22)	42.6 (95)	47.5 (106)
Midwest (n=302)	9.6 (29)	48.7 (147)	41.7 (126)
West (n=164)	13.4 (22)	43.9 (72)	42.7 (70)
Total	**10.6 (101)**	**43.6 (416)**	**45.8 (437)**

Table D3. *Level of Financial Support: Clinical Supervision by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	100.0 (1)	0.0 (0)	0.0 (0)
Counseling (n=43)	14.0 (6)	76.7 (33)	9.3 (4)
Early Childhood Education (n=110)	4.5 (5)	63.6 (70)	31.8 (35)
Early Childhood Special Education (n=35)	5.7 (2)	68.6 (24)	25.7 (9)
Early Intervention (n=16)	31.3 (5)	31.3 (5)	37.5 (6)
Education of the Hearing Impaired (n=13)	15.4 (2)	38.5 (5)	46.2 (6)
Education of the Visually Impaired (n=7)	57.1 (4)	42.9 (3)	0.0 (0)
Family Therapy (n=13)	0.0 (0)	69.2 (9)	30.8 (4)
Nursing (n=218)	10.6 (23)	72.0 (157)	17.4 (38)
Nutrition (n=23)	8.7 (2)	47.8 (11)	43.5 (10)
Occupational Therapy (n=51)	17.6 (9)	58.8 (30)	23.5 (12)
Physical Therapy (n=39)	2.6 (1)	64.1 (25)	33.3 (13)
Psychology (n=95)	8.4 (8)	52.6 (50)	38.9 (37)
Recreation Therapy (n=28)	14.3 (4)	57.1 (16)	28.6 (8)
Social Work (n=55)	7.3 (4)	49.1 (27)	43.6 (24)
Special Education (n=74)	8.1 (6)	63.5 (47)	28.4 (21)
Speech & Language Pathology (n=55)	9.1 (5)	85.5 (47)	5.5 (3)
Blended Program (n=43)	23.3 (10)	60.5 (26)	16.3 (7)
Other Program (n=35)	5.7 (2)	48.6 (17)	45.7 (16)
Total	**10.4 (99)**	**63.1 (602)**	**26.5 (253)**

Table D4. *Level of Financial Support: Clinical Supervision by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	9.1 (15)	64.6 (106)	26.2 (43)
Undergraduate (n=312)	5.4 (17)	63.8 (199)	30.8 (96)
Masters (n=276)	12.0 (33)	63.0 (174)	25.0 (69)
Doctorate (n=46)	17.4 (8)	41.3 (19)	41.3 (19)
Multiple Degrees (n=116)	16.4 (19)	69.8 (81)	13.8 (16)
Other (n=30)	20.0 (6)	56.7 (17)	23.3 (7)
Total	**10.4 (98)**	**63.1 (596)**	**26.5 (250)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	15.6 (48)	57.5 (177)	26.9 (83)
Masters Colleges & Universities (n=334)	7.5 (250	68.3 (228)	24.3 (81)
Baccalaureate Colleges (n=109)	3.7 (4)	63.3 (69)	33.0 (36)
Associates Colleges (n=163)	8.6 (14)	66.3 (108)	25.2 (41)
Specialized Institutions (n=40)	20.0 (8)	50.0 (20)	30.0 (12)
Total	**10.4 (99)**	**63.1 (602)**	**26.5 (253)**
Institutional Control (n=795)			
Public four-year (n=498)	12.4 (62)	62.9 (313)	24.7 (123)
Private four-year (n=297)	7.1 (21)	63.3 (188)	29.6 (88)
Total	**10.4 (83)**	**63.0 (501)**	**26.5 (211)**
Geographic Region (n=954)			
Northeast (n=265)	9.4 (25)	61.9 (164)	28.7 (76)
Southeast (n=223)	8.5 (19)	66.4 (148)	25.1 (56)
Midwest (n=302)	9.6 (29)	58.9 (178)	31.5 (95)
West (n=164)	15.9 (26)	68.3 (112)	15.9 (26)
Total	**10.4 (99)**	**63.1 (602)**	**26.5 (253)**

Table D5. *Level of Financial Support: Community Service Activities by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	14.0 (6)	62.8 (27)	23.3 (10)
Early Childhood Education (n=110)	13.6 (15)	58.2 (64)	28.2 (31)
Early Childhood Special Education (n=35)	5.7 (2)	54.3 (19)	40.0 (14)
Early Intervention (n=16)	43.8 (7)	12.5 (2)	43.8 (7)
Education of the Hearing Impaired (n=13)	23.1 (3)	46.2 (6)	30.8 (4)
Education of the Visually Impaired (n=7)	14.3 (1)	85.7 (6)	0.0 (0)
Family Therapy (n=13)	0.0 (0)	53.8 (7)	46.2 (6)
Nursing (n=218)	11.9 (26)	61.0 (133)	27.1 (59)
Nutrition (n=23)	13.0 (3)	52.2 (12)	34.8 (8)
Occupational Therapy (n=51)	15.7 (8)	72.5 (37)	11.8 (6)
Physical Therapy (n=39)	0.0 (0)	66.7 (26)	33.3 (13)
Psychology (n=95)	6.3 (6)	57.9 (55)	35.8 (34)
Recreation Therapy (n=28)	14.3 (4)	57.1 (16)	28.6 (8)
Social Work (n=55)	5.5 (3)	65.5 (36)	29.1 (16)
Special Education (n=74)	8.1 (6)	54.1 (40)	37.8 (28)
Speech & Language Pathology (n=55)	9.1 (5)	54.5 (30)	36.4 (20)
Blended Program (n=43)	18.6 (8)	51.2 (22)	30.2 (13)
Other Program (n=35)	2.9 (1)	60.0 (21)	37.1 (13)
Total	**10.9 (104)**	**58.7 (560)**	**30.4 (290)**

Table D6. *Level of Financial Support: Community Service Activities by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	11.6 (19)	61.6 (101)	26.8 (44)
Undergraduate (n=312)	7.7 (24)	57.4 (179)	34.9 (109)
Masters (n=276)	10.9 (30)	60.5 (167)	28.6 (79)
Doctorate (n=46)	13.0 (6)	43.5 (20)	43.5 (20)
Multiple Degrees (n=116)	15.5 (18)	64.7 (75)	19.8 (23)
Other (n=30)	16.7 (5)	43.3 (13)	40.0 (12)
Total	**10.8 (102)**	**58.8 (555)**	**30.4 (287)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	13.6 (42)	53.6 (165)	32.8 (101)
Masters Colleges & Universities (n=334)	9.0 (30)	61.1 (204)	29.9 (100)
Baccalaureate Colleges (n=109)	7.3 (8)	59.6 (65)	33.0 (36)
Associates Colleges (n=163)	10.4 (17)	62.0 (101)	27.6 (45)
Specialized Institutions (n=40)	17.5 (7)	62.5 (25)	20.0 (8)
Total	**10.9 (104)**	**58.7 (560)**	**30.4 (290)**
Institutional Control (n=795)			
Public four-year (n=498)	10.4 (52)	56.6 (282)	32.9 (164)
Private four-year (n=297)	10.8 (32)	61.6 (183)	27.6 (82)
Total	**10.6 (84)**	**58.5 (465)**	**30.9 (246)**
Geographic Region (n=954)			
Northeast (n=265)	12.5 (33)	55.1 (146)	32.5 (86)
Southeast (n=223)	8.5 (19)	62.3 (139)	29.1 (65)
Midwest (n=302)	10.3 (31)	58.6 (177)	31.1 (94)
West (n=164)	12.8 (21)	59.8 (98)	27.4 (45)
Total	**10.9 (104)**	**58.7 (560)**	**30.4 (290)**

Table D7. *Level of Financial Support: Curriculum Materials/Resources by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	11.6 (5)	72.1 (31)	16.3 (7)
Early Childhood Education (n=110)	18.2 (20)	68.2 (75)	13.6 (15)
Early Childhood Special Education (n=35)	8.6 (3)	68.6 (24)	22.9 (8)
Early Intervention (n=16)	43.8 (7)	25.0 (4)	31.3 (5)
Education of the Hearing Impaired (n=13)	7.7 (1)	69.2 (9)	23.1 (3)
Education of the Visually Impaired (n=7)	42.9 (3)	57.1 (4)	0.0 (0)
Family Therapy (n=13)	7.7 (1)	61.5 (8)	30.8 (4)
Nursing (n=218)	15.6 (34)	67.4 (147)	17.0 (37)
Nutrition (n=23)	21.7 (5)	52.2 (12)	26.1 (6)
Occupational Therapy (n=51)	9.8 (5)	84.3 (43)	5.9 (3)
Physical Therapy (n=39)	7.7 (3)	79.5 (31)	12.8 (5)
Psychology (n=95)	9.5 (9)	65.3 (62)	25.3 (24)
Recreation Therapy (n=28)	17.9 (5)	64.3 (18)	17.9 (5)
Social Work (n=55)	21.8 (12)	58.2 (32)	20.0 (11)
Special Education (n=74)	14.9 (11)	70.3 (52)	14.9 (11)
Speech & Language Pathology (n=55)	5.5 (3)	83.6 (46)	10.9 (6)
Blended Program (n=43)	25.6 (11)	65.1 (28)	9.3 (4)
Other Program (n=35)	8.6 (3)	74.3 (26)	17.1 (6)
Total	**14.8 (141)**	**68.4 (653)**	**16.8 (160)**

Table D8. *Level of Financial Support: Curriculum Materials/Resources by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	15.9 (26)	68.9 (113)	15.2 (25)
Undergraduate (n=312)	11.2 (35)	69.9 (218)	18.9 (59)
Masters (n=276)	14.5 (40)	69.2 (191)	16.3 (45)
Doctorate (n=46)	15.2 (7)	54.3 (25)	30.4 (14)
Multiple Degrees (n=116)	21.6 (25)	69.8 (81)	8.6 (10)
Other (n=30)	13.3 (4)	73.3 (22)	13.3 (4)
Total	**14.5 (137)**	**68.9 (650)**	**16.6 (157)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	18.2 (56)	62.3 (192)	19.5 (60)
Masters Colleges & Universities (n=334)	11.4 (38)	74.6 (249)	14.1 (47)
Baccalaureate Colleges (n=109)	11.0 (12)	67.9 (74)	21.1 (23)
Associates Colleges (n=163)	14.7 (24)	68.1 (111)	17.2 (28)
Specialized Institutions (n=40)	27.5 (11)	67.5 (27)	5.0 (2)
Total	**14.8 (141)**	**68.4 (653)**	**16.8 (160)**
Institutional Control (n=795)			
Public four-year (n=498)	15.9 (79)	68.5 (341)	15.7 (78)
Private four-year (n=297)	12.5 (37)	68.7 (204)	18.9 (56)
Total	**14.6 (116)**	**68.6 (545)**	**16.9 (134)**
Geographic Region (n=954)			
Northeast (n=265)	15.1 (40)	69.4 (184)	15.5 (41)
Southeast (n=223)	12.1 (27)	66.4 (148)	21.5 (48)
Midwest (n=302)	13.9 (42)	68.9 (208)	17.2 (52)
West (n=164)	19.5 (32)	68.9 (113)	11.6 (19)
Total	**14.8 (141)**	**68.4 (653)**	**16.8 (160)**

Table D9. *Level of Financial Support: Distance Education by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	0.0 (0)	100.0 (1)
Counseling (n=43)	11.6 (5)	39.5 (17)	48.8 (21)
Early Childhood Education (n=110)	3.6 (4)	39.1 (43)	57.3 (63)
Early Childhood Special Education (n=35)	2.9 (1)	54.3 (19)	42.9 (15)
Early Intervention (n=16)	25.0 (4)	25.0 (4)	50.0 (8)
Education of the Hearing Impaired (n=13)	23.1 (3)	23.1 (3)	53.8 (7)
Education of the Visually Impaired (n=7)	57.1 (4)	42.9 (3)	0.0 (0)
Family Therapy (n=13)	0.0 (0)	15.4 (2)	84.6 (11)
Nursing (n=218)	11.9 (26)	48.6 (106)	39.4 (86)
Nutrition (n=23)	4.3 (1)	39.1 (9)	56.5 (13)
Occupational Therapy (n=51)	5.9 (3)	47.1 (24)	47.1 (24)
Physical Therapy (n=39)	10.3 (4)	35.9 (14)	53.8 (21)
Psychology (n=95)	2.1 (2)	33.7 (32)	64.2 (61)
Recreation Therapy (n=28)	17.9 (5)	64.3 (18)	17.9 (5)
Social Work (n=55)	9.1 (5)	38.2 (21)	52.7 (29)
Special Education (n=74)	4.1 (3)	58.1 (43)	37.8 (28)
Speech & Language Pathology (n=55)	5.5 (3)	50.9 (28)	43.6 (24)
Blended Program (n=43)	20.9 (9)	44.2 (19)	34.9 (15)
Other Program (n=35)	5.7 (2)	40.0 (14)	54.3 (19)
Total	**8.8 (84)**	**43.9 (419)**	**47.3 (451)**

Table D10. *Level of Financial Support: Distance Education by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	11.0 (18)	49.4 (81)	39.6 (65)
Undergraduate (n=312)	5.4 (17)	44.6 (139)	50.0 (156)
Masters (n=276)	10.1 (28)	42.8 (118)	47.1 (130)
Doctorate (n=46)	13.0 (6)	30.4 (14)	56.5 (26)
Multiple Degrees (n=116)	11.2 (13)	44.8 (52)	44.0 (51)
Other (n=30)	6.7 (2)	36.7 (11)	56.7 (17)
Total	**8.9 (84)**	**44.0 (415)**	**47.1 (445)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	10.4 (32)	43.2 (133)	46.4 (143)
Masters Colleges & Universities (n=334)	7.5 (25)	47.3 (158)	45.2 (151)
Baccalaureate Colleges (n=109)	5.5 (6)	29.4 (32)	65.1 (71)
Associates Colleges (n=163)	9.2 (15)	47.9 (78)	42.9 (70)
Specialized Institutions (n=40)	15.0 (6)	45.0 (18)	40.0 (16)
Total	**8.8 (84)**	**43.9 (419)**	**47.3 (451)**
Institutional Control (n=795)			
Public four-year (n=498)	11.2 (56)	51.4 (256)	37.3 (186)
Private four-year (n=297)	4.7 (14)	28.6 (85)	66.7 (198)
Total	**8.8 (70)**	**42.9 (341)**	**48.3 (384)**
Geographic Region (n=954)			
Northeast (n=265)	6.8 (18)	35.1 (93)	58.1 (154)
Southeast (n=223)	7.2 (16)	46.6 (104)	46.2 (103)
Midwest (n=302)	9.9 (30)	48.0 (145)	42.1 (127)
West (n=164)	12.2 (20)	47.0 (77)	40.9 (67)
Total	**8.8 (84)**	**43.9 (419)**	**47.3 (451)**

Table D11. *Level of Financial Support: Instruction by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	9.3 (4)	67.4 (29)	23.3 (10)
Early Childhood Education (n=110)	9.1 (10)	71.8 (79)	19.1 (21)
Early Childhood Special Education (n=35)	11.4 (4)	71.4 (25)	17.1 (6)
Early Intervention (n=16)	37.5 (6)	43.8 (7)	18.8 (3)
Education of the Hearing Impaired (n=13)	7.7 (1)	76.9 (10)	15.4 (2)
Education of the Visually Impaired (n=7)	57.1 (4)	42.9 (3)	0.0 (0)
Family Therapy (n=13)	0.0 (0)	76.9 (10)	23.1 (3)
Nursing (n=218)	12.8 (28)	71.6 (156)	15.6 (34)
Nutrition (n=23)	4.3 (1)	78.3 (18)	17.4 (4)
Occupational Therapy (n=51)	11.8 (6)	72.5 (37)	15.7 (8)
Physical Therapy (n=39)	12.8 (5)	69.2 (27)	17.9 (7)
Psychology (n=95)	6.3 (6)	70.5 (67)	23.2 (22)
Recreation Therapy (n=28)	17.9 (5)	67.9 (19)	14.3 (4)
Social Work (n=55)	18.2 (10)	63.6 (35)	18.2 (10)
Special Education (n=74)	14.9 (11)	75.7 (56)	9.5 (7)
Speech & Language Pathology (n=55)	12.7 (7)	78.2 (43)	9.1 (5)
Blended Program (n=43)	27.9 (12)	67.4 (29)	4.7 (2)
Other Program (n=35)	11.4 (4)	65.7 (23)	22.9 (8)
Total	**13.0 (124)**	**70.6 (674)**	**16.4 (156)**

Table D12. *Level of Financial Support: Instruction by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	11.6 (19)	73.2 (120)	15.2 (25)
Undergraduate (n=312)	8.3 (26)	74.4 (232)	17.3 (54)
Masters (n=276)	14.5 (40)	68.8 (190)	16.7 (46)
Doctorate (n=46)	17.4 (8)	52.2 (24)	30.4 (14)
Multiple Degrees (n=116)	17.2 (20)	71.6 (83)	11.2 (13)
Other (n=30)	26.7 (8)	63.3 (19)	10.0 (3)
Total	**12.8 (121)**	**70.8 (668)**	**16.4 (155)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	19.5 (60)	62.3 (192)	18.2 (56)
Masters Colleges & Universities (n=334)	8.7 (29)	76.0 (254)	15.3 (51)
Baccalaureate Colleges (n=109)	7.3 (8)	75.2 (82)	17.4 (19)
Associates Colleges (n=163)	11.0 (18)	72.4 (118)	16.6 (27)
Specialized Institutions (n=40)	22.5 (9)	70.0 (28)	7.5 (3)
Total	**13.0 (124)**	**70.6 (674)**	**16.4 (156)**
Institutional Control (n=795)			
Public four-year (n=498)	16.3 (81)	70.3 (350)	13.5 (67)
Private four-year (n=297)	8.1 (24)	70.4 (209)	21.5 (64)
Total	**13.2 (105)**	**70.3 (559)**	**16.5 (131)**
Geographic Region (n=954)			
Northeast (n=265)	11.7 (31)	68.7 (182)	19.6 (52)
Southeast (n=223)	11.2 (25)	70.0 (156)	18.8 (42)
Midwest (n=302)	13.9 (42)	71.2 (215)	14.9 (45)
West (n=164)	15.9 (26)	73.8 (121)	10.4 (17)
Total	**13.0 (124)**	**70.6 (674)**	**16.4 (156)**

Table D13. *Level of Financial Support: Professional Development for Faculty and Students by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	9.3 (4)	79.1 (34)	11.6 (5)
Early Childhood Education (n=110)	18.2 (20)	60.9 (67)	20.9 (23)
Early Childhood Special Education (n=35)	11.4 (4)	68.6 (24)	20.0 (7)
Early Intervention (n=16)	50.0 (8)	25.0 (4)	25.0 (4)
Education of the Hearing Impaired (n=13)	38.5 (5)	38.5 (5)	23.1 (3)
Education of the Visually Impaired (n=7)	57.1 (4)	42.9 (3)	0.0 (0)
Family Therapy (n=13)	7.7 (1)	76.9 (10)	15.4 (2)
Nursing (n=218)	14.7 (32)	71.6 (156)	13.8 (30)
Nutrition (n=23)	17.4 (4)	60.9 (14)	21.7 (5)
Occupational Therapy (n=51)	19.6 (10)	74.5 (38)	5.9 (3)
Physical Therapy (n=39)	12.8 (5)	76.9 (30)	10.3 (4)
Psychology (n=95)	11.6 (11)	70.5 (67)	17.9 (17)
Recreation Therapy (n=28)	14.3 (4)	78.6 (22)	7.1 (2)
Social Work (n=55)	23.6 (13)	58.2 (32)	18.2 (10)
Special Education (n=74)	12.2 (9)	73.0 (54)	14.9 (11)
Speech & Language Pathology (n=55)	9.1 (5)	83.6 (46)	7.3 (4)
Blended Program (n=43)	27.9 (12)	65.1 (28)	7.0 (3)
Other Program (n=35)	8.6 (3)	68.6 (24)	22.9 (8)
Total	**16.1 (154)**	**69.1 (659)**	**14.8 (141)**

Table D14.   *Level of Financial Support: Professional Development for Faculty and Students by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	17.7 (29)	68.3 (112)	14.0 (23)
Undergraduate (n=312)	10.3 (32)	75.0 (234)	14.7 (46)
Masters (n=276)	17.8 (49)	68.1 (188)	14.1 (39)
Doctorate (n=46)	15.2 (7)	60.9 (28)	23.9 (110
Multiple Degrees (n=116)	21.6 (25)	68.1 (79)	10.3 (12)
Other (n=30)	30.0 (9)	46.7 (14)	23.3 (7)
Total	**16.0 (151)**	**69.4 (655)**	**14.6 (138)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	22.1 (68)	59.7 (184)	18.2 (56)
Masters Colleges & Universities (n=334)	10.5 (35)	77.5 (259)	12.0 (40)
Baccalaureate Colleges (n=109)	11.9 (13)	74.3 (81)	13.8 (15)
Associates Colleges (n=163)	16.6 (27)	67.5 (110)	16.0 (26)
Specialized Institutions (n=40)	27.5 (11)	62.5 (25)	10.0 (4)
Total	**16.1 (154)**	**69.1 (659)**	**14.8 (141)**
Institutional Control (n=795)			
Public four-year (n=498)	18.5 (92)	67.5 (336)	14.1 (70)
Private four-year (n=297)	10.8 (32)	73.4 (218)	15.8 (47)
Total	**15.6 (124)**	**69.7 (554)**	**14.7 (117)**
Geographic Region (n=954)			
Northeast (n=265)	15.8 (42)	67.2 (178)	17.0 (45)
Southeast (n=223)	15.7 (35)	66.4 (148)	17.9 (40)
Midwest (n=302)	15.9 (48)	70.5 (213)	13.6 (41)
West (n=164)	17.7 (29)	73.2 (120)	9.1 (15)
Total	**16.1 (154)**	**69.1 (659)**	**14.8 (141)**

Table D15. *Level of Financial Support: Program Evaluation by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	9.3 (4)	69.8 (30)	20.9 (9)
Early Childhood Education (n=110)	7.3 (8)	63.6 (70)	29.1 (32)
Early Childhood Special Education (n=35)	8.6 (3)	71.4 (25)	20.0 (7)
Early Intervention (n=16)	37.5 (6)	31.3 (5)	31.3 (5)
Education of the Hearing Impaired (n=13)	15.4 (2)	53.8 (7)	30.8 (4)
Education of the Visually Impaired (n=7)	28.6 (2)	57.1 (4)	14.3 (1)
Family Therapy (n=13)	15.4 (2)	61.5 (8)	23.1 (3)
Nursing (n=218)	7.3 (16)	75.2 (164)	17.4 (38)
Nutrition (n=23)	4.3 (1)	69.6 (16)	26.1 (6)
Occupational Therapy (n=51)	7.8 (4)	82.4 (42)	9.8 (5)
Physical Therapy (n=39)	5.1 (2)	61.5 (24)	33.3 (13)
Psychology (n=95)	8.4 (8)	56.8 (54)	34.7 (33)
Recreation Therapy (n=28)	17.9 (5)	60.7 (17)	21.4 (6)
Social Work (n=55)	7.3 (4)	69.1 (38)	23.6 (13)
Special Education (n=74)	16.2 (12)	68.9 (51)	14.9 (11)
Speech & Language Pathology (n=55)	5.5 (3)	69.1 (38)	25.5 (14)
Blended Program (n=43)	20.9 (9)	72.1 (31)	7.0 (3)
Other Program (n=35)	8.6 (3)	65.7 (23)	25.7 (9)
Total	**9.9 (94)**	**67.9 (648)**	**22.2 (212)**

Table D16. *Level of Financial Support: Program Evaluation by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	9.1 (15)	70.7 (116)	20.1 (33)
Undergraduate (n=312)	4.5 (14)	73.7 (230)	21.8 (68)
Masters (n=276)	13.0 (36)	66.3 (183)	20.7 (57)
Doctorate (n=46)	10.9 (5)	41.3 (19)	47.8 (22)
Multiple Degrees (n=116)	12.1 (14)	69.8 (81)	18.1 (21)
Other (n=30)	26.7 (8)	46.7 (14)	26.7 (8)
Total	**9.7 (92)**	**68.1 (643)**	**22.1 (209)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	14.3 (44)	58.8 (181)	26.9 (83)
Masters Colleges & Universities (n=334)	7.5 (25)	74.6 (249)	18.0 (60)
Baccalaureate Colleges (n=109)	4.6 (5)	70.6 (77)	24.8 (27)
Associates Colleges (n=163)	8.0 (13)	70.6 (115)	21.5 (35)
Specialized Institutions (n=40)	17.5 (7)	65.0 (26)	17.5 (7)
Total	**9.9 (94)**	**67.9 (648)**	**22.2 (212)**
Institutional Control (n=795)			
Public four-year (n=498)	10.4 (52)	68.1 (339)	21.5 (107)
Private four-year (n=297)	9.1 (27)	67.7 (201)	23.2 (69)
Total	**9.9 (79)**	**67.9 (540)**	**22.1 (176)**
Geographic Region (n=954)			
Northeast (n=265)	9.1 (24)	63.8 (169)	27.2 (72)
Southeast (n=223)	7.2 (16)	69.5 (155)	23.3 (52)
Midwest (n=302)	10.9 (33)	67.5 (204)	21.5 (65)
West (n=164)	12.8 (21)	73.2 (120)	14.0 (23)
Total	**9.9 (94)**	**67.9 (648)**	**22.2 (212)**

Table D17. *Level of Financial Support: Recruitment Materials by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	0.0 (0)	100.0 (1)	0.0 (0)
Counseling (n=43)	9.3 (4)	69.8 (30)	20.9 (9)
Early Childhood Education (n=110)	5.5 (6)	68.2 (75)	26.4 (29)
Early Childhood Special Education (n=35)	11.4 (4)	71.4 (25)	17.1 (6)
Early Intervention (n=16)	37.5 (6)	25.0 (4)	37.5 (6)
Education of the Hearing Impaired (n=13)	23.1 (3)	69.2 (9)	7.7 (1)
Education of the Visually Impaired (n=7)	42.9 (3)	42.9 (3)	14.3 (1)
Family Therapy (n=13)	15.4 (2)	69.2 (9)	15.4 (2)
Nursing (n=218)	11.0 (24)	70.6 (154)	18.3 (40)
Nutrition (n=23)	4.3 (1)	69.6 (16)	26.1 (6)
Occupational Therapy (n=51)	5.9 (3)	80.4 (41)	13.7 (7)
Physical Therapy (n=39)	5.1 (2)	76.9 (30)	17.9 (7)
Psychology (n=95)	4.2 (4)	67.4 (64)	28.4 (27)
Recreation Therapy (n=28)	17.9 (5)	64.3 (18)	17.9 (5)
Social Work (n=55)	3.6 (2)	72.7 (40)	23.6 (13)
Special Education (n=74)	9.5 (7)	77.0 (57)	13.5 (10)
Speech & Language Pathology (n=55)	5.5 (3)	72.7 (40)	21.8 (12)
Blended Program (n=43)	23.3 (10)	67.4 (29)	9.3 (4)
Other Program (n=35)	11.4 (4)	62.9 (22)	25.7 (9)
Total	**9.7 (93)**	**69.9 (667)**	**20.3 (194)**

Table D18. *Level of Financial Support: Recruitment Materials by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	12.8 (21)	66.5 (109)	20.7 (34)
Undergraduate (n=312)	4.2 (13)	74.4 (232)	21.5 (67)
Masters (n=276)	12.7 (35)	67.8 (187)	19.6 (54)
Doctorate (n=46)	8.7 (4)	60.9 (28)	30.4 (14)
Multiple Degrees (n=116)	9.5 (11)	75.0 (87)	15.5 (18)
Other (n=30)	23.3 (7)	66.7 (20)	10.0 (3)
Total	**9.6 (91)**	**70.2 (663)**	**20.1 (190)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	14.6 (45)	62.3 (192)	23.1 (71)
Masters Colleges & Universities (n=334)	6.3 (21)	77.2 (258)	16.5 (55)
Baccalaureate Colleges (n=109)	0.9 (1)	75.2 (82)	23.9 (26)
Associates Colleges (n=163)	11.7 (19)	66.9 (26)	21.5 (35)
Specialized Institutions (n=40)	17.5 (7)	65.0 (26)	17.5 (7)
Total	**9.7 (93)**	**69.9 (667)**	**20.3 (194)**
Institutional Control (n=795)			
Public four-year (n=498)	11.0 (55)	69.5 (346)	19.5 (97)
Private four-year (n=297)	5.7 (17)	73.1 (217)	21.2 (63)
Total	**9.1 (72)**	**70.8 (563)**	**20.1 (160)**
Geographic Region (n=954)			
Northeast (n=265)	7.2 (19)	71.3 (189)	21.5 (57)
Southeast (n=223)	8.5 (19)	67.7 (151)	23.8 (53)
Midwest (n=302)	8.9 (27)	72.5 (219)	18.5 (56)
West (n=164)	17.1 (28)	65.9 (108)	17.1 (28)
Total	**9.7 (93)**	**69.9 (667)**	**20.3 (194)**

Table D19. *Level of Financial Support: Student Scholarship/Stipend by Program (n=954)*

Program	Support	No Support	Not Applicable
Audiology (n=1)	100.0 (1)	0.0 (0)	0.0 (0)
Counseling (n=43)	34.9 (15)	41.9 (18)	23.3 (10)
Early Childhood Education (n=110)	34.5 (38)	47.3 (52)	18.2 (20)
Early Childhood Special Education (n=35)	11.4 (4)	68.6 (24)	20.0 (7)
Early Intervention (n=16)	75.0 (12)	18.8 (3)	6.3 (1)
Education of the Hearing Impaired (n=13)	46.2 (6)	46.2 (6)	7.7 (1)
Education of the Visually Impaired (n=7)	57.1 (4)	42.9 (3)	0.0 (0)
Family Therapy (n=13)	15.4 (2)	69.2 (9)	15.4 (2)
Nursing (n=218)	53.2 (116)	36.7 (80)	10.1 (22)
Nutrition (n=23)	21.7 (5)	52.2 (12)	26.1 (6)
Occupational Therapy (n=51)	39.2 (20)	49.0 (25)	11.8 (6)
Physical Therapy (n=39)	28.2 (11)	59.0 (23)	12.8 (5)
Psychology (n=95)	34.7 (33)	50.5 (48)	14.7 (14)
Recreation Therapy (n=28)	35.7 (10)	39.3 (11)	25.0 (7)
Social Work (n=55)	40.0 (22)	45.5 (25)	14.5 (8)
Special Education (n=74)	25.7 (19)	59.5 (44)	14.9 (11)
Speech & Language Pathology (n=55)	36.4 (20)	54.5 (30)	9.1 (5)
Blended Program (n=43)	53.5 (23)	34.9 (15)	11.6 (5)
Other Program (n=35)	25.7 (9)	57.1 (20)	17.1 (6)
Total	**38.8 (370)**	**47.0 (448)**	**14.3 (136)**

Table D20. *Level of Financial Support: Student Scholarship/Stipend by Subgroup (n=954)*

Sub-Group	Support	No Support	Not Applicable
Degree Type (n=944)			
Associates (n=164)	50.0 (82)	38.4 (63)	11.6 (19)
Undergraduate (n=312)	34.0 (106)	49.4 (154)	16.7 (52)
Masters (n=276)	38.0 (105)	47.8 (132)	14.1 (39)
Doctorate (n=46)	45.7 (21)	45.7 (21)	8.7 (4)
Multiple Degrees (n=116)	35.3 (41)	52.6 (61)	12.1 (14)
Other (n=30)	40.0 (12)	46.7 (14)	13.3 (4)
Total	**38.9 (367)**	**47.1 (445)**	**14.0 (132)**
Carnegie Classification (n=954)			
Doctoral Research Universities (n=308)	42.5 (131)	44.2 (136)	13.3 (41)
Masters Colleges & Universities (n=334)	32.6 (109)	54.8 (183)	12.6 (42)
Baccalaureate Colleges (n=109)	31.2 (34)	45.0 (49)	23.9 (26)
Associates Colleges (n=163)	46.6 (76)	41.1 (67)	12.3 (20)
Specialized Institutions (n=40)	50.0 (20)	32.5 (13)	17.5 (7)
Total	**38.8 (370)**	**47.0 (448)**	**14.3 (136)**
Institutional Control (n=795)			
Public four-year (n=498)	37.6 (187)	49.2 (245)	13.3 (66)
Private four-year (n=297)	35.4 (105)	47.8 (142)	16.8 (50)
Total	**36.7 (292)**	**48.7 (387)**	**14.6 (116)**
Geographic Region (n=954)			
Northeast (n=265)	38.5 (102)	47.9 (127)	13.6 (36)
Southeast (n=223)	38.6 (86)	47.1 (105)	14.3 (32)
Midwest (n=302)	33.1 (100)	51.3 (155)	15.6 (47)
West (n=164)	50.0 (82)	37.2 (61)	12.8 (21)
Total	**38.8 (370)**	**47.0 (448)**	**14.3 (136)**