P

The Center to Inform
Personnel Preparation Policy and Practice
In Early Intervention & Preschool Education
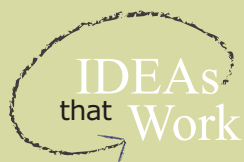
UNIVERSITY OF CONNECTICUT HEALTH CENTER

Table of Contents

Data Report

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

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 Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation (hereafter referred to as the Higher Education Survey) is a component of the research initiatives from the Center. The need for such an investigation was confirmed by the Center's previous study respondents who expressed concern about the limited number of available professionals and lack of specificity of training relating to children with disabilities, their families and EI/ECSE systems. The Higher Education Survey was developed to investigate pre-service programs preparing individuals entering each discipline represented in the EI and ECSE systems as required under the Individuals with Disabilities with Education Act (IDEA).

The survey identified several characteristics of higher education programs representing 17 types of professional disciplines in all 50 states. Study results provide: 1) a description of current personnel preparation program characteristics for those disciplines represented in EI/ECSE, 2) an analysis of the relationship between program characteristics and personnel standards,

and 3) an analysis of the relationship between personnel preparation program characteristics and personnel supply and distribution.Data Report Page 2

One of the objectives of this research study was to compile a comprehensive database of current higher education programs that prepare people to enter the fields of EI/ECSE. Findings from this survey, along with those of the Center's previous study, will provide insight into the relationship between higher education and the supply of service providers. This information will serve as a foundation for future Center initiatives including policy recommendations.

1)   Admission criteria and recruitment efforts

2)   Student body composition

3)   Program supports

4)   Alignment with licensure and certification requirements

5)   Faculty

6)   Program goals

7)   Instructional methods including field experiences

8)   Collaborative efforts

9)   Program evaluation

10)   Post-graduate activities

This report synthesizes the characteristics of higher education programs that represent multiple disciplines providing services required under IDEA.

METHODOLOGY

Survey Development

The Higher Education Survey was a 62-item instrument developed through the collaborative efforts of experts in the field of early childhood education services. The survey was refined following eight pilot interviews conducted between June 20 and July 11, 2003 with input from higher education program administrators in various disciplines including special education, early childhood education, speech, vision impairment, hearing impairment, occupational therapy, nutrition, and school psychology. Institutional Review Boards provided final approval in December 2003. The survey was designed to be completed primarily on-line, with phone or paper formats being available if chosen by the respondents. See Appendix A for a copy of the paper version of the survey.

The survey was formatted by research assistants at the University of Connecticut as an electronic instrument using Front Page programming. Excel and SPSS programs were used for data storage and analysis. In June, 2004 the web-based survey was updated using Flash program to improve user access, ease of use, and attractiveness. The survey was divided into four sections to allow transfer of response information to the data management program.

The survey was administered exclusively from the University of Connecticut site. University of Connecticut staff provides technical assistance to assure respondents' access and participation.

Survey Sample

The target population consisted of administrative representatives in higher education programs (e.g., department chairpersons and program coordinators) 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, project staff members at the University of Connecticut, Western Kentucky University, and the University of Toledo conducted searches of the Integrated Postsecondary Education Data System (IPEDS), the Princeton Review, the Office of Special Education Programs (OSEP) and national professional associations. The research staff at the three sites identified programs representing all services required under IDEA and developed an electronic file consisting of contact information for 5,659 potential participants. The data file contained the following fields: program, institution, program administrator, email address, phone, and address. The file was modified as updated information was obtained.

Between December 15, 2003 and January 15, 2004, research staff contacted all potential participants via e-mail explaining the purpose of the study, requesting participation, and providing internet links to access the survey. In response to this first request for participation, 422 respondents submitted at least one section of the survey, with 255 submitting all sections of the survey. In March 2004, 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. The demographics of the survey respondents were reviewed to determine if the sample was representative of the population by program and location. The sample represented 19 disciplines in 50 states. Response rates by program ranged from 8% in psychology to 32% in occupational therapy. In an effort to recruit additional respondents, targeted personal contact was initiated.

During the months of June through November, five trained staff members conducted recruitment calls to program administrators who had not yet responded to previous requests to participate. Throughout all rounds of recruitment, several higher education program representatives contacted Center staff stating that their programs were not appropriate for the survey or there was little relevancy of the survey content to their program. Administrators of nursing and psychology programs most frequently indicated this concern.

A total of 1131 submissions were received: 1035 (92%) online, 85 (8%) on paper, and 11 (1%) by phone. A total of 398 (7%) program administrators notified staff of their refusal to participate with their reasons being lack of time due to other responsibilities, length of survey and misalignment of program with survey intent (see Table 1).

Table 1. *Frequency of Contacts and Responses (n=1131)*

Number of Contacts	Number of Programs Contacted	Number of Respondents	Number of Refusals	Number of No Response
1	5659	422	17	5220
2	5220	410	69	4741
3 or More	4741	299	312	4130
Total	15620	1131	398	4130

Data Collection

Three methods of data collection were used: electronic, telephone, and hard copy/paper. As data were submitted electronically, the research staff regularly monitored data files to eliminate any responses submitted in error (i.e., duplicate submissions). All data obtained were entered into the electronic system allowing for cumulative ongoing data analysis.

Data Analysis

Sample Composition

Survey sections were completed with the following frequency: all 1,139 respondents completed Section 1 (Operational Characteristics of Program); 866 respondents completed Section 2 (Program Characteristics; 794 respondents completed Section 3 (Program Evaluation), and 757 respondents completed Section 4 (Program Completion and Post-graduate Activities). A total of 751 respondents submitted all four sections of the survey. Administrators or faculty members from 1,139 programs submitted at least one section of the survey.

This report represents the analysis of the cumulative data submitted with program specific information for selected sections. Respondents selected from 17 program disciplines, blended program or "other," to describe his or her program type. The majority of the "other" programs were human development and family studies. Table 2 lists representation of each program type. Respondents per program ranged from 0.3% in Audiology to 23% in nursing (n=1,131).

Table 2. *Frequency and Percent of Survey Responses by Higher Education Program Discipline (n=1131)*

Discipline	Frequency of responses	Percent
Audiology	3	0.3
Counseling	56	5
Early Childhood Education	130	12
Early Childhood Special Education	42	4
Early Intervention	17	2
Education of Hearing Impaired	13	1
Education of Visually Impaired	8	1
Family therapy	14	1
Nursing	259	23
Nutrition	24	2
Occupational Therapy	59	5
Physical therapy	48	4
Psychology	115	10
Recreation therapy	34	3
Social Work	69	6
Special Education	86	8
Speech	63	6
Blended Program	48	4
Other	43	4
Total	1131	100

All 50 states and the District of Columbia are represented in the sample, with a range of 2 programs in Delaware and 88 in New York.

Response rates by state range from 11 participants in Delaware to 48 in North Dakota (see Table 3).

Table 3. *Survey Response Details by State (n=1131)*

State	Programs Contacted	Number of responses	Response Rate	Percent Within Sample
Alabama	132	24	18	2
Alaska	12	4	33	0.4
Arizona	72	22	31	2
Arkansas	84	15	18	1
California	309	46	15	4
Colorado	80	16	20	1
Connecticut	97	17	18	2
Delaware	19	2	11	0.2
District of Columbia	42	7	17	1
Florida	166	34	20	3
Georgia	111	26	23	2
Hawaii	28	8	29	1
Idaho	39	9	23	1
Illinois	248	39	16	3
Indiana	164	44	27	4
Iowa	86	17	20	2
Kansas	102	26	25	2
Kentucky	120	26	22	2
Louisiana	86	13	15	1
Maine	30	6	20	1
Maryland	107	27	25	2
Massachusetts	174	28	16	3
Michigan	155	31	21	3
Minnesota	117	16	14	1
Mississippi	61	11	18	1
Missouri	126	19	15	2
Montana	29	4	14	0.4

Table 3. *Survey Response Details by State (n=1131) continued*

State	Programs Contacted	Number of responses	Response Rate	Percent Within Sample
Nebraska	64	13	20	1
Nevada	18	4	22	0.4
New Hampshire	46	7	15	1
New Jersey	107	14	13	1
New Mexico	47	4	9	0.4
New York	457	88	19	8
North Carolina	184	35	19	3
North Dakota	31	15	48	1
Ohio	194	35	18	3
Oklahoma	95	19	20	2
Oregon	53	12	23	1
Pennsylvania	398	79	20	7
Rhode Island	34	10	29	1
South Carolina	108	24	22	2
South Dakota	33	10	30	1
Tennessee	131	27	21	2
Texas	385	78	20	7
Utah	46	17	37	2
Vermont	29	6	21	1
Virginia	132	27	20	2
Washington	85	25	29	2
West Virginia	48	14	29	1
Wisconsin	124	26	21	2
Wyoming	14	5	36	0.4
Total	5659	1131	20	100

Response rates were calculated by the type of program identified in the original database as indicated by IPEDS and national associations (see Table 4). Response rates ranged from 12 in psychology to 42 for occupational therapy. It should be noted that some respondents classified their programs differently than expected. For example, one respondent referred to her occupational therapy program as an early intervention program, and several respondents identified

their programs as being blended (e.g., Early Childhood and Early Childhood Special Education, Speech-Language and Audiology).

Table 4. *Survey Response Rate by Higher Education Program Discipline*

Discipline	Programs Contacted	Responses Received	Response Rate
Counseling (Marriage & Family, Guidance)	458	66	14
Early Childhood Education	714	150	21
Education of Hearing Impaired	65	19	29
Education of Visually Impaired	23	7	30
Nursing	1283	266	21
Nutrition	184	27	15
Occupational Therapy	150	62	41
Physical therapy	194	48	25
Psychology (Clinical, Counseling, Developmental, School, and Other Psychology)	1103	130	12
Social Work	438	73	17
Special Education	571	160	28
Speech-Language/Audiology	263	66	25
Therapeutic Recreation	113	37	33
Other (Human Development and Family Studies)	100	20	20
Total	5659	1131	20

The targeted recruitment yielded an additional 79 responses across disciplines and states for a total of 1,131 higher education representatives returning at least one section of the survey, yielding an overall response rate of 20%.

Respondents were fairly evenly distributed by size of institution which was based on the IPEDS database. The most commonly reported size was the small to mid-range institution (1,000 to 4,999 students) (33%) (see Table 5). Nearly one-quarter (24%) of the respondents resided in the Southeast region of the country (see Table 6). Half (51%) of the respondents represented public four-year or above institutions and one-third (33%) represented private not-for-profit four-year or above institutions (see Table 7). 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) (Table 8).

Table 5. *Respondents by Institution Size (n=1131)*

Institution Size	Frequency	Percent
Less than 1,000	58	5
Between 1,000 and 4,999	377	33
Between 5,000 and 9,999	225	20
Between 10,000 and 20,000	247	22
More than 20,000	220	20
Unknown	4	0.4
Total	1131	100

Table 6. *Respondents by Geographic Region (n =1131)*

Geographic Region	Frequency	Percent
New England	73	7
Mid East	218	19
Great Lakes	175	16
Plains	116	10
Southeast	276	24
Southwest	123	11
Rocky Mountains	51	5
Far West	99	9
Total	1131	100

Table 7. *Respondents by Institutional Type (n =1131)*

Institutional Type	Frequency	Percent
Public less than 2 year	1	0.1
Public 4 year or above	574	51
Public 2 year	173	15
Private not-for-profit 4 year or above	371	33
Private not-for-profit 2 year	10	1
NA	2	0.2
Total	1131	100

Table 8. *Respondents by Carnegie Classification (n=1131)*

Classification	Frequency	Percent
Doctoral/Research Universities: Extensive	217	19
Doctoral/Research Universities: Intensive	133	12
Masters Colleges and Universities I	361	32
Masters Colleges and Universities II	45	4
Baccalaureate Colleges: Liberal Arts	33	3
Baccalaureate Colleges: General	91	8
Baccalaureate/Associates Colleges	6	1
Associates Colleges	182	16
Specialized Institutions: Theological seminaries	3	0.3
Specialized Institutions: Medical schools and medical centers	27	2
Specialized Institutions: Other separate health profession schools	5	0.4
Specialized Institutions: Schools of engineering and technology	1	0.1
Specialized Institutions: Teachers colleges	2	0.2
Specialized Institutions: Tribal colleges and universities	2	0.2
NA	23	2
Total	1131	100

Survey Analysis

Respondent Characteristics

The respondents were employed in various and multiple roles in the program. Of the 1,123 participants, 36% were program coordinators, 41% were faculty members, 39% were department chairs, and 6% were project directors under a grant funded or endowed project (see Table 9).

Table 9. *Survey Respondents' Role(s) in the Program (n=1123)*

Role	Frequency	Percent
Program Coordinator	412	36
Faculty member in program	468	41
Department Chair	442	39
Project Director	63	6
Other	127	11

The length of time respondents were associated with the program appeared to be evenly distributed and ranged from less than 1 year to over 20 years (see Table 10).

Table 10. *Length of Time Survey Respondents' have been Associated with the Program (n=1106)*

Length Of Time	Frequency	Percent
Less than 1 year	17	2
1-4.9 years	222	20
5-9.9 years	268	24
10-14.9 years	225	20
15-19.9 years	158	14
Over 20 years	216	20

Program Characteristics

The programs represented address a variety of age ranges, with the majority (56%) taking a life span perspective. Ten percent of the programs focus on children between birth and eight years of age. Only 1% of the study sample specifically addresses birth to three and 1% of the sample specified the three to five year old age range. Respondents who selected "other" typically identified grade levels such as "K-12" or "PK-third grade" (see Table 11).

Table 11*. Respondents by Age/Range the Program Addresses (n =1107)*

Age/range	Frequency	Percent
Lifespan	620	56
0-3 years	13	1
3-5 years	16	1
5-8 years	10	1
0-5 years	43	4
0-8 years	111	10
0-21 years	80	7
3-21 years	33	3
5-21 years	62	6
Other	119	11

Associate, undergraduate and graduate programs are represented (n=1,116). Some respondents provided information about multiple levels of programming offered at their institutions. Undergraduate and Masters level programs are fairly equally represented (43% and 39% respectively). Associate level programs comprise 18% of the responses, and doctoral level programs contribute to 9% of the overall sample (see Table 12).

Table 12*. Respondents by Degree(s) Students Obtain through Program (n =1116)*

Degree	Frequency	Percent
Associates	204	18
Undergraduate	488	43
Masters	443	39
Doctorate	97	9
Other	90	8

One-quarter (25%) of the respondents indicated that their programs offered at least one type of certificate. Of those responding, the vast majority (81%) reported that students could obtain state authorized certificates (see Table 13).

Table 13. *Respondents by Certificate(s) Students Obtain (n =283)*

Certificate	Frequency	Percent
Sixth Year	21	7
National	69	24
State Authorized	228	81
Institution Authorized	33	12

Program Admission Criteria

Respondents (n=1092) provided information on the criteria used for student admission into their program. Grade Point Average was most commonly used, with 82% of programs identifying this as a criterion. Over half (51%) of those responding required a minimum GPA between 2.6 and 3.0. In addition, (17%) of the programs require a minimum GPA higher than 3.0. Other criteria include recommendations/letters of reference (55%), statement of professional goals (44%), standardized test scores (43%), and writing samples (39%) (see Table 14).

Table 14. *Programs Using Admission Criteria (n =1092)*

Admission Criteria	Frequency	Percent
GPA	932	82
Recommendation/reference letter	618	55
Statement of students professional goals	497	44
Standardized tests scores	482	43
Writing sample	439	39
Interview with student	345	31
Experience related to professional program	301	27
Preadmission portfolio	298	26
Speech/language assessment	83	7
Hearing screening test	24	2
Other	285	25

Numbers of Students

Information was collected about the number of students admitted to the program during the 2003-2004 academic year as well as the total program enrollment for that same period (see Tables 20 and 21). The majority (72%) of programs admitted less than 60 students per year, with the amount fairly equally distributed between 1-14 (23%), 15-29 (25%), and 30-59 (23%). Programs typically reported having less than 60 students (46%) enrolled. Those programs with enrollment over 100 tended to be undergraduate general psychology programs.

Table 15. *Students Admitted to Participating Programs During 2003-2004 Academic Year (n=1022)*

Number of Students	Frequency	Percent
More than 150	71	7
120-149	27	3
90-119	64	6
60-89	129	13
30-59	234	23
15-29	258	25
1-14	232	23
None	7	1

Composition of Student Population in Programs

The survey requested information about the demographic characteristics of the students within programs. With respect to race and ethnicity, program composition varied from being 100% homogenous to being racially diverse. There are a few programs comprised of persons from a single ethnic group. For example, Fort Belknap College is a two-year tribal college in Montana and reported that 100% of its students in the Early Childhood program are American Indian or Alaskan Native. Ten programs are comprised of over 95% black students. Virginia Union University is a historically black university and its blended program is comprised entirely of black students. Five respondents report that their programs are comprised of 95% or more Hispanic students (Texas A. & M. International University (2), Frostburg State University, University of Texas-Pan American, and Loredo Community College). The most prevalent Asian constituent is at the University of Hawaii, with the program being 84% comprised of Asian students. A comparison of means of the demographic data indicates that the majority of programs represented in the survey are comprised primarily of white students (see Table 16). It should be noted that these figures reflect national demographic trends for the general U.S. population.

Table 16. *Students Enrolled in Programs by Ethnic Group (n =1066)*

Ethnicity	Mean %	Standard Deviation
American Indian or Alaskan Native	1	5
Asian or Pacific Islander	3	8
Black or African American	10	15
Hispanic or Latino	6	12
White	77	24

The survey also captured the prevalence of other demographic characteristics as represented in Table 17. The majority of students enrolled in the programs are female and have a permanent residence within 60 miles of the program they attend. Students registered as having a disability are represented with less frequency than in the general population.

Table 17. *Demographic Characteristics*

Demographic Characteristic	Mean %	Standard Deviation
Female (n=1075)	87	13
Part time (n=1004)	26	31
Non-traditional (24 years or older) (n=1047)	44	33
Registered as having a disability (n=959)	5	8
Permanent residence within 60 miles of institution (n=1013)	65	32
Possess emergency credential to teach/practice (n=868)	7	18
Non-U.S. resident (n=661)	2	5

Recruitment Efforts

Information was requested about general and targeted recruitment strategies. Respondents reported using similar strategies for both groups with the most frequently cited being disseminating brochures and promotional materials and hosting a website. Targeted recruitment efforts were consistently lower than general recruitment efforts (see Table 17). Respondents reporting targeted recruitment efforts described that such efforts typically focused on various ethnic groups, professionals already practicing in the field, and students who have not yet declared a study area.

Table 18. *Programs Using General and Targeted Recruitment Strategies*

Recruitment Strategies	General (n=1101)		Targeted (n=884)	
	Frequency	Percent	Frequency	Percent
Conduct presentations to high school students	567	52	398	45
Develop relationships with districts or programs serving children and families	502	46	345	39
Develop relationships with other institutions	700	64	454	51
Disseminate brochures or promotional materials to prospective students	967	88	622	70
Exhibit posters at professional meetings	527	48	309	35
Host program website	821	75	468	53
Include information about program in institutional-sponsored recruitment activities	919	84	508	58
Maintain articulation agreement with 2-year programs	440	40	274	31
Offer financial support	621	56	411	47
Other	185	17	124	14

When respondents were asked to indicate the level of success in recruiting students from underrepresented groups, almost two-thirds (62%) felt they were successful or somewhat successful. Eleven percent of respondents reported being unsuccessful in their targeted recruitment efforts (see Table 19).

Table 19. *Rating of Program's Success in Recruiting Students from Underrepresented Groups (n =1032)*

Response	Frequency	Percent
Successful	156	15
Somewhat successful	479	46
Somewhat unsuccessful	286	28
Unsuccessful	111	11

Table 20. *Total Number of Students Enrolled in Participating Programs During 2003-2004 Academic Year (n=1050)*

Number of Students	Frequency	Percent
More than 350	66	6
250-349	51	5
150-249	125	12
100-149	144	14
60-99	180	17
30-59	246	23
1-29	237	23
None	1	0.1

Respondents provided information about typical class sizes in lower division courses (introductory courses related to the field), and in upper division courses (advanced courses with specific field-related content). Class size information is captured in Table 21. While nearly half of the respondents answering this question indicated that this delineation did not apply to their particular program, it would appear that lower and upper division class size is generally under 60 students.

Table 21. *Programs Reporting Lower Division and Upper Division Course Size During 2003-2004 Academic Year*

Number of Students in Course	Lower Division Courses (n=1039)		Upper Division Courses (n = 1026)	
	Frequency	Percent	Frequency	Percent
More than 150	79	8	48	5
120-149	21	2	12	1
90-119	32	3	22	2
60-89	59	6	49	5
30-59	161	16	158	15
15-29	168	16	221	22
1-14	71	7	124	12
None	28	3	10	1
Does not apply	420	40	382	37

Program Support

Respondents were asked to provide information about their sources of funding support. In the majority of the 945 programs for which this information was provided, the institution supplied the primary source of funding support for all program activities (i.e., advisory groups, clinical supervision, community service activities, curriculum materials and resources, instruction, professional development, program evaluation, recruitment materials, and student stipends or scholarships). State support was defined as those funds that were supplied outside of those already allocated through the institutions (e.g., state grants). The state most noticeably contributed (primarily, secondarily or minimally) to student scholarships or stipends in 39% of the cases. In other activities, state support was reported less than 22% of the time. Federal support occurred most frequently in conjunction with student scholarships or stipends, with 38% of programs reporting some degree of federal support (primary, secondary or minimal) in this area. Federal support was reported in 16% of the professional development activities. 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. (See Appendix B).

Alignment with Licensure and Professional Standards

One of the primary goals of this survey was to determine the relationship between licensure and higher education programming. Of the 1,085 respondents who provided information about licensure, 939 (86%) indicated that their program led to licensure or certification. When asked if the licensure was related specifically to EI/ECSE, 1073 participants responded with 411 (38%) providing an affirmative response. Participants were asked to identify the age range(s) for which licensure or certification applied. Of the 313 participants who responded to the question, 77% identified birth to five years, 72% identified three to five years, and 58% identified birth to three years (see Table 22).

Table 22. *Frequency and Percent of Programs that Lead Specifically to Licensure or Certification for Age Groups (n=313)*

Age Group	Frequency	Percent
Birth to three years	182	58
Three to five years	226	72
Birth to five years	241	77

The alignment of programs with state license or certification standards was assessed (see Table 23). Of the 1,068 respondents who supplied this information, 912 (85%) indicated that their program was aligned with the state licensure or certification standards, and 76 (7%) reported it was not. The remaining respondents were unsure of the alignment or reported that alignment was not applicable.

Table 23. *Frequency and Percent of Programs that Align with State License or Certification Standards (n=1068)*

Age Group	Frequency	Percent
Yes	912	85
No	76	7
Not Sure	31	3
Not Applicable	49	5

In addition, respondents (n=1079) gave information about alignment with national specialty professional standards. Nearly two-thirds (66%) of those responding noted that their program was aligned with standards (see Table 24). These programs aligned with up to four national specialty standards for their respective disciplines, with the majority being closely aligned (see Table 25).

Table 24. *Programs that Align with National Specialty Professional Standards (n=1079)*

Age Group	Frequency	Percent
Yes	707	66
No	277	26
Not Sure	49	5
Not Applicable	46	4

Table 25. *Degree of Alignment with National Specialty Professional Standards (n=1077)*

Number of Professional Standards	Frequency of programs	Closely aligned	Somewhat aligned	Loosely aligned
1	664	613	35	4
2	271	234	28	3
3	108	94	7	2
4	34	31	0	1

With respect to program accreditation, 1044 respondents provided information. The vast majority (n = 927, 89%) reported that their programs were accredited, and a small percent (n = 117, 11%) were not accredited. In addition, respondents indicated if their programs were pending any type of accreditation, with 100 (10%) responding affirmatively.

Respondents were asked if their programs anticipated any significant changes in the next three years (Table 26). Out of the 1070 respondents, 220 (21%) reported upcoming changes that included transitions to more advanced degrees, restructuring to meet standards, curriculum modification, combining programs, increasing enrollment, and multiple retirements.

Table 26. *Participants Reporting Anticipated Significant Organizational Changes (n=1070)*

Organizational Change	Frequency	Percent
Yes	220	21
No	730	68
Not sure	120	11

Faculty

The number of FTE faculty members per program varied considerably ranging from 0 to 60, with an average of 8 faculty. When examining the data by program, nursing (13), audiology (13), and social work (10) have the highest average number of FTE faculty. Education of the Hearing Impaired (2) programs had the fewest number of FTE faculty in the sample (see table 27).

Table 27. *FTE Faculty by Program (n=756)*

Programs	Frequency	Min	Max	Mean	SD
Overall	756	0	60	8	8
Audiology	2	6	19	13	9
Counseling	35	2	15	6	3
Early Childhood Education	86	0	32	5	5
Early Childhood Special Education	33	1	21	4	5
Early Intervention	10	2	16	6	5
Education of the Hearing Impaired	9	1	3	2	1
Education of the Visually Impaired	6	1	9	4	3
Family Therapy	7	3	10	6	3
Nursing	186	1	60	13	10
Nutrition	17	1	10	4	3
Occupational Therapy	42	1	10	6	3
Physical Therapy	34	1	19	9	4
Psychology	79	1	31	7	6
Recreation Therapy	21	0.3	12	4	3
Social Work	43	2	50	10	10
Special Education	55	0	22	5	5
Speech and Language Pathology	37	3	23	9	5
Blended Program	28	1	20	6	6
Other Program	26	0	31	4	6

Respondents provided information about the programs core faculty based on their faculty category (full professor, associate professor, assistant professor, lecturer, clinical, visiting, part-time and other). Details were requested to identify the number of faculty who teach about children ages birth to 5 years, supervise field experiences, and have tenure. The average number of courses taught by faculty members was also requested. On average, respondents reported having about three faculty involved in their programs but only one-half of those faculty teach about children birth to five years of age. Programs typically have two faculty members who supervise field experiences. As would be expected, full professors are most likely to be tenured with programs averaging 2 tenured full professors, 2 associate professors, and 1 assistant professors. Programs reported that assistant professors have higher teaching loads averaging 9 courses during the 2003-2004 academic year as compared to 8 courses for associate professors and 7 courses for full professors (see Appendix C).

Parent Involvement

Respondents were asked if their programs involved parents of children with disabilities. Of the 848 respondents who answered this question, 253 (29%) indicated that parents are involved in the program in some manner. Respondents (n=244) most often (32%) reported that parents are involved by teaching one or two course sessions. The majority of participants (65%) stated that parents played roles beyond the response options offered in the survey including: being members on advisory boards, agreeing to have their child participate in the educational experience, acting as cyber-mentors, participating in panel discussions, accepting observers in their homes, helping to plan field experiences, and providing input to course development (see Table 28).

Table 28*. Participants Reporting Involvement of Parents of Children with Disabilities in Program (n=244)*

Parental Role in Program	Frequency
Teach courses	24
Co-teach courses	29
Supervise field experience	10
Co-supervise field experiences	12
Teach one or two course sessions	77
Other	159

There were 223 respondents who identified the types of compensation parents received for their participation in higher education programs. Most often parents volunteered their time (65%), about one-quarter (22%) received per diem pay, and a small percent (10%) were given a salary. Other methods of compensation included payment from a grant source, honoraria or small stipends, small gifts, child care and provision of services (see Table 29).

Table 29. *Participants Reporting Type of Compensation Provided to Parents of Children with Disabilities for Role in Program (n=223)*

Type of compensation for parents	Frequency	Percent
Per diem	50	22
Salary	23	10
Volunteer	145	65
Other	36	16

Program Goals

The survey requested respondents to consider the roles that the program prepares students for upon graduation (n=727). Most commonly, higher education programs prepare students to become direct service providers in their respective disciplines (86%). Respondents also felt that programs fairly equally prepared students to assume a variety of other roles including community consultant (31%), researcher (31%), evaluator (30%), and service coordinator (29%) (see Table 30).

Table 30. *Reporting Type of Roles for Which Program Prepares Students (n=727)*

Roles	Frequency	Percent
Administrator	178	25
Direct service provider	622	86
Evaluator	219	30
Inclusion or community resource consultant	227	31
Parent support consultant	185	25
Paraprofessional/assistant	91	13
Researcher	223	31
Service coordinator	211	29
Other	158	22

A total of 733 respondents provided information indicating that the majority of programs prepare students to enter schools (76%), hospitals (58%), and clinics (57%) (see Table 31). Other settings that students are prepared for include: community services, private practices, private and state funded schools, childcare facilities, long-term and residential facilities, physician offices, and family home care.

Table 31. *Settings for Which Program Prepares Students (n =733)*

Settings	Frequency	Percent
Center-based intervention programs for children with disabilities	392	54
Child care programs	309	42
Clinics	420	57
Community-based programs	283	39
Early Head Start/Head Start	321	44
Home-based intervention programs	321	44
Hospitals	426	58
Inclusive preschool programs	326	45
Schools	558	76
Other	125	17

Course Allocation

Respondents listed courses their programs offered specific to: 1) Assistive Technology, 2) Families, 3) Inclusion/Natural Environments, 4) Research & Evaluation and 5) Team Process. In addition, respondents were asked to indicate all ages the course covered (e.g., birth to 3 years, 3 to 5 years, and 5 to 8 years). Overall, the respondents most often reported that their programs offered at least one course related to families (86%) and research and evaluation (74%) (see Table 32). On average, programs offer two courses on families and two courses on inclusion/natural environments.

When examining the responses by age level, the data indicated that courses most often focused on 5 to 8-year-olds. Students most often had an opportunity to take a course in assistive technology for 5 to 8-year-olds and families for 3 to 5-year-olds. Students were least likely to have a course specific to Research and Evaluation for newborn to 3-year-olds (see Tables 33 and 34).

When examining Research and Evaluation by degree level (see Tables 35 and 36), students have considerable more opportunities to learn about this topic and how it relates to young children in graduate programs. The number of graduate courses offered on this topic is consistent with Assistive Technology, Inclusion/Natural Environments, and Team Process. Programs that offered the most courses in these areas were: Occupational Therapy (n=44), which had approximately 3 courses in each area and a total of almost twelve courses; Early Intervention (n=9), which had almost 3 courses in each area and a total of ten courses; and Physical Therapy (n=32), which had about 2 courses in each area and a total of nine courses.

Table 32. *Programs Offering Courses Focusing on Five Content Areas (n=693)*

Content Areas	Frequency of Programs	Percent of Programs	Mean # of Courses	SD
Assistive Technology	339	49	2	1
Families	599	86	2	2
Inclusion/Natural Environments	410	59	2	2
Research & Evaluation	510	74	2	1
Team Process	445	64	2	1

Table 33. *Age Levels Addressed in Courses (n=693)*

Content Areas	Frequency of Courses	0 to 3	3 to 5	5 to 8
Assistive Technology		424	488	503
	599	(71)	(81)	(84)
Families		1029	1058	1036
	1289	(80)	(82)	(80)
Inclusion/Natural Environments		532	637	615
	851	(62)	(75)	(72)
Research & Evaluation		441	518	636
	969	(45)	(53)	(66)
Team Process		475	580	686
	888	(53)	(65)	(77)
Total		2901	3281	3478
	4596	(63)	(71)	(76)

Table 34. *Age Levels Addressed by Programs (n=693)*

Content Areas	Frequency of Courses	0 to 3	3 to 5	5 to 8
Assistive Technology		255	287	300
	339	(43)	(48)	(50)
Families		487	518	515
	599	(38)	(40)	(40)
Inclusion/Natural Environments		291	328	333
	410	(34)	(39)	(39)
Research & Evaluation		244	272	283
	510	(25)	(28)	(29)
Team Process		249	288	297
	445	(28)	(32)	(33)

Table 35. *Undergraduate Program by Age Levels and Area Covered (n=291)*

Content Areas	Frequency of Courses	0 to 3	3 to 5	5 to 8
Assistive Technology	116	72	90	100
Families	205	161	175	177
Inclusion/Natural Environments	148	102	119	124
Research & Evaluation	185	82	93	94
Team Process	157	74	87	95

Table 36. *Graduate Program Courses by Age Levels and Area Covered (n=247)*

Content Areas	Frequency of Courses	0 to 3	3 to 5	5 to 8
Assistive Technology	129	107	115	115
Families	188	145	160	157
Inclusion/Natural Environments	143	104	112	114
Research & Evaluation	199	102	112	117
Team Process	155	100	116	117

Instructional Strategies

The instructional delivery methods of programs was assessed (n=721). As would be expected, the vast majority (96%) of respondents reported that their programs offer credits for on-campus courses. One-quarter of the respondents offer off-campus courses (28%) and one-third (34%) offer web-supported courses (courses that utilize the world-wide web for delivering part of the course content) (see Table 37).

When examining responses regarding on-line courses more thoroughly, the data suggest that there is great variability in the number of credits programs required. The programs with the highest average number of credits reported are Education of the Visually Impaired (20), Nursing (15), Counseling (14), and Blended Programs (13). There were no reported on line credits for Audiology or Family Therapy (see Table 38).

Table 37. *Programs Reporting Instructional Delivery Methods (n =721)*

Instructional Delivery Method	Frequency	Percent
Credits offered through on-campus courses	689	96
Credits offered through off-campus courses	203	28
Credits offered through web-supported courses	248	34
Credits offered through on-line courses	158	22
Credits offered through instructional television	56	8
Credits offered as part of weekend college	68	9
Credits offered through intensive institutes	61	9
Credits offered through correspondence courses	14	2
Other	32	4

Table 38. *Programs that Offer On-line Courses (n=157)*

Programs that Offer On-line Courses	Frequency	Mean	SD
Audiology	0	0	0
Counseling	10	14	17
Early Childhood Education	20	11	15
Early Childhood Special Education	5	7	4
Early Intervention	4	5	3
Education of the Hearing Impaired	2	11	11
Education of the Visually Impaired	3	20	22
Family Therapy	0	0	0
Nursing	37	15	17
Nutrition	4	4	2
Occupational Therapy	9	11	13
Physical Therapy	4	10	17
Psychology	10	11	8
Recreation Therapy	4	5	2
Social Work	7	6	3
Special Education	22	9	11
Speech and Language Pathology	4	12	9
Blended Program	8	13	11
Other Program	4	9	4

Respondents indicated how programs delivered instruction about the principles of IDEA and Early Intervention/Early Childhood Special Education practices (see Appendix D). In total, 728 respondents answered the question. The number and percent of programs indicating that they addressed a given topic are listed on the left column of Appendix D. Child development was addressed most frequently by programs (97%) and zero rejection was addressed by the least number of programs (51%). Participants indicated the instructional strategies they used to address the various principles and practices. Class lecture is clearly the primary instructional strategy used to convey information about principles and practices associated with IDEA. Child development was most commonly addressed in class lecture (94%). Within lecture, zero-rejection policy (44%) and assistive technology (60%) were the least addressed issues. Other IDEA principles and practices that were addressed included free and appropriate public education (62%) and natural environments (63%).

Programs reported using field experiences most frequently to address child-focused interventions (78%). Field-based activities provided a learning opportunity for students with respect to child development (76%) and cultural sensitivity (74%).

Independent research was used least frequently, with 32% of programs utilizing this strategy to promote students' learning of child development. Independent research was used with progressively less frequency for the various other principles and practices presented.

Of the 765 respondents who provided information about filed experiences, 250 (33%) indicated that the program required mandatory field hours with children with special needs between the ages of birth and five years. More than half (57%) of the 739 participants reported that optional field hours were offered to work with children with special needs between birth and five years old.

Field experiences were most commonly offered in schools (78%), center-based intervention programs (58%), hospitals (57%), clinics (56%), and child care programs (50%) (Table 39).

Respondents were provided the opportunity to indicate if other instructional strategies were used in the program. While relatively few respondents (less than 6%) indicated use of additional types of instruction, some identified strategies included additional readings, summer institutes, television, and videotaped interventions.

Table 39. *Programs Offering Field Experience in Various Settings (n=743)*

Field Experience Setting	Frequency	Percent
Center-based intervention programs	431	58
Child care programs	374	50
Clinics	414	56
Community-based programs	253	34
Early Head Start/Head Start	357	48
Home-based intervention programs	273	37
Hospitals	424	57
Inclusive preschool programs	360	49
Schools	578	78
Other	77	10

Field Experience

In the survey, field experiences were defined as "course practicum" in which field based instruction occurs as a component of a credit course and "practicum" which are independent, supervised, practical application of discipline content for credit. A total of 651 respondents provided specific information about the field experiences offered in their programs. The number of field experiences per program ranged from 1 to 10 with a mean of 3.7 field experiences per program. Respondents reported a total of 2,411 field experiences divided fairly equally between course practicum (48%) and practicum (47%) experiences. Required field experiences (87%) far out-number optional (5%) (Table 40). Most field experiences (71%) offer students opportunities to work with children with and without disabilities (see Table 41).

Table 40. *Field Experiences with Individuals of Various Types of Experiences (n=651)*

Field Experience Types	Frequency	Total Field Experiences	Percent
Course Practicum	382	1165	48
Practicum	489	1135	47
Required	605	2092	87
Optional	73	127	5

Table 41. *Field Experiences with Individuals With and Without Disabilities (n =651)*

Disability Status	Frequency	Total Field Experiences	Percent
Only with disabilities	166	442	18
With and without disabilities	527	1712	71
Without disabilities	36	56	2

As indicated in Table 42 field experiences most commonly provide students with the opportunity to interact with children between 5 and 21 years of age (67%), followed by 3 to 5 years of age (61%). Field experiences provide opportunities for students to interact with young children between birth and three in approximately one half (49%) of the reported experiences.

Table 42. *Field Experiences with Individuals of Various Age Groups (n=651)*

Age Groups	Frequency	Total Field Experiences	Percent
0-3 years	456	1185	49
3-5 years	532	1469	61
5-21 years	547	1614	67
Adult	341	1013	42

Respondents were asked to identify the types of experiences their programs used to provide students with opportunities to work with or learn about children between birth and five years of age. The results suggest that students are most likely to learn about this age group through service learning or other volunteer experiences (n=379, 67%). In addition, almost half of the respondents (n=266, 47%) noted that seminars and workshops were used to inform students (Table 43)

Table 43. *Programs Offering Experiences for Students to Work with Children Ages Birth to Five Years (n=564)*

Type of Experience	Frequency	Percent
Competency achievement	194	34
Non-credit courses	47	8
Seminars, workshops	266	47
Service learning or other volunteer experiences	379	67
Other	113	20

Programs used a variety of criteria to select field placements, with geographic location being the most frequently selected determining factor (77%), followed closely by type of services provided (74%), and the licensure status of the cooperating professionals (73%) (see Table 44 for additional field site selection criteria). Faculty most commonly select the field placement for the student as indicated in Table 45 (65%), and most commonly supervise the students on their field experiences (78%) (see Table 46).

Table 44. *Field Site Selection Criteria (n=564)*

Field Site Criteria	Frequency	Percent
Accreditation status of program	360	55
Demographic characteristics of students or clients served in field experiences	443	67
Geographic location of program	508	77
Licensure status of cooperating professionals	485	73
Opportunities for students to work in team settings	389	59
Opportunities for students to work with families	384	58
Program philosophy	422	64
Proximity of program to the institution	453	69
Type of services provided	486	74
Other	97	15

Table 45. *Role of Person Selecting Field Sites for Students (n=668)*

Who Selects Clinical Field Sites	Frequency	Percent
Faculty	431	65
Student	78	12
Placement office	59	9
Family coordinator	6	1
Other	94	14

Table 46. *Role of Person who Provides Supervision to Students Engaged in Practicum (n =750)*

Type of Field Site Supervisor	Frequency	Percent
Faculty members	584	78
Clinical supervisors employed by the institution	276	37
Clinical supervisors not employed by the institution	250	33
Other	55	7

Cross-disciplinary Collaboration

There were 723 respondents who provided information regarding participation in collaborative activities with the majority (55%) responding affirmatively (see Table 47). Programs collaborate through a variety of activities; with the most common being cross-disciplinary courses (66%). A list of activities and the frequency of programs using such collaborative measures is represented in Table 48.

Table 47. *Cross-Disciplinary Collaboration by Programs (n =723)*

Collaboration	Frequency	Percent
Yes	398	55
No	294	41
Not sure	31	4
Total	723	100

When examining collaborative efforts by program, the data reveal some anticipated relationships. For example, two-thirds of the education of the hearing impaired programs (67%, n=6) collaborate with Audiology. Similarly, two-thirds of the Occupational Therapy (65%, n=26) programs work with Physical Therapy programs and vice versa (68%, n=19).

Early Intervention programs are most likely to collaborate with other programs averaging 7.71 cross-disciplinary collaborations. They most frequently collaborate with Early Childhood Special Education (57%, n=7), Psychology (86%, n=7), and General Special Education (71%, n=7). Speech and Language Pathology programs also collaborate frequently with an average of 5.96 programs. Recreation therapy programs have the lowest collaboration rate with 3 other programs.

Programs most frequently collaborate by allowing students from different disciplines to take courses together. The lone exception to collaboration is nursing. In addition, several programs (most notably Early Intervention, Education of Hearing Impaired, Early Childhood Special Education, Education of Visually Impaired, etc.) have students who represent different disciplines enrolled in their programs (see Appendix E).

There were 723 programs that provided information about the methods they used to evaluate their program. Performance-based assessment is the most common approach to program evaluations (90%), followed by supervisors' evaluation of field experiences (78%), and results of licensure examination (73%). Table 49 lists frequencies and percents of additional components of program evaluation methods.

Table 48. *Participating in Cross-disciplinary Activities (n=394)*

Cross-disciplinary Features	Frequency	Percent
Courses are offered and listed jointly across program areas within a college or school	154	39
Courses are offered and listed jointly across programs across a college or school	104	26
Courses are team taught by instructors from different disciplines or different programs	145	37
Students enrolled in the program represent different disciplines	151	38
Courses are taken with student from different disciplines	263	67
Practicum experiences are supervised by faculty or personnel outside the disciplinary area of the program	110	28
Students are placed in practicum setting outside of the program's discipline area	129	33
Student across disciplines complete field experiences together	125	32
The program's steering committee is comprised of individuals from multiple discipline	109	28
Other	44	11

Program Evaluation

There were 723 programs that provided information about the methods they used to evaluate their program. Performance-based assessment is the most common approach to program evaluations (90%), followed by supervisors' evaluation of field experiences (78%), and results of licensure examination (73%). Table 49 lists frequencies and percents of additional components of program evaluation methods.

Table 49. *Programs by Evaluation Method (n=723)*

Methods	Frequency	Percent
Judgments from community constituents	488	67.5
Performance-based assessment during program	649	89.8
Portfolio evaluation	375	51.9
Results from licensure exams	525	72.6
Results of employer surveys	505	69.8
State reports of graduates' induction year	104	14.4
Structured follow-up interviews of questionnaires with graduates	444	61.4
Student completion of exit requirements	51	70.7
Supervisor evaluation during field experience	561	77.6
Other	71	9.8

Program Completion and Post-Graduate Activities

When asked if their states require professionals to complete an induction year, 559 respondents provided information with less than one-quarter (22%) indicating that this was a requirement. Of the 201 who provided information about their institution's role in the induction year, only 56 (28%) indicated that they played an active part in their students' initiation into their respective fields.

Based on information from 706 respondents, the vast majority of students find jobs in their respective fields. Percentages of programs in the sample that indicated students find jobs ranged from 82% for psychology to 100% for audiology with an average percent of 93%. On average, respondents (n=612) reported that less than one-quarter (21%) of their students find jobs working primarily with children with special needs between the ages of birth and five years after completing the program. The relatively high percent of graduates from Early Childhood Special Education (72%) and Early Intervention (50%) programs may indicate that the concentration on age range may yield greater numbers of professionals who will work with young children. Those programs that focus on a life span perspective produce overall fewer graduates who will eventually work with young children (see Table 50). The majority of the respondents (82%, n=554) indicated that students typically find employment within the region assigned to their institutions.

Table 50. *Programs Reporting Students Who Find Jobs Working With Children With Special Needs (n=612)*

Programs	Frequency	Mean	SD
Overall	612	21	28
Audiology	2	13	18
Counseling	35	5.0	7
Early Childhood Education	73	17	23
Early Childhood Special Education	30	72	34
Early Intervention	9	50	39
Education of the hearing Impaired	6	22	17
Education of the Visually Impaired	6	11	8
Family Therapy	5	7	10
Nursing	127	8	14
Nutrition	13	2	3
Occupational Therapy	30	30	21
Physical Therapy	32	12	14
Psychology	63	13	18
Recreation Therapy	14	26	34
Social Work	34	17	22
Special Education	52	17	27
Speech and Language Pathology	34	36	22
Blended Program	26	46	37
Other Program	21	38	41

HIGHER EDUCATION SURVEY FOR EARLY INTERVENTION (EI) AND EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) PERSONNEL PREPARATION

GREETINGS

Thank you for taking the time to complete this questionnaire.

Purpose: The purpose of this survey is to compile a comprehensive database of current higher education programs that prepare people to enter the fields of EI/ECSE. This is one of a series of studies conducted under the U.S. Department of Education, Office of Special Education Programs through the Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education

Participation: Your participation in this survey is voluntary and you may refuse to participate and/or discontinue participation at any time without any consequences.

Duration of Participation: The survey should take approximately one hour to complete. Project staff may call to request additional information.

Use of Results: The information gathered will be available to the public.

Costs and Benefits: There is no risk to participants and the participants will incur no cost. The only benefit to the participants is the inherent contribution of information to research intended to advance personnel preparation programming and the fields of Early Intervention and Early Childhood Special Education.

Principal Investigator: The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is a federally funded OSEP project under the direction of Mary Beth Bruder, Ph.D. at the University of Connecticut.

Contact Information:
Sara Wakai, Project Coordinator   swakai@uchc.edu.   860-679-1514

Institutional Review Board: The University of Connecticut Institutional Review Board (IRB) has approved this project. You may contact the IRB at 860-679-3054 for additional information.

PROGRAM SUPPORT

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	❑ 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 programs and the disciplines involved.)	❑ Pediatrics	❑ Speech/language pathology

❑ Blended program (Please describe by providing the definition of blended programs 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):

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

    ❑ Associate (2-year)

    ❑ Undergraduate

    ❑ Masters

    ❑ Doctorate

    ❑ Other (please describe):

    b. 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 total enrollment of the institution during the 2003-2004 academic year?
    _____ students

4. Please check the term below that best describes the system 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

ADMISSION

7. What are the criteria used to admit students to the program you are describing in this survey? Check all that apply.

☐ 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 each 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 specific groups 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

_____

❏ Offer financial support to include students

❏ 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 admitted 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 enrolled 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 Lower Division (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 Upper Division (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					
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:

ALIGNMENT WITH LICENSURE AND CERTIFICATION REQUIREMENTS

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 first approved by the state?

23. In what year did the licensure or certification associated with the program most recently receive state approval?

SPECIALTY PERSONNEL STANDARDS

24. a. Is the program accredited?

    ❑ Yes

        By what accrediting agency(ies)?

    ❑ No

    b. Is the program pending accreditation?

    ❑ Yes

        By what accrediting agency(ies)?

    ❑ No

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

❑ Yes

❑ No

❑ Not sure

❑ Not applicable

26. Is the program aligned with national specialty professional standards (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 core 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 all of the boxes below that describe the roles 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 all of the boxes below that describe the settings 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):

Course Credit Allocation

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

    _____ Academic credits are needed to complete program

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

    _____ Credits associated with coursework

39. How many credits are associated with any type of field experience or practicum? (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)
Accessment 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	❑	❑	❑	❑	

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

    ❑ Yes

    ❑ No (skip to question 45)

    ❑ Not sure (skip to question 45)

    ❑ Not applicable

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

    _____ Clock hours

    _____ Credit hours

45. Does the program offer optional 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 all of the boxes below that describe the field experience settings 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		Require-ment		Age Range				Person's Ability Status		
				Course Practi-cum	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

   ❑ 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, who selects 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, who provides supervision 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-DICIPLINARY COLLABORATION

52. Does the program collaborate with other programs outside 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 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 programs and the disciplines involved.) _____	❏ Pediatrics	❏ Speech/language pathology

   ❏ Other (please describe) _____

54. Below please find examples of cross-disciplinary features of programs. Please check any 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 evaluate the quality of their personnel preparation program. Please put a check next to each box 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 full-time students following the recommended schedule to complete the program? *(Please enter numeric value.)* _____ years

57. What percent of students admitted to the program finish it? _____ %

58. Does the state require that beginning professionals complete an induction year experience?

    - ❑ Yes

    - ❑ No

    - ❑ Not sure

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

   ❑ Yes

   ❑ No

   ❑ Not sure

   If yes, please describe that role:

60. What percent of students find jobs in their field 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 where students find jobs after they graduate:

   ❑ Most graduates of the program are employed within the assigned geographic region that the institution serves

   ❑ Most graduates of the program are employed outside of 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
263 Farmington Ave-MC 6222
Farmington, CT 06030-6222

If you have any questions/concerns please feel free to contact Amy Novotny at:
(860) 679-1585
anovotny@uchc.edu

PERCENT AND FREQUENCY OF PROGRAMS REPORTING LEVEL OF FINANCIAL SUPPORT FOR PROGRAM ACTIVITIES (N=945)				
Activity	Institutional Level Support	State Level Support	Federal Level Support	Private Level Support
Advisory groups	Percent (Frequency)			
Primary source	24.6 (232)	4.6 (43)	3.3 (31)	3.7 (35)
Secondary source	3.3 (31)	3.1 (29)	2.3 (22)	2.5 (24)
Minimal support	10.7 (101)	7.3 (69)	5.0 (47)	7.0 (66)
No support	14.8 (140)	38.7 (366)	43.2 (408)	40.5 (383)
Not applicable	46.1 (436)	46.1 (436)	46.1 (436)	46.1 (436)
Clinical supervision	Percent (Frequency)			
Primary source	50.2 (474)	3.8 (36)	1.9 (18)	3.3 (31)
Secondary source	6.1 (58)	6.1 (58)	2.8 (26)	5.3 (50)
Minimal support	8.5 (80)	7.7 (73)	5.5 (52)	6.6 (62)
No support	7.4 (70)	55.4 (524)	63.0 (595)	58.0 (548)
Not applicable	26.8 (253)	26.8 (253)	26.8 (253)	26.8 (253)
Community service activities	Percent (Frequency)			
Primary source	29.6 (280)	3.0 (28)	20. (19)	3.8 (36)
Secondary source	8.3 (78)	5.9 (56)	2.6 (25)	4.1 (39)
Minimal support	21.0 (198)	12.6 (119)	6.2 (59)	9.1 (86)
No support	10.1 (95)	47.7 (290)	58.4 (552)	52.3 (494)
Not applicable	30.7 (290)	30.7 (290)	30.7 (290)	30.7 (290)

Activity	Institutional Level Support	State Level Support	Federal Level Support	Private Level Support
Curriculum materials/resources	Percent (Frequency)			
Primary source	62.4 (590)	5.2 (49)	2.4 (23)	3.3 (31)
Secondary source	4.8 (45)	5.2 (49)	3.9 (37)	4.8 (45)
Minimal support	7.8 (74)	11.6 (110)	8.5 (80)	8.1 (77)
No support	7.2 (68)	61.1 (577)	68.3 (645)	66.8 (631)
Not applicable	16.9 (160)	16.9 (160)	16.9 (160)	16.9 (160)
Distance education	Percent (Frequency)			
Primary source	36.5 (345)	3.3 (31)	1.6 (15)	1.9 (18)
Secondary source	3.2 (30)	5.8 (55)	3.0 (28)	1.5 (14)
Minimal support	6.3 (60)	6.1 (58)	4.2 (40)	2.3 (22)
No support	6.1 (58)	37.1 (351)	43.7 (413)	46.8 (442)
Not applicable	47.5 (449)	47.5 (449)	47.5 (449)	47.5 (449)
Instruction	Percent (Frequency)			
Primary source	71.9 (679)	4.9 (46)	1.1 (10)	2.6 (25)
Secondary source	2.0 (19)	7.4 (70)	4.8 (45)	3.2 (30)
Minimal support	2.6 (25)	8.1 (77)	7.1 (67)	7.2 (68)
No support	5.9 (56)	63.1 (596)	70.6 (667)	70.5 (666)
Not applicable	16.5 (156)	16.5 (156)	16.5 (156)	16.5 (156)

Activity	Institutional Level Support	State Level Support	Federal Level Support	Private Level Support
Professional development	Percent (Frequency)			
Primary source	56.9 (538)	3.3 (31)	2.5 (24)	3.6 (34)
Secondary source	6.5 (61)	7.8 (74)	4.8 (45)	4.0 (38)
Minimal support	14.0 (132)	11.6 (110)	8.7 (82)	8.9 (84)
No support	6.9 (65)	62.2 (588)	69.1 (653)	68.6 (648)
Not applicable	14.9 (141)	14.9 (141)	14.9 (141)	14.9 (141)
Program evaluation	Percent (Frequency)			
Primary source	57.9 (547)	4.8 (45)	2.4 (23)	2.0 (19)
Secondary source	4.4 (42)	6.6 (62)	2.8 (26)	2.1 (20)
Minimal support	8.3 (78)	6.8 (64)	4.8 (45)	3.9 (37)
No support	6.2 (59)	59.6 (563)	67.7 (640)	69.6 (658)
Not applicable	22.3 (211)	22.3 (221)	22.3 (221)	22.3 (221)
Recruitment materials	Percent (Frequency)			
Primary source	59.5 (562)	2.6 (25)	3.3 (31)	2.9 (27)
Secondary source	4.0 (38)	4.4 (42)	2.1 (20)	2.2 (21)
Minimal support	8.4 (79)	5.7 (54)	4.3 (41)	4.7 (44)
No support	6.7 (63)	66.8 (631)	69.8 (660)	69.8 (660)
Not applicable	20.4 (193)	20.4 (193)	20.4 (193)	20.4 (193)

Activity	Institutional Level Support	State Level Support	Federal Level Support	Private Level Support
Student scholarships/stipends	Percent (Frequency)			
Primary source	37.5 (354)	9.3 (88)	15.2 (144)	8.0 (76)
Secondary source	14.9 (141)	15.6 (147)	12.7 (120)	10.2 (96)
Minimal support	16.4 (155)	14.1 (133)	10.3 (97)	13.3 (126)
No support	15.8 (149)	46.1 (436)	47.1 (445)	53.5 (506)
Not applicable	14.3 (135)	14.3 (135)	14.3 (135)	14.3 (135)

Faculty Category	# of Faculty Involved in Program			# of Faculty Who Teach Children 0-5			# of Faculty Who Supervise Field Based Experiences			# 0f Tenure Track Positions						# of Non-Tenure Track Positions			Avg. # of Courses Taught Per Faculty During 2003-2004		
										N		Mean		SD							
	N	Mean	SD	N	Mean	SD	N	Mean	SD	Tenured	Not Yet Tenured	Tenured	Not Yet Tenured	Tenured	Not Yet Tenured	N	Mean	SD	N	Mean	SD
Full professor	589	2.483	2.87386	398	1.2751	1.65403	406	1.9414	3.95276	479	153	2.4858	0.7647	2.68751	1.81284	185	0.8568	2.13785	483	6.5714	6.32821
Associate professor	575	2.653	2.34229	412	1.3877	1.57873	422	1.7429	1.97511	455	195	2.3790	0.8923	2.16904	1.32529	200	0.545	0.90113	478	7.7615	7.58831
Assistant professor	574	3.0761	3.14644	438	1.5674	1.84202	455	2.1758	2.77335	249	401	1.3052	2.2723	1.94978	2.20256	235	1.4894	2.29848	480	8.5042	8.05928
Clinical/Lecturer	349	2.9191	3.639	258	1.4467	1.761	271	2.3044	2.708	119	136	0.5798	1.0680	1.91114	2.01096	248	2.4597	3.182	268	5.06	5.360
Visiting/full-time	165	1.0485	3.91184	112	0.4196	1.77388	116	0.6466	2.36369	77	75	0.1818	0.2933	1.48437	0.94115	108	0.9444	2.90289	113	2.5752	3.52492
Part-time	413	5.3518	9.14554	289	1.886	2.36514	302	3.0935	6.53064	114	128	0.0526	1.9102	6.53064	5.11999	231	2.8498	4.89462	312	3.9712	4.49249
Other	122	4.3934	4.51134	81	2.2284	2.88103	95	4.63	12.991	46	43	1.7174	1.3953	3.60039	2.45085	77	4.5974	13.42132	96	7.5625	9.47441
Additional faculty	446	2.9137	5.24756	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

	Independent Research %(Frequency)	Class Lecture %(Frequency)	In-Class Simulation %(Frequency)	Field %(Frequency)	Other %(Frequency)
PERCENT AND FREQUENCY OF PROGRAMS ADDRESSING PRINCIPLES AND PRACTICES OF IDEA (N =728)					
Principles and Practices					
Assessment models (n=638) 87.6%	20.7 (151)	83.1 (605)	51.0 (371)	68.1 (496)	4.67 (34)
Assistive technology (n=527) 72.4%	16.8 (122)	60.0 (437)	38.3 (279)	48.6 (354)	4.67 (34)
Child development (n=703) 96.6%	31.7 (231)	94.1 (685)	44.0 (320)	76.4 (556)	6.04 (44)
Child focused interventions (n=659) 90.5%	26.6 (194)	85.2 (620)	51.5 (375)	77.5 (564)	6.04 (44)
Cultural & linguistic sensitivity (n=665) 91.3%	25.1 (183)	88.6 (645)	46.6 (339)	73.9 (538)	4.26 (31)
Due process (n=580) 79.7%	12.4 (90)	75.8 (552)	20.5 (149)	35.3 (257)	3.16 (23)
Family-centered practices (n=654) 89.8%	22.9 (167)	86.8 (632)	46.3 (337)	70.9 (516)	5.22 (38)
Family involvement (n=669) 91.9%	21.7 (158)	87.8 (639)	43.7 (318)	73.4 (534)	6.20 (36)
Free Appropriate Public Education (n=489) 67.2%	12.8 (93)	62.0 (451)	17.2 (125)	35.3 (257)	3.57 (26)
IEP (n=552) 75.8%	13.9 (101)	71.0 (517)	35.9 (261)	54.5 (396)	4.53 (33)
IFSP (n=509) 69.9%	11.1 (81)	63.0 (459)	27.5 (200)	43.7 (318)	4.26 (31)
Instructional planning (n=531) 72.9%	19.5 (142)	66.5 (484)	41.9 (305)	57.8 (421)	4.12 (30)
Learning environments (n=577) 79.3%	19.4 (141)	73.1 (532)	40.0 (291)	62.0 (451)	4.67 (34)
Least Restrictive Environment (n=545) 74.9%	12.6 (92)	70.3 (512)	24.7 (180)	51.9 (378)	2.88 (21)
Multi-faceted assessment (n=546) 75.0%	17.9 (130)	71.6 (521)	40.5 (295)	54.8 (399)	3.85 (28)
Natural environments (n=507) 69.6%	14.7 (107)	63.3 (461)	25.8 (188)	52.5 (382)	4.26 (31)
Professional and ethical practice (n=667) 91.6%	20.3 (148)	89.1 (649)	49.2 (358)	68.8 (501)	4.26 (31)
Teaming process (n=569) 78.2%	15.7 (114)	72.8 (530)	46.6 (339)	64.3 (468)	4.53 (33)
Zero reject (n=371) 51.0%	9.1 (66)	44.0 (320)	12.5 (91)	24.7 (180)	3.85 (28)

CROSS-DISCIPLINARY COLLABORATION MATRIX					
	Collaborate with the Audiology Program		Collaborate with the Counseling Program		Collaborate with the Early Childhood Education Program	
Survey Program (N=394)	No	Yes	No	Yes	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)
Counseling (n=21)	95.2 (n=20)	4.7 (n=1)	52.3 (n=11)	47.6 (n=10)	80.9 (n=17)	19 (n=4)
Early Childhood Education (n=45)	88.8 (n=40)	11.1 (n=5)	84.4 (n=38)	15.5 (n=7)	55.5 (n=25)	44.4 (n=20)
Early Childhood Special Education (n=20)	85 (n=17)	15 (n=3)	85 (n=17)	15 (n=3)	40 (n=8)	60 (n=12)
Early Intervention (n=7)	71.4 (n=5)	28.5 (n=2)	57.1 (n=4)	42.8 (n=3)	85.7 (n=6)	14.2 (n=1)
Education of the Hearing Impaired (n=6)	33.3 (n=2)	66.6 (n=4)	83.3 (n=5)	16.6 (n=1)	50 (n=3)	50 (n=3)
Education of the Visually Impaired (n=5)	40 (n=2)	60 (n=3)	100 (n=5)	0 (n=0)	80 (n=4)	20 (n=1)
Family Therapy (n=4)	100 (n=4)	0 (n=0)	50 (n=2)	50 (n=2)	100 (n=4)	0 (n=0)
Nursing (n=65)	87.6 (n=57)	12.3 (n=8)	76.9 (n=50)	23 (n=15)	61.5 (n=40)	38.4 (n=25)
Nutrition (n=8)	100 (n=8)	0 (n=0)	75 (n=6)	25 (n=2)	100 (n=8)	0 (n=0)
Occupational Therapy (n=26)	84.6 (n=22)	15.3 (n=4)	88.4 (n=23)	11.5 (n=3)	73 (n=19)	26.9 (n=7)
Physical Therapy (n=19)	78.9 (n=15)	21 (n=4)	89.4 (n=17)	10.5 (n=2)	89.4 (n=17)	10.5 (n=2)
Psychology (n=37)	89.1 (n=33)	10.8 (n=4)	51.3 (n=19)	48.6 (n=18)	62.1 (n=23)	37.8 (n=14)
Recreation Therapy (n=12)	83.3 (n=10)	16.6 (n=2)	100 (n=12)	0 (n=0)	83.3 (n=10)	16.6 (n=2)
Social Work (n=25)	88 (n=22)	12 (n=3)	64 (n=16)	36 (n=9)	76 (n=19)	24 (n=6)
Special Education (n=27)	81.4 (n=22)	18.5 (n=5)	81.4 (n=22)	18.5 (n=5)	51.8 (n=14)	48.1 (n=13)
Speech & Language Pathology (n=26)	42.3 (n=11)	57.6 (n=15)	80.7 (n=21)	19.2 (n=5)	53.8 (n=14)	46.1 (n=12)
Blended Program (n=23)	86.9 (n=20)	13 (n=3)	91.3 (n=21)	8.6 (n=2)	47.8 (n=11)	52.1 (n=12)
Other Program (n=17)	76.4 (n=13)	23.5 (n=4)	94.1 (n=16)	5.8 (n=1)	82.3 (n=14)	17.6 (n=3)

Survey Program (n=394)	Collaborate with the ECSE Program		Collaborate with the Early Intervention Program		Collaborate with the Education of the Hearing Impaired Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)
Counseling (n=21)	80.9 (n=17)	19 (n=4)	90.4 (n=19)	9.5 (n=2)	95.2 (n=20)	4.7 (n=1)
Early Childhood Education (n=45)	55.5 (n=25)	44.4 (n=20)	75.5 (n=34)	24.4 (n=11)	91.1 (n=41)	8.8 (n=4)
Early Childhood Special Education (n=20)	50 (n=10)	50 (n=10)	60 (n=12)	40 (n=8)	85 (n=17)	15 (n=3)
Early Intervention (n=7)	42.8 (n=3)	57.1 (n=4)	28.5 (n=2)	71.4 (n=5)	57.1 (n=4)	42.8 (n=3)
Education of the Hearing Impaired (n=6)	66.6 (n=4)	33.3 (n=2)	100 (n=6)	0 (n=0)	83.3 (n=5)	16.6 (n=1)
Education of the Visually Impaired (n=5)	40 (n=2)	60 (n=3)	40 (n=2)	60 (n=3)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	100 (n=4)	0 (n=0)	100 (n=4)	0 (n=0)	100 (n=4)	0 (n=0)
Nursing (n=65)	78.4 (n=51)	21.5 (n=14)	78.4 (n=51)	21.5 (n=14)	92.3 (n=60)	7.6 (n=5)
Nutrition (n=8)	100 (n=8)	0 (n=0)	100 (n=8)	0 (n=0)	100 (n=8)	0 (n=0)
Occupational Therapy (n=26)	61.5 (n=16)	38.4 (n=10)	73 (n=19)	26.9 (n=7)	84.6 (n=22)	15.3 (n=4)
Physical Therapy (n=19)	78.9 (n=15)	21 (n=4)	78.9 (n=15)	21 (n=4)	94.7 (n=18)	5.2 (n=1)
Psychology (n=37)	70.2 (n=26)	29.7 (n=11)	81 (n=30)	18.9 (n=7)	86.4 (n=32)	13.5 (n=5)
Recreation Therapy (n=12)	75 (n=9)	25 (n=3)	100 (n=12)	0 (n=0)	100 (n=12)	0 (n=0)
Social Work (n=25)	68 (n=17)	32 (n=8)	80 (n=20)	20 (n=5)	84 (n=21)	16 (n=4)
Special Education (n=27)	59.2 (n=16)	40.7 (n=11)	81.4 (n=22)	18.5 (n=5)	77.7 (n=21)	22.2 (n=6)
Speech & Language Pathology (n=26)	23 (n=6)	76.9 (n=20)	46.1 (n=12)	53.8 (n=14)	73 (n=19)	26.9 (n=7)
Blended Program (n=23)	86.9 (n=20)	13 (n=3)	78.2 (n=18)	21.7 (n=5)	78.2 (n=18)	21.7 (n=5)
Other Program (n=17)	64.7 (n=11)	35.2 (n=6)	64.7 (n=11)	35.2 (n=6)	82.3 (n=14)	17.6 (n=3)

Survey Program (N=394)	Collaborate with the Education of the Visually Impaired Program		Collaborate with the Family Therapy Program		Collaborate with the Nursing Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)
Counseling (n=21)	95.2 (n=20)	4.7 (n=1)	57.1 (n=12)	42.8 (n=9)	76.1 (n=16)	23.8 (n=5)
Early Childhood Education (n=45)	97.7 (n=44)	2.2 (n=1)	86.6 (n=39)	13.3 (n=6)	88.8 (n=40)	11.1 (n=5)
Early Childhood Special Education (n=20)	95 (n=19)	5 (n=1)	95 (n=19)	5 (n=1)	95 (n=19)	5 (n=1)
Early Intervention (n=7)	71.4 (n=5)	28.5 (n=2)	57.1 (n=4)	42.8 (n=3)	57.1 (n=4)	42.8 (n=3)
Education of the Hearing Impaired (n=6)	100 (n=6)	0 (n=0)	100 (n=6)	0 (n=0)	100 (n=6)	0 (n=0)
Education of the Visually Impaired (n=5)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	100 (n=4)	0 (n=0)	50 (n=2)	50 (n=2)	100 (n=4)	0 (n=0)
Nursing (n=65)	93.8 (n=61)	6.1 (n=4)	87.6 (n=57)	12.3 (n=8)	69.2 (n=45)	30.7 (n=20)
Nutrition (n=8)	100 (n=8)	0 (n=0)	87.5 (n=7)	12.5 (n=1)	25 (n=2)	75 (n=6)
Occupational Therapy (n=26)	92.3 (n=24)	7.6 (n=2)	88.4 (n=23)	11.5 (n=3)	61.5 (n=16)	38.4 (n=10)
Physical Therapy (n=19)	94.7 (n=18)	5.2 (n=1)	100 (n=19)	0 (n=0)	68.4 (n=13)	31.5 (n=6)
Psychology (n=37)	94.5 (n=35)	5.4 (n=2)	86.4 (n=32)	13.5 (n=5)	81 (n=30)	18.9 (n=7)
Recreation Therapy (n=12)	100 (n=12)	0 (n=0)	100 (n=12)	0 (n=0)	100 (n=12)	0 (n=0)
Social Work (n=25)	92 (n=23)	8 (n=2)	72 (n=18)	28 (n=7)	64 (n=16)	36 (n=9)
Special Education (n=27)	81.4 (n=22)	18.5 (n=5)	92.5 (n=25)	7.4 (n=2)	96.2 (n=26)	3.7 (n=1)
Speech & Language Pathology (n=26)	96.1 (n=25)	3.8 (n=1)	84.6 (n=22)	15.3 (n=4)	76.9 (n=20)	23 (n=6)
Blended Program (n=23)	86.9 (n=20)	13 (n=3)	91.3 (n=21)	8.6 (n=2)	82.6 (n=19)	17.3 (n=4)
Other Program (n=17)	82.3 (n=14)	17.6 (n=3)	94.1 (n=16)	5.8 (n=1)	82.3 (n=14)	17.6 (n=3)

Survey Program (N=394)	Collaborate with the Nutrition Program		Collaborate with the Occupational Therapy Program		Collaborate with the Physical Therapy Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)
Counseling (n=21)	95.2 (n=20)	4.7 (n=1)	95.2 (n=20)	4.7 (n=1)	95.2 (n=20)	4.7 (n=1)
Early Childhood Education (n=45)	82.2 (n=37)	17.7 (n=8)	88.8 (n=40)	11.1 (n=5)	100 (n=45)	0 (n=0)
Early Childhood Special Education (n=20)	100 (n=20)	0 (n=0)	85 (n=17)	15 (n=3)	90 (n=18)	10 (n=2)
Early Intervention (n=7)	85.7 (n=6)	14.2 (n=1)	85.7 (n=6)	14.2 (n=1)	57.1 (n=4)	42.8 (n=3)
Education of the Hearing Impaired (n=6)	100 (n=6)	0 (n=0)	83.3 (n=5)	16.6 (n=1)	100 (n=6)	0 (n=0)
Education of the Visually Impaired (n=5)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	100 (n=4)	0 (n=0)	100 (n=4)	0 (n=0)	100 (n=4)	0 (n=0)
Nursing (n=65)	58.4 (n=38)	41.5 (n=27)	73.8 (n=48)	26.1 (n=17)	63 (n=41)	36.9 (n=24)
Nutrition (n=8)	62.5 (n=5)	37.5 (n=3)	62.5 (n=5)	37.5 (n=3)	75 (n=6)	25 (n=2)
Occupational Therapy (n=26)	92.3 (n=24)	7.6 (n=2)	76.9 (n=20)	23 (n=6)	34.6 (n=9)	65.3 (n=17)
Physical Therapy (n=19)	84.2 (n=16)	15.7 (n=3)	31.5 (n=6)	68.4 (n=13)	94.7 (n=18)	5.2 (n=1)
Psychology (n=37)	94.5 (n=35)	5.4 (n=2)	86.4 (n=32)	13.5 (n=5)	89.1 (n=33)	10.8 (n=4)
Recreation Therapy (n=12)	100 (n=12)	0 (n=0)	91.6 (n=11)	8.3 (n=1)	91.6 (n=11)	8.3 (n=1)
Social Work (n=25)	84 (n=21)	16 (n=4)	92 (n=23)	8 (n=2)	84 (n=21)	16 (n=4)
Special Education (n=27)	96.2 (n=26)	3.7 (n=1)	85.1 (n=23)	14.8 (n=4)	85.1 (n=23)	14.8 (n=4)
Speech & Language Pathology (n=26)	80.7 (n=21)	19.2 (n=5)	69.2 (n=18)	30.7 (n=8)	80.7 (n=21)	19.2 (n=5)
Blended Program (n=23)	91.3 (n=21)	8.6 (n=2)	82.6 (n=19)	17.3 (n=4)	82.6 (n=19)	17.3 (n=4)
Other Program (n=17)	88.2 (n=15)	11.7 (n=2)	82.3 (n=14)	17.6 (n=3)	82.3 (n=14)	17.6 (n=3)

Survey Program (N=394)	Collaborate with the Psychology Program		Collaborate with the Recreation Therapy Program		Collaborate with the Social Work Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	0 (n=0)	100 (n=1)	100 (n=1)	0 (n=0)	100 (n=1)	0 (n=0)
Counseling (n=21)	33.3 (n=7)	66.6 (n=14)	95.2 (n=20)	4.7 (n=1)	71.4 (n=15)	28.5 (n=6)
Early Childhood Education (n=45)	57.7 (n=26)	42.2 (n=19)	93.3 (n=42)	6.6 (n=3)	82.2 (n=37)	17.7 (n=8)
Early Childhood Special Education (n=20)	70 (n=14)	30 (n=6)	100 (n=20)	0 (n=0)	85 (n=17)	15 (n=3)
Early Intervention (n=7)	14.2 (n=1)	85.7 (n=6)	71.4 (n=5)	28.5 (n=2)	85.7 (n=6)	14.2 (n=1)
Education of the Hearing Impaired (n=6)	83.3 (n=5)	16.6 (n=1)	100 (n=6)	0 (n=0)	100 (n=6)	0 (n=0)
Education of the Visually Impaired (n=5)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	50 (n=2)	50 (n=2)	100 (n=4)	0 (n=0)	0 (n=0)	100 (n=4)
Nursing (n=65)	55.3 (n=36)	44.6 (n=29)	84.6 (n=55)	15.3 (n=10)	60 (n=39)	40 (n=26)
Nutrition (n=8)	75 (n=6)	25 (n=2)	100 (n=8)	0 (n=0)	87.5 (n=7)	12.5 (n=1)
Occupational Therapy (n=26)	53.8 (n=14)	46.1 (n=12)	80.7 (n=21)	19.2 (n=5)	80.7 (n=21)	19.2 (n=5)
Physical Therapy (n=19)	73.6 (n=14)	26.3 (n=5)	68.4 (n=13)	31.5 (n=6)	57.8 (n=11)	42.1 (n=8)
Psychology (n=37)	70.2 (n=26)	29.7 (n=11)	91.8 (n=34)	8.1 (n=3)	81 (n=30)	18.9 (n=7)
Recreation Therapy (n=12)	58.3 (n=7)	41.6 (n=5)	50 (n=6)	50 (n=6)	100 (n=12)	0 (n=0)
Social Work (n=25)	60 (n=15)	40 (n=10)	92 (n=23)	8 (n=2)	88 (n=22)	12 (n=3)
Special Education (n=27)	66.6 (n=18)	33.3 (n=9)	77.7 (n=21)	22.2 (n=6)	85.1 (n=23)	14.8 (n=4)
Speech & Language Pathology (n=26)	46.1 (n=12)	53.8 (n=14)	92.3 (n=24)	7.6 (n=2)	80.7 (n=21)	19.2 (n=5)
Blended Program (n=23)	69.5 (n=16)	30.4 (n=7)	86.9 (n=20)	13 (n=3)	73.9 (n=17)	26 (n=6)
Other Program (n=17)	35.2 (n=6)	64.7 (n=11)	88.2 (n=15)	11.7 (n=2)	88.2 (n=15)	11.7 (n=2)

Survey Program (N=394)	Collaborate with the General Special Education Program		Collaborate with the Orientation and Mobility Program		Collaborate with the Speech/Language Pathology Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	0 (n=0)	100 (n=1)	100 (n=1)	0 (n=0)	0 (n=0)	100 (n=1)
Counseling (n=21)	52.3 (n=11)	47.6 (n=10)	100 (n=21)	0 (n=0)	90.4 (n=19)	9.5 (n=2)
Early Childhood Education (n=45)	55.5 (n=25)	44.4 (n=20)	100 (n=45)	0 (n=0)	71.1 (n=32)	28.8 (n=13)
Early Childhood Special Education (n=20)	70 (n=14)	30 (n=6)	100 (n=20)	0 (n=0)	75 (n=15)	25 (n=5)
Early Intervention (n=7)	28.5 (n=2)	71.4 (n=5)	100 (n=7)	0 (n=0)	57.1 (n=4)	42.8 (n=3)
Education of the Hearing Impaired (n=6)	66.6 (n=4)	33.3 (n=2)	100 (n=6)	0 (n=0)	33.3 (n=2)	66.6 (n=4)
Education of the Visually Impaired (n=5)	80 (n=4)	20 (n=1)	80 (n=4)	20 (n=1)	60 (n=3)	40 (n=2)
Family Therapy (n=4)	75 (n=3)	25 (n=1)	100 (n=4)	0 (n=0)	100 (n=4)	0 (n=0)
Nursing (n=65)	84.6 (n=55)	15.3 (n=10)	93.8 (n=61)	6.1 (n=4)	83 (n=54)	16.9 (n=11)
Nutrition (n=8)	87.5 (n=7)	12.5 (n=1)	100 (n=8)	0 (n=0)	87.5 (n=7)	12.5 (n=1)
Occupational Therapy (n=26)	69.2 (n=18)	30.7 (n=8)	92.3 (n=24)	7.6 (n=2)	50 (n=13)	50 (n=13)
Physical Therapy (n=19)	78.9 (n=15)	21 (n=4)	94.7 (n=18)	5.2 (n=1)	57.8 (n=11)	42.1 (n=8)
Psychology (n=37)	56.7 (n=21)	43.2 (n=16)	97.2 (n=36)	2.7 (n=1)	89.1 (n=33)	10.8 (n=4)
Recreation Therapy (n=12)	58.3 (n=7)	41.6 (n=5)	100 (n=12)	0 (n=0)	83.3 (n=10)	16.6 (n=2)
Social Work (n=25)	72 (n=18)	28 (n=7)	92 (n=23)	8 (n=2)	76 (n=19)	24 (n=6)
Special Education (n=27)	44.4 (n=12)	55.5 (n=15)	96.2 (n=26)	3.7 (n=1)	62.9 (n=17)	37 (n=10)
Speech & Language Pathology (n=26)	30.7 (n=8)	69.2 (n=18)	100 (n=26)	0 (n=0)	88.4 (n=23)	11.5 (n=3)
Blended Program (n=23)	69.5 (n=16)	30.4 (n=7)	100 (n=23)	0 (n=0)	73.9 (n=17)	26 (n=6)
Other Program (n=17)	47 (n=8)	52.9 (n=9)	100 (n=17)	0 (n=0)	52.9 (n=9)	47 (n=8)

Survey Program (N=394)	Collaborate with a Blended Program		Collaborate with Other Program		Collaborate with the Rehabilitation Counseling Program	
	No	Yes	No	Yes	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)	0 (n=0)	100 (n=1)	100 (n=1)	0 (n=0)
Counseling (n=21)	95.2 (n=20)	4.7 (n=1)	90.4 (n=19)	9.5 (n=2)	76.1 (n=16)	23.8 (n=5)
Early Childhood Education (n=45)	95.5 (n=43)	4.4 (n=2)	84.4 (n=38)	15.5 (n=7)	100 (n=45)	0 (n=0)
Early Childhood Special Education (n=20)	100 (n=20)	0 (n=0)	90 (n=18)	10 (n=2)	90 (n=18)	10 (n=2)
Early Intervention (n=7)	100 (n=7)	0 (n=0)	85.7 (n=6)	14.2 (n=1)	57.1 (n=4)	42.8 (n=3)
Education of the Hearing Impaired (n=6)	100 (n=6)	0 (n=0)	66.6 (n=4)	33.3 (n=2)	66.6 (n=4)	33.3 (n=2)
Education of the Visually Impaired (n=5)	100 (n=5)	0 (n=0)	80 (n=4)	20 (n=1)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	75 (n=3)	25 (n=1)	100 (n=4)	0 (n=0)	75 (n=3)	25 (n=1)
Nursing (n=65)	98.4 (n=64)	1.5 (n=1)	84.6 (n=55)	15.3 (n=10)	84.6 (n=55)	15.3 (n=10)
Nutrition (n=8)	100 (n=8)	0 (n=0)	75 (n=6)	25 (n=2)	100 (n=8)	0 (n=0)
Occupational Therapy (n=26)	100 (n=26)	0 (n=0)	92.3 (n=24)	7.6 (n=2)	88.4 (n=23)	11.5 (n=3)
Physical Therapy (n=19)	100 (n=19)	0 (n=0)	73.6 (n=14)	26.3 (n=5)	89.4 (n=17)	10.5 (n=2)
Psychology (n=37)	97.2 (n=36)	2.7 (n=1)	91.8 (n=34)	8.1 (n=3)	94.5 (n=35)	5.4 (n=2)
Recreation Therapy (n=12)	100 (n=12)	0 (n=0)	75 (n=9)	25 (n=3)	100 (n=12)	0 (n=0)
Social Work (n=25)	100 (n=25)	0 (n=0)	76 (n=19)	24 (n=6)	92 (n=23)	8 (n=2)
Special Education (n=27)	85.1 (n=23)	14.8 (n=4)	74 (n=20)	25.9 (n=7)	88.8 (n=24)	11.1 (n=3)
Speech & Language Pathology (n=26)	96.1 (n=25)	3.8 (n=1)	100 (n=26)	0 (n=0)	84.6 (n=22)	15.3 (n=4)
Blended Program (n=23)	60.8 (n=14)	39.1 (n=9)	91.3 (n=21)	8.6 (n=2)	95.6 (n=22)	4.3 (n=1)
Other Program (n=17)	94.1 (n=16)	5.8 (n=1)	70.5 (n=12)	29.4 (n=5)	100 (n=17)	0 (n=0)

	Collaborate with the Pediatrics Program	
Survey Program (N=394)	No	Yes
Audiology (n=1)	100 (n=1)	0 (n=0)
Counseling (n=21)	95.2 (n=20)	4.7 (n=1)
Early Childhood Education (n=45)	97.7 (n=44)	2.2 (n=1)
Early Childhood Special Education (n=20)	90 (n=18)	10 (n=2)
Early Intervention (n=7)	71.4 (n=5)	28.5 (n=2)
Education of the Hearing Impaired (n=6)	100 (n=6)	0 (n=0)
Education of the Visually Impaired (n=5)	100 (n=5)	0 (n=0)
Family Therapy (n=4)	100 (n=4)	0 (n=0)
Nursing (n=65)	41.5 (n=27)	58.4 (n=38)
Nutrition (n=8)	87.5 (n=7)	12.5 (n=1)
Occupational Therapy (n=26)	76.9 (n=20)	23 (n=6)
Physical Therapy (n=19)	73.6 (n=14)	26.3 (n=5)
Psychology (n=37)	81 (n=30)	18.9 (n=7)
Recreation Therapy (n=12)	100 (n=12)	0 (n=0)
Social Work (n=25)	80 (n=20)	20 (n=5)
Special Education (n=27)	92.5 (n=25)	7.4 (n=2)
Speech & Language Pathology (n=26)	76.9 (n=20)	23 (n=6)
Blended Program (n=23)	86.9 (n=20)	13 (n=3)
Other Program (n=17)	94.1 (n=16)	5.8 (n=1)