THE IRIS CENTER

Use of the
IRIS Center's Resources
at Institutions of Higher Education with
Approved Special Education Licensure Programs:
2013–2014 Academic Year

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Executive Summary

This report specifically addresses one aspect of the IRIS Center's (OSEP Project #: H325E120002) work: the use of the Center's Website by faculty working to prepare new teachers[1]. Data collection efforts sought to determine the Center's current use—how many colleges and universities offering state-approved special education personnel preparation programs use IRIS resources in their coursework. Assessment of use is important for evaluation purposes and strategic planning. A full report follows this executive summary.

- In the spring of 2014, 904 colleges and universities had approval from their respective states to offer special education teacher licensure programs, ranging from early intervention/early childhood, to high incidence and low incidence, to transition programs.

    - All colleges and universities that offer special education personnel preparation programs also offer general education personnel preparation programs.

    - We estimate that on average 68.9% of all colleges and universities that offer education licensure programs also provide certification options for special education.

    - Those that do not offer a special education option are more likely to be faith-based, private, and small according to the Carnegie size-ranking system (i.e., an overall enrollment of fewer than 3,999).

- During the spring of 2014, of the colleges and universities that offer special education personnel preparation programs,

    - 75.3% of all colleges and universities with a special education option use IRIS resources

    - 24.3% of all colleges and universities with a special education option have been served with face-to-face training events (e.g., Faculty Seminars, Work Sessions)

    - Less than 1.0% of the colleges and universities that have received direct training services are confirmed non users of IRIS resources

    - 98.9% of all colleges and universities with special education doctoral programs use IRIS resources

    - 97.9% of colleges and universities that received OSEP funding for personnel development in FY2014 use IRIS resources

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[1] In this report, the term *teacher* is used broadly to refer to education professionals who work with infants, children, and youth who receive services under the auspices of the Individuals with Disabilities Education Act.

Use of the IRIS Center's Resources at Institutions of Higher Education with Approved Special Education Licensure Programs: 2013–2014 Academic Year

The IRIS Center (Project #: H325E120002) is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). One important purpose of the Center's work is to infuse information about evidence-based practices (EBPs) into personnel development programs to improve the results of struggling learners, particularly those with disabilities (ages birth to 21). To accomplish this, the Center makes available instructional Modules, Case Studies, and other resources for use in coursework designed for initial licensure and also in professional development activities for practicing education professionals through its barrier-free Website (www.iriscenter.com). To increase awareness of the Center's resources, staff lead presentations at professional conferences and meetings and conduct Webinars. The Center also offers direct, face-to-face training services to college faculty and professional development providers. For college faculty, the Center offers seminars and work sessions, in addition to other direct training services. IRIS Faculty Seminars bring together teams of general and special education faculty from institutions of higher education (IHEs) across a state or region to revise syllabi and infuse more information about EBPs by incorporating IRIS resources into coursework and field-based experiences. IRIS Work Sessions facilitate curricula-wide revisions and program improvement and are delivered to individual programs.

The IRIS Center is not the only provider of resources about EBPs that improve the results of children and youth with disabilities. It is, however, the main center funded by OSEP with a unique mission to serve the nation's IHE faculty engaged in personnel preparation. Therefore, it is important to gain an understanding of the current use of the instructional resources the Center makes available through its Website. This information will also assist those who wish to make strategic plans to increase the use of IRIS resources and thereby increase the integration of EBPs into personnel preparation coursework and application experiences. The primary purpose of the evaluation study described in this report was to develop a picture about the use of IRIS resources among the nation's IHEs that prepare the next generation of special education practitioners who work with children and youth with disabilities (ages birth to 21).

Overarching Questions

In order to develop a picture of the use of IRIS resources and the use of the Center's work with special education personnel preparation programs, the following questions must be answered:

1. *What percentage of the nation's approved IHE special education licensure programs use IRIS resources?*

2. *Among IHEs with approved special education licensure programs, does the use of IRIS resources differ between those with greater and lesser capacity[2]?*

[2] Capacity is associated with the size of the university, the availability of external funding, and the offering of doctoral degrees.

3. *What percentage of the nation's IHEs approved for special education licensure has received direct IRIS training services (e.g., Faculty Seminars, Work Sessions)?*

4. *What percentage of those that have received IRIS training services use IRIS resources?*

Contextual Questions

Further, two contextual questions paint a broader picture of special education licensure programs within IHEs that are also important to consider because they are related to use:

5. *What is the representation of special education licensure programs among IHEs with approved personnel preparation programs without a special education option?*

6. *Do programs without a special education option differ in capacity and other characteristics from those at IHEs with a special education option?*

Procedures

To obtain an assessment of the IHEs that use IRIS Center's resources and answer the six questions found above required multiple steps with each acting as a prerequisite to the next. For example, prior to any assessment of use by faculty working in different types of settings, an accurate and comprehensive list of approved IHE programs must be available. Brief descriptions of the procedures used for each of these inter-related tasks can be found in the following sections.

Identification of IHEs with State-Approved Special Education Teacher Certification Programs

Contrary to the assumptions of most teacher educators and policymakers, listings of the nation's IHEs that are authorized or approved to deliver coursework and/or degrees leading to licensure or certification in various fields (e.g., early childhood education, elementary education, special education) are not comprehensive, easily accessible, or reliably accurate.

One task of the Special Education Needs Assessment Project (SEFNA; Project # 325U070001) was to identify indicators of demand for new faculty at the nation's IHEs with special education teacher preparation programs (Robb, Smith, & Montrosse, 2012; Smith et al., 2011). Because that work necessitated identifying approved programs in the states randomly selected for the study, we searched for a comprehensive list of the nation's IHEs with special education teacher education certification programs. In order to prepare a sampling frame for the SEFNA project's study of special education teacher education programs, it was first necessary to identify the population of IHEs with these programs. In 2009, the SEFNA staff solicited the assistance of OSEP's network of Regional Resource Centers. Staff from each of these centers contacted the special education division in each state in which they worked to obtain the number of IHEs offering programs leading to special education licensure. Only numbers of IHEs in states with special education teacher

education certificate options were solicited. Through that population identification procedure, it was estimated that in 2009 a total of 705 IHEs offered a special education licensure program. This number included Puerto Rico and the Virgin Islands. No school names became part of the permanent record.

For the purposes of this study about the use of IRIS resources, we again sought out national lists of IHEs with approved special education programs leading to licensure. As was the case in 2009, a comprehensive, accurate list of these IHEs could not be obtained. The Personnel Center, funded by OSEP and awarded to the National Association of State Directors of Special Education (NASDSE), did publish a list, but it is not complete. It includes some 440 programs (e.g., special education early childhood, high incidence, low incidence, deaf and hard of hearing, vision), each counted separately, even though many are of the same IHE. Because the SEFNA sampling frame estimated that over 700 IHEs offer multiple special education preparation programs, the Personnel Center's list could not be comprehensive.

The National Center for Education Statistics (NCES) also publishes a list of IHEs with special education programs. The NCES version, which is not easily accessible, includes approximately 800 IHEs, and over the years several well-known schools have been missing from the NCES master list, leaving doubt about its comprehensiveness.

Development of a New Comprehensive List of the Population of Approved Special Education Personnel Preparation Programs

Inconsistencies in the number of IHEs reported in the NCES list and the Personnel Center's list against the SEFNA sampling frame reduced our confidence in the existing lists. Further—and because it had been five years since the creation of the SEFNA list—we were unwilling to assume that the population of approved special education personnel preparation programs had remained unchanged. Therefore, we decided to develop a new list of approved IHEs with special education authorization by gathering information directly from each state in the nation. Every state has a process through which its state education agency (SEA) or one of its divisions (e.g., licensing office) approves programs leading to certification of education professionals. Some of these programs are offered through school districts, while most are offered through IHEs. Because the IRIS Center serves faculty with the purpose of assisting them to include more information about EBPs in coursework, our need was to identify all IHEs, including community colleges, approved for teacher certification (e.g., early childhood special education, transition specialists, teachers), in every state.

Most SEAs publish a list of programs approved to provide coursework leading to certification in all areas of education. In some cases, such listings are easily found on the Internet. In other cases, emails and phone calls to those respective SEA's special education divisions and the project directors of the OSEP-funded State Personnel Development Grants were necessary to obtain the list of IHEs with approved special education programs. Regardless of the method used, we are fairly confident that a comprehensive list of all of these programs has now been developed (see Appendix A). Excluded from this master list are several sets of universities. These include Puerto Rico, because no source of approved programs was available; community colleges that do not offer teacher licensure programs; and those with teacher preparation programs in the U.S. Trust Territories.

Identification of IHEs That Use IRIS Resources

In 2013, the IRIS Center launched an entirely new Website to deliver its resources. The Web server hosting company employed by the Center did not provide the IRIS Center access to the server logs[3], leaving staff to rely solely on Google Analytics to monitor the use of the IRIS Website.

Data from Google Analytics was used to provide an indication of the overall number of IRIS users. When IHEs with known use were not included in the Google Analytics output, a site query, using each IHE's URL, was conducted to verify use of the new IRIS Website. Information reported here represents our best estimate of IHEs that offer special education certification and can be verified as users of IRIS resources.

Identification of IHEs That Have Received Direct IRIS Services

Because IRIS@CGU is responsible for the delivery of direct services, its staff keeps detailed records about IHEs and faculty participants receiving direct IRIS services. To identify the IHEs that have received direct IRIS services, the master list of IHEs approved to offer special education personnel preparation programs (Appendix A) was compared to the list of IHEs served maintained by IRIS@CGU.

Identification of IRIS Use Among IHEs with Greater Capacity

Findings from the SEFNA Study showed that special education teacher preparation programs vary greatly across many dimensions (Robb, Smith, & Montrosse, 2012; Smith et al., 2011). SEFNA results indicated that doctoral programs had significantly higher capacity (e.g., greater student enrollment, faculty size, external support, and range of programs offered with most of the nation's low-incidence preparation programs) than those IHEs with only special education teacher preparation programs. The steps used to determine whether IRIS use varies across capacity are described below.

Identification of IHEs with special education doctoral programs. Although it has been five years since the creation of the SEFNA list of special education doctoral programs, the membership of and attendance at Higher Education Consortium for Special Education (HECSE) meetings lead us to believe that the list of IHEs offering doctoral degrees in special education had remained unchanged. For this reason, the SEFNA list of special education doctoral programs was used here. Those IHEs are italicized on the master list of IHEs with special education options (see Appendix A).

Identification of IHEs funded by OSEP under Part D. IHEs with personnel preparation projects came from the FY2014 OSEP list of funded projects found both on the OSEP Website (i.e., OSEP Grant Award Letters and Funding Tables) and the summary of projects published by TADnet.org. In doing so, we were able to triangulate and verify the entire list of IHEs funded by OSEP under Part D.

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[3] Server logs, available for former IRIS Website, provide detailed information about users and the sections of a Website accessed.

Comparison of IHEs with and without Special Education Endorsements

Information about the representation of special education personnel preparation programs in the larger enterprise of teacher preparation is elusive. In addition, little is known about the institutional characteristics of IHEs that offer programs leading to licensure in general education but that do not have special education options. As with the special education situation already described, no reliable master list of the teacher education programs in the United States could be located. Therefore, the steps described below were initiated to obtain an estimate of representation and characteristics across these programs.

Random sampling of IHEs with teacher preparation programs without a special education option. Due to both time and capacity constraints, we could not create a master list of IHEs with teacher preparation programs across all 50 states plus Puerto Rico. Therefore, to estimate the representation of teacher education programs without a special education option and to better understand the characteristics (e.g., state support, size) of those with and without a special education option, 10 states were randomly selected. To accomplish this task, we created a list of all 50 states plus Puerto Rico. We then used the RAND function in Excel to generate a random number between 1 and 100,000 for each state. We then sorted this list of numbers from smallest to largest and again used the RAND function to generate a random number between 1 and 100,000 for each state. We again sorted this list from smallest to largest, with the first 10 states chosen as our sample for this portion of the study. This set of procedures ensured that this list was not ordered in any systematic way (e.g., alphabetically), and thus our draw was random. The states randomly drawn include California, Florida, Georgia, Indiana, Pennsylvania, South Carolina, South Dakota, Tennessee, Vermont, and Washington.

The approved lists of teacher education programs at IHEs were gathered from each of these state's Websites. Two lists for each state were generated: one with IHEs that offer general education teacher education only and one with programs that also offer a special education option. All IHEs with a special education endorsement option also have a general education option, but not visa versa. Through a thorough check of each school's Website, we then collected each school's characteristics: publicly supported or private, faith-based, and size.

Results

We developed a picture of the use of IRIS resources and the use of the Center's work with special education personnel preparation programs by answering four overarching questions and two contextual questions. An additional section is included that presents specific findings about teacher education programs with and without special education options.

Answers to Overarching Questions

1. *What percentage of the nation's approved IHE special education licensure programs use IRIS resources?*

   - 904 IHEs in the United States offer a variety of special education preparation programs leading to licensure.
   - 75.3% (681 of the 904 IHEs) use IRIS resources.

   During the spring of 2014, slightly more than three-fourths of IHEs with special education preparation programs use IRIS resources. No assessment of the degree of use or integration of resources presenting information about EBPs within or across licensure programs was assessed, nor does the Center have the capacity to conduct such assessments at the present time.

2. *Among IHEs with approved special education licensure programs, does use of IRIS resources differ between those with greater and lesser capacity[4]?*

   - Two indicators of greater capacity identified by SEFNA are having doctoral programs or OSEP funding.
   - 141 IHEs receive funding from OSEP to support their personnel preparation efforts.
     - 98.5% (139 of 141) IHEs that receive funding from OSEP use IRIS resources.
   - 93 IHEs offer doctorates in special education.
     - 98.9% (92 of 93) doctoral granting IHEs use IRIS resources.
   - 165 IHEs have higher capacity (not all IHEs with special education doctoral programs receive OSEP funding).
   - 739 IHEs with special education licensure programs do not receive funding from OSEP or do not have doctoral programs.
     - 70.1% (515 of 739) of lesser capacity IHEs with special education use IRIS resources.

   The nation's 904 special education personnel preparation programs have varying levels of capacity and use IRIS resources at different rates. Higher capacity IHEs, as defined in the SEFNA study, receive external funding or offer a doctoral degree (Smith & Montrosse, 2012). These types of programs represent relatively small percentages of IHEs with special education options: 15.6% receive funding from OSEP and 10.2% of the total offer doctorates. Use of IRIS resources at all IHEs with special education programs is 75.3%. At both types of IHEs with higher capacity, as defined by SEFNA, use is exceptionally high—above 98%. Although use at IHEs with special education personnel preparation programs without doctoral programs or without external funding from OSEP is high, at 70.1% of IHEs with lesser capacity, they represent 57% of all users of IRIS resources.

3. *What percentage of the nation's IHEs approved for special education licensure has received direct IRIS training services (e.g., Faculty Seminars, Work Sessions)?*

   - 24.3% (220 of the 904 IHEs of the nation's IHEs approved for special education licensure) have received direct IRIS training services.

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[4] Capacity is associated with the availability of external funding and the offering of doctoral degrees. Although the size of an IHE is also a measure of capacity, that characteristic was not used in the SEFNA study.

Since May of 2008, the IRIS Center has served almost one-fourth of the nation's IHEs with special education licensure programs with direct or face-to-face training services.

4. *What percentage of those that have received IRIS training services use IRIS resources?*

- 7 of the 220 that have received direct services since 2008 cannot be verified as users of IRIS resources.
- Less than 1.0% (2 of the 220 that have received direct services) have verified that they do not use IRIS resources.
- Over 99.0% (210 of the 212 that are confirmed users in the spring of 2014 and have received direct services) use IRIS resources.

The faculty participants at the IHEs that either are not users or cannot be confirmed as users of IRIS resources are no longer at the IHEs they represented.

Answers to Contextual Questions

5. *What is the representation of special education licensure programs among IHEs with approved personnel preparation programs without a special education option?*

- 68.9% of IHEs with teacher preparation programs included in the random sample also offer licensure programs for special education.
- 100% of IHEs with a special education option included in the random sample also offer general education licensure programs.

Slightly more than two-thirds of all IHEs with personnel preparation programs offer a special education option.

6. *Do programs without a special education option differ in capacity and other characteristics from those at IHEs with a special education option?*

Differences between those that are state-supported (see Table 1):

- 30.3% (121 of the 399 sampled IHEs) of the special education preparation programs are offered through state-supported IHEs.
- 7.5% (30 of the 399 sampled IHEs) of teacher education programs that do not have a special education option are offered through state-supported IHEs.

Differences based on size of IHE (see Table 1):

- 28.6% (114 of the 399 sampled IHEs) of special education preparation programs are housed at small IHEs (overall enrollment of fewer than 3,999 students).
- 24.6% (98 of the 399 sampled IHEs) of teacher education programs that do not have a special education option are offered through small IHEs, some of which are faith-based.

Differences of those that are faith-based (see Table 1):

- 25.8% (103 of the 399 sampled IHEs) of special education programs are offered through faith-based IHEs.
- 16.5% (66 of the 399 sampled IHEs) of teacher education programs that do not have a special education option are offered through faith-based IHEs.

Table 1. Licensure Program Type by State-Supported Status, Institutional Size, and Faith-Based Status

Type of Licensure Program	State-Supported		Institutional Size		Institutional Faith-Based Status	
	Yes	No	Moderate to large	Small	Yes	No
GE Only	30	26	26	98	66	58
GE and SE	121	161	161	114	103	172

Note. GE = General education. SE = Special Education. *Small school* was defined as one with an overall enrollment of fewer than 3,999 students, while *moderate to large school* was defined as one with an overall enrollment of more than 3,999 students. No programs only offered special education certification(s), which explains why these programs are not represented in the table above.

IHE programs with and without a special education option differ in capacity and other characteristics. In the context of public, state-supported IHEs, significantly more special education programs are offered at public IHEs when compared to general education programs (30.4% versus 7.5%). Comparing IHE size, a slightly greater proportion of small IHEs (overall enrollment of fewer than 3,999 students) offer both general and special education programs compared to those that offer only general education programs (28.6% versus 24.6%). A similar pattern was observed when examining faith-based IHEs—a greater proportion offer both general and special education programs compared to those that offer only general education programs (25.8% versus 16.5%).

Additional Findings: Teacher Education Programs with and without a Special Education Option

As mentioned in the Procedures section, to obtain a better understanding of personnel preparation programs without at least one special education certification program (e.g., early childhood, elementary, secondary, severe disabilities, transition), 10 states were randomly selected. Programs preparing special education professionals are well represented among teacher education programs. On average, 70% of all teacher education programs included in the sample offer at least one special education option. Scores ranged from 53% to 91%. Table 2 shows the percentage from each state.

Table 2. Percentage of Teacher Education Preparation Programs with a Special Education Option

VT = 69%	FL = 53%	PA = 75%	IN = 77%	WA = 81%
TN = 69%	GA = 55%	SD = 91%	CA = 71%	SC = 60%

Three separate chi-square tests of independence were performed to examine the relationship between IHEs with and without special education programs and (1) public versus private status, (2) faith-based versus non-faith-based schools, and (3) small versus moderate to large-sized schools. Results suggest that there are key differences between these variables.

The relation between IHEs with and without special education programs and public versus private status was significant, $X2$ (2, N n=399) = 14.46, $p < .001$. The effect size for this finding, Phi, was weak, 0.19 (Glass & Hopkins, 2008). As depicted in Table 3, examining only IHEs that offer general and special education licensure (n=274), more IHEs with special education programs were housed in private universities (55.8%) compared to 44.2% that were located in public uni-

versities. And, among IHEs that offer only general education licensure (n=124), 75.8% of IHEs without special education programs were housed in private universities, whereas 24.2% were housed within public institutions.

Table 3. Cross Tabulation of Licensure Program Type and Institutional Public Status

Type of Licensure Program	Institutional Public Status		$\chi 2$	Φ	Φ Effect Size Translation
	Public	Private			
GE Only	30 (-2.5)	94 (1.9)	14.46***	0.19	Weak
GE and SE	121 (1.7)	153 (-1.3)			

Note. n=398. ***= p < .001, **= p < .01, *= p < .05. GE = General education. SE = Special Education. Adjusted standardized residuals appear in parentheses below group frequencies. No programs only offered special education certification(s), which explains why these programs are not represented in the table above.

The relation between IHEs with and without special education programs and faith-based status was significant, X2 (2, n=399) = 8.71, p < .001. Phi effect size results show a weak effect, 0.15 (Glass & Hopkins, 2008). According to Table 4, looking only at IHEs that offer both types of licenses (n=275), more were not housed in faith-based universities (62.5%) compared to 37.5% that were located in faith-based institutions. And, examining IHEs that offer only a general education license (n=124), 53.2% were not housed in faith-based universities, whereas 46.8% were housed within faith-based institutions.

Table 4. Cross Tabulation of Licensure Program Type and Institutional Faith-based Status

Type of Licensure Program	Institutional Faith-based Status		$\chi 2$	Φ	Φ Effect Size Translation
	Faith-based	Not Faith-based			
GE Only	66 (1.9)	58 (-1.6)	8.71***	0.15	Weak
GE and SE	103 (-1.2)	172 (1.1)			

Note. n=399. ***= p < .001, **= p < .01, *= p < .05. GE = General education. SE = Special Education. Adjusted standardized residuals appear in parentheses below group frequencies. No programs only offered special education certification(s), which explains why these programs are not represented in the table above.

The relation between IHEs with and without special education programs and school size was significant, X2 (2, n=399) = 48.46, p < .001 (see Table 5). Phi effect size results show a low effect, 0.35 (Glass & Hopkins, 2008). According to Table 6, and only examining IHEs that offer both types of licenses (n=275), more were housed in moderate to large-sized IHEs (58.5%) compared to 41.5% that were located in small IHEs. And, among those that only offer general education licensure (n=124), 21.0% of IHEs without special education programs were housed in moderate to large-sized IHEs, whereas 79.0% were housed within small IHEs.

Table 5. Cross Tabulation of Licensure Program Type and Institutional Size

Type of Licensure Program	Institutional Size		χ2	Φ	Φ Effect Size Translation
	Moderate to large	Small			
GE Only	26 (-4.2)	98 (4.0)	48.46***	0.35	Low
GE and SE	161 (2.8)	114 (-2.7)			

Note. n=399. ***= p < .001, **= p < .01, *= p < .05. GE = General education. SE = Special Education. Adjusted standardized residuals appear in parentheses below group frequencies. Small school was defined as overall enrollment of fewer than 3,999 students, while moderate to large school was defined as overall enrollment of more than 3,999 students. No programs only offered special education certification(s), which explains why these programs are not represented in the table above.

Table 6. Frequencies and Percentages by Type of Licensure Program by Institutional Characteristics

Type of Licensure Program	Public & % of total	Private & % of total	Faith based & % of total	Non-faith-based & % of total	Small school & % of total	Moderate to large school & % of total
GE Only	24.2%	75.8%	46.8%	53.2%	79.0%	21.0%
GE & SE	44.2%	55.8%	37.5%	62.5%	41.5%	58.5%
SE Only	a	a	a	a	a	a

Note: GE = General education. SE = Special Education.

[a] No programs only offered special education certification(s).

Discussion

This report is focused on a description of the IRIS Center's work with only one group of its consumers: college faculty who work to prepare the next generation of teachers and education professionals. The Center is charged with addressing the need for instructional materials about EBPs that improve results for children and youth with disabilities (ages birth to 21). The consumers of its products (e.g., IRIS Modules, Case Studies, EBP Summaries, Information Briefs, Video Vignettes) are IHE faculty members; professional development providers, including those who provide induction services to new educators; and independent learners.

The study described in this report has multiple purposes. Foremost is the importance of developing a fairly accurate picture of the current use of IRIS resources by those who deliver coursework to students engaged in initial licensure, particularly those who will provide children and youth with services authorized by IDEA. This information will serve as a baseline for future evaluation efforts. Second, the study provided the Center staff with insights about the sensitivity of analytic programs to better track use among those who access the IRIS Website for resources about EBPs to implement with students with disabilities. Third, the results provide the Center with information that will be used to more strategically design and deliver dissemination, technical as-

sistance, and training activities. Below can be found greater elaboration on each of these major purposes.

Present Use of IRIS Resources

The study described in this report was conducted in Spring 2014. Data identifying IHEs that use IRIS resources reflects use for that specific point in time. They do not reflect use over a several-year period. However, data presented about which IHEs have been represented at Faculty Seminars is cumulative beginning when these services were initiated in May of 2008, while the use-data came from Spring 2014.

Tracking of use of the IRIS Website and its resources. Google Analytics generates data about overall Website use, and it is relied upon by most publicly and privately supported centers. Through this effort, we discovered that Google Analytics has considerable drawbacks and does not provide complete information. For example, before this study was initiated, we were able to report, using Google Analytics data exclusively, that 374 IHEs with and without special education options use IRIS resources in their coursework. Though this is a substantial number of IHEs, it considerably underestimates the actual number that access IRIS resources. Following additional searches within the Google Analytics data and through direct contacts with personnel at IHEs, we can now verify that 681 of the 904 IHEs that offer special education personnel preparation programs use IRIS resources. This number does not include the additional 30% of IHEs that have teacher education programs without a special education option.

We did not develop a comprehensive list of all teacher education programs in the nation. We do, however, have a complete listing for the 10 states included in our random sample. Through that analysis, we determined that on average 70% of IHEs with teacher preparation programs do offer special education personnel preparation options. Therefore, we estimate that some 1,300 IHEs in the nation offer teacher preparation programs. Until the IRIS Center has a more sensitive and accurate means of tracking use of the IRIS Website and its resources, it is beyond the current capabilities of IRIS Center staff to determine use across all teacher education programs. However, we do know that use extends beyond IHEs with special education options. Many IHEs that use IRIS resources were eliminated from the master list of IHEs found in Appendix A because they were not on their state's approved list of programs offering special education licensure.

Attainment of current use. This study assessed a component of use—the number of IHEs with special education programs using the IRIS Center's resources. Certainly, use by 75.3%—or 681—of these IHEs is impressive. Informal feedback from faculty on campuses across the nation who have participated in face-to-face IRIS training events indicates that multiple approaches have been effective in attaining this level of awareness and use. Among the approaches mentioned most

frequently were presentations at conferences and education meetings, direct training events, and guest lectures at doctoral seminars. Although we can only attest to the effectiveness of these approaches with faculty at IHEs with special education personnel preparation programs, we hypothesize that they would be as efficient with faculty working in programs without a special education option (e.g., early childhood teacher preparation, general education teacher preparation) as well as with professional development providers.

The IRIS Center is one of the few OSEP-funded projects charged with providing IHE faculty with technical assistance and training services. IRIS activities focus on revising and updating coursework so that new education professionals have more knowledge and application skills about EBPs. To date, more face-to-face training services have been delivered to faculty than to the Center's other consumer groups. Some 25% of IHEs with special education have received direct training services from the Center. Faculty participants came from both general and special education programs. Over 99.0% of IHEs confirmed users of IRIS resources and that were served across a six-year period continue to use IRIS resources and include them in coursework, a significantly greater number than those who have not received direct training services. This information is a testimony to the effectiveness and importance of the direct services component of the Center's outreach efforts.

Many lessons were learned during the process of creating a master listing of IHEs that had previously received direct IRIS services. For IHEs that did not register as users of IRIS resources through Google Analytics, participants at previous Faculty Seminars were contacted through email. IHE Websites' faculty directories were used to verify current email addresses. If the faculty participants were no longer at the IHE, contact was initiated with a current faculty member, department chairperson, or dean of the college. Through direct contacts, we found that new faculty members were using IRIS Modules in multiple courses. They had learned about or had used the IRIS Center's Website while they were students, many during their doctoral studies. Some had learned about the Center's resources in doctoral seminars where an IRIS Center staff member made a virtual guest lecture; others knew IRIS resources because they used them during their time as students. Results from the SEFNA project (Smith et al., 2011) indicate that the projected considerable turnover of special education faculty is reality today and will continue into the coming years. Those findings were supported in this study and point to the importance of including future faculty, doctoral students, in direct IRIS services when they are scheduled in their doctoral program's IHE's state or region.

Unique power of IRIS direct services. The teacher professional development literature has identified several key features of effective professional development (Banilower, Boyd, & Weiss, 2005; Clewell, Cohen, Campbell, Pearlman, Deterding, Manes, Tsui et al., 2004; Cohen & Hill, 2000; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon,

2001; Porter, Garet, Desimone, Yoon, & Birman, 2000). Although not a 1:1 comparison to faculty professional development, this literature does provide a useful set of indicators against which to judge IRIS reach and use. For example, the research base suggests that teachers need at least 80 hours of sustained, ongoing professional development before they begin to make changes in their teaching practice (Banilower et al., 2005; Supovitz & Turner, 2000; Weiss, Banilower, & Shimkus, 2004). Clearly, this is not the case for IRIS participants. After a 2-day, intensive training (approximately 16 hours), over 99.0% of those served and who were confirmed as users made changes to their teaching practices by embedding IRIS resources in their courses and have continued to use these resources for many years after the training event, some for over six years.

Strategic Planning To Increase Use

Conference presentations (e.g., Council of Exceptional Children's [CEC] Division of Early Childhood [DEC], CEC, Association for Supervision and Curriculum Development [ASCD], National Association for the Education of Young Children [NAYEC], American Association of Colleges for Teacher Education [AACTE], CEC's Teacher Education Division [TED]) are still important venues to increase the visibility of IRIS resources about EBPs. The same is true for various professional meetings at the state, regional, and local levels. In that regard, IRIS Center staff and its associates (e.g., trainers, TA providers, consultants) have made and will continue to make such presentations in at least 10 different venues on an annual basis. The Center also participates in or holds at least four Webinars annually. In addition to hosting doctoral students at state- and regionally based Faculty Seminars, Center staff have presented virtually to doctoral seminars every year, and we have evidence that these presentations have resulted in new graduates who replace retiring faculty incorporating IRIS resources into their coursework. The continuation of such activities is warranted.

Capacity. The SEFNA study of special education teacher education programs found that these programs vary substantially. Around 10% offer doctoral degrees, and the special education teacher preparation programs at these IHEs are quite different in terms of capacity than those without doctoral programs. They are larger both in terms of student enrollment and faculty size. These IHEs also have greater program offerings. Taking into account this current study combined with our work with IHE faculty members over the past six years and national concerns about the federal investment in personnel preparation (Burke et al., 2013), we are confident that the situation we will describe next has not improved in recent years.

Five years ago, special education personnel preparation programs at doctoral granting IHEs had greater instructional capacity than was the case for their non-doctoral granting counterparts (Robb et al., 2012; Smith & Montrosse, 2012). Doctoral programs had more tenured or tenure-line faculty (M=8) with additional full-time faculty (M=3) providing instruction. Non-doctoral granting IHEs had less than half the number of tenured or tenure line full-time faculty (M=3) who were supported by fewer full time faculty members (M=1.5). At these IHEs, almost 70% of the instructional staff were adjuncts.

Doctoral-granting IHEs also had considerably more breadth across disability areas (e.g., transition, early intervention/early childhood, assistive technology, visual disabilities, deaf education) than did those at non-doctoral granting IHEs. These latter predominately offer high-incidence preparation programs and blended general and special education programs.

Doctoral-granting IHEs also had substantially more external funding (Robb et al., 2012; Smith & Montrosse, 2012). They received 74.6% of all research funding and more than 71.2% of all personnel preparation projects. Only 66 non-doctoral granting IHEs had external funding, which allows for infrastructure support for their personnel preparation efforts and funding for travel. Faculty at IHEs without external funding had fewer opportunities to participate in professional development activities at professional conferences and meetings.

Targeting IRIS-event participants. The IRIS Center provides training services to faculty working across many areas of concentration. In particular, we encourage attendance by faculty from the general education and special education programs from the same institutions at IRIS Faculty Seminars and Work Sessions. One reason is that faculty members will continue to work together to coordinate coursework in a blended and cohesive way to integrate the presentation of knowledge and the development of skills about evidence-based practices. According to the results of the SEFNA study, in 2010, many programs with low capacity IHEs had expected most of their faculty to retire in the coming years (Smith et al., 2011), a prediction that has proved true. Because the costs of delivering face-to-face trainings, both in terms of time and money, are substantial, it is important to allocate these resources carefully. Although it is possible that low-capacity IHEs have the greatest need for these services, the Center must carefully consider whether it is cost-effective to offer them or whether less-costly approaches should be developed given that the majority of faculty in these programs is expected to retire at some point in the next three years (Smith et al., 2011).

Limitations

The limitations of this study emanate from the Center's inability to obtain fully informative data regarding the use of IRIS resources. This lack of knowledge makes it impossible to report the exact use, where precisely this use is taking place, and whether the integration of resources and EBPs is coordinated across an IHE's curriculum.

The accuracy of the number of visitors to the IRIS Website is suspect because use data are often dependent on how a consumer entered or accessed the Website. Depending on whether the Website and its resources were accessed through a URL from a course management system, through an Internet search engine (e.g., Google), or directly through the Website's URL affects how said use is recorded in Google Analytics. For example, in many instances the use of IRIS Case Studies, Activities, and Information Briefs is not recorded simply because those resources were directly accessed as PDF files without the user having to enter an html page on the IRIS Website. In those cases when universities share a common URL—as some do for a system-wide network of IHEs—it is impossible to discern specific school use. For example, all the IHEs in Hawaii's state system are linked by Google, making it impossible for us to identify the use of our resources on specific campuses in that state. Nor is this situation unique to Hawaii. IHEs are linked together in Maine, New York, and Minnesota. In some cases, entire systems use the same URL and specific use by individual campuses cannot be identified, while in other cases two or three IHEs are grouped together.

Even if this software were sensitive enough to identify all specific schools' use, it is not possible to accurately determine the extensiveness of that use. Although many faculty members access

the IRIS Website from their campus offices, most also work from home accessing the Internet through a commercial provider (e.g., AOL, Google, cable provider), making IHE affiliation impossible to verify. A comparable situation occurs with students. When students access IRIS resources from a computer lab or through a course management system, most likely the IHE will be identified. However, when they access the IRIS Website's resources from home using their personal Internet providers, school affiliation cannot ever be determined.

Summary of Findings and Conclusions

Many positive outcomes stem from this study of IRIS use, information from which will prove useful to the IRIS Center staff for years to come. It should also benefit others who work to serve IHEs engaged in the personnel preparation of educational professionals who work with all children, particularly those with disabilities.

The most important result, however, might be the master list of IHEs that are approved by their states to offer programs leading to initial special education licensure. This list has multiple benefits for the Center and will be used for both evaluation and strategic planning purposes. Also, from findings from SEFNA and the process of developing that list, we learned a lot about the capacities and characteristics of these IHEs, something that should be reflected when we address program enhancement and the infusion of more information about EBPs into coursework and application experiences.

Another major finding of this effort centers on the use of the resources the IRIS Center provides through its barrier-free Website. Over 75% of all approved special education licensure programs use IRIS resources. Though such use is substantially higher among those IHEs with greater capacity, use by IHEs with lower capacity is nevertheless considerable. All of those IHEs with special education options also have general education options, but it is difficult to discern specific use in each option, unless students access resources through a course management system.

The effectiveness of direct, face-to-face training events upon use of IRIS resources is also now apparent. Over 99.0% of IHEs that have received such services can be verified as currently using IRIS resources in their special education programs. Many of these IHEs received direct services many years ago, but remain users years later. At a time when the benefit of such services has been questioned and the use of virtual options advocated, this is an important finding that will guide future work by the Center. It is also clear that consumers of these services must be extended beyond current faculty but also to those doctoral students preparing to become faculty. They have and will take this knowledge about resources available to them into their careers as teacher educators.

The information presented here should cast some light on the limitations of freely available tracking software. Although it is commonly believed that these systems are comprehensive and complete, such is not the case. To understand more about who uses a Website and which of its features are accessed requires more complex and sophisticated systems than those most often utilized. This information is being used by the Center to develop more sensitive systems.

Finally, there is more work to be done. To know the rate that teacher education programs without a special education option—including those with early intervention/early childhood programs—use IRIS resources will require the gathering of two important sets of information. First, a master list of the nation's IHEs with personnel preparation programs but without special education options must be developed. Second, use at those IHEs must be identified. Not only will information about these IHEs use help guide the Center in reaching out to programs that prepare general educators who will certainly need to address the educational needs of students with disabilities, but it will also help the Center's staff understand those characteristics that need to be reflected in outreach efforts to help them include more information about EBPs in coursework.

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AK	University of Alaska Anchorage	CA	California Baptist University
AK	University of Alaska Fairbanks	CA	California Lutheran University
AK	University of Alaska Southeast	CA	California State Polytechnic University, Pomona
AL	Alabama A&M University	CA	California State University, Bakersfield
AL	Alabama State University	CA	California State University, Channel Islands
AL	Athens State University	CA	California State University, Chico
AL	*Auburn University*	CA	California State University, Dominguez Hills
AL	Auburn University at Montgomery	CA	California State University, East Bay
AL	Birmingham--Southern College	CA	California State University, Fresno
AL	Huntingdon College	CA	California State University, Fullerton
AL	Jacksonville State University	CA	California State University, Long Beach
AL	Samford University	CA	*California State University, Los Angeles*
AL	Stillman College	CA	California State University, Monterey Bay
AL	Talladega College	CA	California State University, Northridge
AL	Troy University	CA	California State University, Sacramento
AL	*University of Alabama*	CA	California State University, San Bernardino
AL	University of Alabama at Birmingham	CA	California State University, San Marcos
AL	University of Alabama in Huntsville	CA	California State University, Stanislaus
AL	University of Montevallo	CA	Chapman University
AL	University of North Alabama	CA	*Claremont Graduate University*
AL	University of South Alabama	CA	Concordia University
AL	University of West Alabama	CA	Dominican University of California
AR	Arkansas State University	CA	Fresno Pacific University
AR	Philander Smith College	CA	Holy Names University
AR	University of Arkansas at Monticello	CA	Humboldt State University
AR	Arkansas Tech University	CA	Loyola Marymount University
AR	Harding University	CA	Mount St. Mary's College
AR	Henderson State University	CA	National Hispanic University
AR	Southern Arkansas University	CA	National University
AR	University of Arkansas	CA	Notre Dame de Namur University
AR	University of Arkansas -- Fort Smith	CA	Pacific Oaks College
AR	University of Arkansas at Little Rock	CA	Point Loma Nazarene University
AR	University of Arkansas at Pine Bluff	CA	Saint Mary's College
AR	University of Central Arkansas	CA	San Diego State University
AR	University of the Ozarks	CA	*San Francisco State University*
AZ	*Arizona State University*	CA	San Jose State University
AZ	Grand Canyon University	CA	Sonoma State University
AZ	Northcentral University	CA	Teachers College of San Joaquin
AZ	Northern Arizona University	CA	Touro University
AZ	Pima Community College	CA	University of California, Los Angeles
AZ	Prescott College	CA	*University of California, Riverside*
AZ	*University of Arizona*	CA	*University of California, Santa Barbara*
CA	Alliant International University	CA	University of La Verne
CA	Antioch University Los Angeles	CA	University of Redlands
CA	Antioch University Santa Barbara	CA	University of San Diego
CA	Azusa Pacific University	CA	University of San Francisco
CA	Biola University	CA	University of Southern California
CA	Brandman University	CA	University of the Pacific
CA	Cal Poly, San Louis Obispo	CA	Whittier College

*Doctoral programs are italicized

CO	Adams State University	GA	Armstrong Atlantic State University
CO	Colorado College	GA	Augusta State University
CO	Metropolitan State University of Denver	GA	Brenau University
CO	Regis University	GA	Clark Atlanta University
CO	University of Colorado Boulder	GA	Columbus State University
CO	University of Colorado Denver	GA	Fort Valley State University
CO	University of Denver	GA	Georgia College
CO	University of Northern Colorado	GA	Georgia Southern University
CT	Central Connecticut State University	GA	Georgia Southwestern State University
CT	Fairfield University	GA	Georgia State University
CT	Southern Connecticut State	GA	Gordon College
CT	University of Connecticut	GA	Kennesaw State University
CT	University of Saint Joseph	GA	Mercer University
DC	American University	GA	Middle Georgia State College
DC	Catholic University of America	GA	Piedmont College
DC	Gallaudet University	GA	Reinhardt College
DC	George Washington University	GA	University of Georgia
DC	Howard University	GA	University of North Georgia
DC	Trinity Washington University	GA	University of West Georgia
DE	Delaware State University	GA	Valdosta State University
DE	University of Delaware	HI	Brigham Young University -- Hawaii
DE	Wesley College	HI	Chaminade University
DE	Widener University	HI	University of Hawaii at Manoa
DE	Wilmington University	IA	Buena Vista University
FL	Argosy University	IA	Clarke University
FL	Barry University	IA	Drake University
FL	Bethune--Cookman University	IA	Graceland University
FL	College of Central Florida	IA	Iowa State University
FL	Florida Atlantic University	IA	Iowa Wesleyan College
FL	Florida Gulf Coast University	IA	Loras College
FL	Florida International University	IA	Luther College
FL	Florida State College at Jacksonville	IA	Morningside College
FL	Florida State University	IA	Mount Mercy University
FL	Indian River State	IA	Northwestern College
FL	Lynn University	IA	Saint Ambrose University
FL	National Louis University	IA	Simpson College
FL	Nova Southeastern University	IA	University of Dubuque
FL	Saint Leo University	IA	University of Iowa
FL	Southeastern University	IA	University of Northern Iowa
FL	St. Petersburg College	IA	Upper Iowa University
FL	University of Central Florida	IA	Waldorf College
FL	University of Florida	IA	Wartburg College
FL	University of Miami	ID	Boise State University
FL	University of North Florida	ID	Brigham Young University -- Idaho
FL	University of South Florida	ID	Idaho State University
FL	University of South Florida, Sarasota--Manatee	ID	Lewis--Clark State College
FL	University of South Florida, St. Petersburg	ID	Northwest Nazarene University
FL	Warner University	ID	University of Idaho
GA	Albany State University	IL	Aurora University

*Doctoral programs are italicized

IL	Benedictine University	IN	Indiana University--Purdue University Fort Wayne
IL	Bradley University	IN	Indiana University--Purdue University Indianapolis
IL	Chicago State University	IN	Indiana Wesleyan University
IL	Concordia University	IN	Manchester University
IL	DePaul University	IN	Marian University
IL	Dominican University	IN	Oakland City University
IL	Eastern Illinois University	IN	Purdue University
IL	Elmhurst College	IN	Purdue University Calumet
IL	Eureka College	IN	Saint Joseph's College
IL	Governors State University	IN	Saint Mary--of--the--Woods College
IL	Greenville College	IN	Saint Mary's College
IL	Hebrew Theological college	IN	Taylor University
IL	Illinois State University	IN	University of Evansville
IL	Kendall college	IN	University of Indianapolis
IL	Lewis University	IN	University of Notre Dame
IL	Loyola University Chicago	IN	University of Saint Francis
IL	MacMurray College	IN	University of Southern Indiana
IL	McKendree University	IN	Valparaiso University
IL	National Louis University	IN	Vincennes University
IL	North Central College	KS	Baker University
IL	Northeastern Illinois University	KS	Benedictine College
IL	Northern Illinois University	KS	Bethany College
IL	Northwestern University	KS	Bethel College
IL	Quincy University	KS	Emporia State University
IL	Rockford University	KS	Fort Hays State University
IL	Roosevelt University	KS	Kansas State University
IL	Saint Xavier University	KS	Kansas Wesleyan University
IL	Southern Illinois University Carbondale	KS	McPherson College
IL	Southern Illinois University Edwardsville	KS	MidAmerica Nazarene University
IL	Trinity Christian College	KS	Pittsburg State University
IL	University of Illinois at Chicago	KS	Sterling College
IL	University of Illinois at Urbana/Champaign	KS	University of Kansas
IL	University of Saint Francis	KS	University of Saint Mary
IL	Western Illinois University	KS	Washburn University
IL	Widener University	KS	Wichita State University
IN	Anderson University	KY	Asbury College
IN	Ball State University	KY	Bellarmine University
IN	Butler University	KY	Bresica University
IN	Goshen College	KY	Campbellsville University
IN	Grace College	KY	Centre College
IN	Huntington University	KY	Eastern Kentucky University
IN	Indiana State University	KY	Georgetown College
IN	Indiana University Bloomington	KY	Kentucky State University
IN	Indiana University East	KY	Kentucky Wesleyan College
IN	Indiana University Kokomo	KY	Morehead State University
IN	Indiana University Northwest	KY	Murray State University
IN	Indiana University South Bend	KY	Northern Kentucky University
IN	Indiana University Southeast	KY	Spalding University
IN	Indiana University--Purdue University Columbus	KY	Thomas More College

*Doctoral programs are italicized

KY	Union College	MD	Johns Hopkins University
KY	University of Kentucky	MD	Loyola University Maryland
KY	University of Louisville	MD	McDaniel College
KY	University of the Cumberlands	MD	Mount St. Mary's University
KY	Western Kentucky University	MD	Notre Dame of Maryland University
LA	Grambling State University	MD	Towson University
LA	Louisiana College	MD	University of Maryland
LA	Louisiana State University	MD	University of Maryland Eastern Shore
LA	Louisiana State University at Alexandria	MD	Washington Adventist University
LA	Northwestern State University of Louisiana	ME	College of the Atlantic
LA	Southeastern Louisiana University	ME	Thomas College
LA	Southern University and A&M College	ME	University of Maine
LA	University of Louisiana at Lafayette	ME	University of Maine at Augusta -- Bangor
LA	University of Louisiana at Monroe	ME	University of Maine at Fort Kent
LA	University of New Orleans	ME	University of Maine at Machias
MA	American International College	ME	University of Maine at Presque Isle
MA	Assumption College	ME	University of Maine Farmington
MA	Bay Path College	ME	University of New England
MA	Boston College	ME	University of Southern Maine
MA	Bridgewater State College	MI	Andrews University
MA	Cambridge College	MI	Aquinas College
MA	Curry College	MI	Calvin College
MA	Eastern Nazarene College	MI	Central Michigan University
MA	Elms College	MI	Cornerstone University
MA	Fitchburg State College	MI	Eastern Michigan University
MA	Framingham State College	MI	Ferris State University
MA	Gordon College	MI	Grand Valley State University
MA	Lesley University	MI	Hope College
MA	Massachusetts College of Liberal Arts	MI	Madonna University
MA	Merrimack College	MI	Marygrove College
MA	Northeastern University	MI	Michigan State University
MA	Regis College	MI	Miller College
MA	Salem State College	MI	Northern Michigan University
MA	Simmons College	MI	Oakland University
MA	Smith College	MI	Olivet College
MA	Springfield College	MI	Saginaw Valley State University
MA	Stonehill College	MI	Siena Heights University
MA	University of Massachusetts Amherst	MI	Spring Arbor University
MA	University of Massachusetts Boston	MI	University of Detroit Mercy
MA	University of Massachusetts Lowell	MI	University of Michigan
MA	Westfield State College	MI	Wayne State University
MA	Wheelock College	MI	Western Michigan University
MA	Worcester State College	MN	Augsburg College
MA	Endicott College	MN	Bemidji State University
MD	Bowie State University	MN	Bethel University
MD	Coppin State University	MN	Carleton College
MD	Frostburg State University	MN	Concordia University
MD	Goucher College	MN	Hamline University
MD	Hood College	MN	Minnesota State University Moorhead

*Doctoral programs are italicized

MN	Minnesota State University, Mankato	MS	William Carey University
MN	Saint Mary's University of Minnesota	MT	Carroll College
MN	Southwest Minnesota State University	MT	Montana State University Billings
MN	St. Catherine University	MT	University of Great Falls
MN	St. Cloud State University	MT	University of Montana
MN	University of Minnesota	MT	University of Montana Western
MN	University of Minnesota Duluth	NC	Appalachian State University
MN	University of St. Thomas	NC	Barton College
MN	Winona State University	NC	Bennett College
MO	Avila University	NC	Catawba College
MO	Central Methodist University	NC	East Carolina University
MO	Columbia College	NC	Elizabeth City State University
MO	Drury University	NC	Elon University
MO	Evangel University	NC	Fayetteville State University
MO	Fontbonne University	NC	Greensboro College
MO	Hannibal LaGrange College	NC	High Point University
MO	Harris--Stowe State University	NC	Mars Hill University
MO	Lincoln University	NC	Meredith College
MO	Lindenwood University	NC	Methodist University
MO	Missouri Baptist University	NC	North Carolina A&T State University
MO	Missouri Southern State University	NC	North Carolina Central University
MO	Missouri State University	NC	North Carolina State University
MO	Missouri Valley College	NC	North Carolina Wesleyan College
MO	Missouri Western State University	NC	Pfeiffer University
MO	Northwest Missouri State University	NC	Salem College
MO	Park University	NC	St. Andrews University
MO	Rockhurst University	NC	University of North Carolina at Chapel Hill
MO	Saint Louis University	NC	University of North Carolina Charlotte
MO	Southeast Missouri State University	NC	University of North Carolina Greensboro
MO	University of Central Missouri	NC	University of North Carolina Pembroke
MO	University of Missouri	NC	University of North Carolina Wilmington
MO	University of Missouri -- Kansas City	NC	William Peace University
MO	University of Missouri -- St. Louis	NC	Winston--Salem State University
MO	Washington University	ND	Minot State University
MO	Webster University	ND	University of Mary
MO	William Woods University	ND	University of North Dakota
MO	Truman State University	ND	Valley City State University
MS	Alcorn State University	NE	Chadron State College
MS	Belhaven University	NE	College of Saint Mary
MS	Delta State University	NE	Concordia University
MS	Jackson State University	NE	Creighton University
MS	Millsaps College	NE	Doane College
MS	Mississippi College	NE	Hastings College
MS	Mississippi State University	NE	Midland University
MS	Mississippi University for Women	NE	Nebraska Wesleyan University
MS	Mississippi Valley State University	NE	Peru State College
MS	Tougaloo College	NE	University of Nebraska -- Lincoln
MS	University of Mississippi	NE	University of Nebraska Kearney
MS	University of Southern Mississippi	NE	University of Nebraska Omaha

*Doctoral programs are italicized

NE	Wayne State College	NY	Dowling College
NH	Franklin Pierce University	NY	Fordham University
NH	Granite State College	NY	Graduate Center City University of New York
NH	Keene State College	NY	Hofstra University
NH	New England College	NY	Hunter College City University of New York
NH	Plymouth State University	NY	Iona College
NH	Rivier University	NY	Keuka College
NH	Southern New Hampshire University	NY	Le Moyne College
NH	University of New Hampshire	NY	Lehman College City University of New York
NJ	Bloomfield College	NY	Long Island University
NJ	Caldwell College	NY	Manhattanville College
NJ	College of Saint Elizabeth	NY	Medaille College
NJ	Fairleigh Dickinson University	NY	Medgar Evers College City University of New York
NJ	Felician College -- Rutherford Campus	NY	Mercy College -- Bronx
NJ	Georgian Court University	NY	Mercy College -- Manhattan
NJ	Kean University	NY	Mercy College -- Yorktown
NJ	Monmouth University	NY	Nazareth College
NJ	Montclair State University	NY	New York University
NJ	New Jersey City University	NY	Niagara University
NJ	Richard Stockton College of New Jersey	NY	Pace University
NJ	Rider University	NY	Pace University -- Pleasantville Campus
NJ	Rowan University	NY	Queens College City University of New York
NJ	Rutgers -- The State University of New Jersey	NY	Roberts Wesleyan College
NJ	Saint Peter's University	NY	St. Bonaventure University
NJ	Seton Hall University	NY	St. John's University
NJ	The College of New Jersey	NY	St. Joseph's College New York
NJ	William Paterson University	NY	St. Joseph's College New York, Suffolk Campus
NM	Eastern New Mexico University	NY	State University of New York at Fredonia
NM	New Mexico State University	NY	State University of New York at New Paltz
NM	University of New Mexico	NY	State University of New York at Oneonta
NM	University of Southwest	NY	State University of New York at Oswego
NM	Western New Mexico University	NY	State University of New York at Plattsburgh
NM	New Mexico Highlands University	NY	State University of New York at Potsdam
NV	Nevada State University	NY	Syracuse University
NV	University of Nevada, Las Vegas	NY	Touro College -- Bay Shore Campus
NV	University of Nevada, Reno	NY	Touro College -- Flatbush Campus
NY	Adelphi University	NY	Touro College and University System
NY	Bank Street College	NY	University at Albany, State University of New York
NY	Binghamton University, State University of New York	NY	University at Buffalo, State University of New York
NY	Brooklyn College City University of New York	NY	University of Rochester
NY	Buffalo State University	NY	Wagner College
NY	Canisius College	OH	Antioch University
NY	Cazenovia College	OH	Ashland University
NY	College New Rochelle	OH	Baldwin--Wallace University
NY	College of Saint Rose	OH	Bluffton University
NY	Columbia University	OH	Bowling Green State University
NY	D'Youville College	OH	Capital University
NY	Daemen College	OH	Cedarville College
NY	Dominican College	OH	Central State University

OH	Cleveland State University	OR	University of Portland
OH	College of Mount St. Joseph	OR	Western Oregon University
OH	Columbus State University	OR	Willamette University
OH	Defiance College	OR	Pacific University
OH	Franciscan University of Steubenville	PA	Albright College
OH	Heidelberg University	PA	Alvernia University
OH	Kent State University	PA	Arcadia University
OH	Lake Erie College	PA	Bloomsburg University of Pennsylvania
OH	Malone University	PA	Cabrini College
OH	Marietta College	PA	Cairn University
OH	Miami University	PA	California University of Pennsylvania
OH	Mount Vernon Nazarene University	PA	Carlow University
OH	Muskingum University	PA	Chatham University
OH	Notre Dame College	PA	Chestnut Hill College
OH	Ohio Dominican University	PA	Cheyney University
OH	Ohio State University	PA	Clarion University
OH	Ohio University	PA	De Sales University
OH	Otterbein University	PA	Drexel University
OH	Shawnee State University	PA	Duquesne University
OH	University of Akron	PA	East Stroudsburg University of Pennsylvania
OH	University of Cincinnati	PA	Eastern University
OH	University of Dayton	PA	Edinboro University of Pennsylvania
OH	University of Findlay	PA	Elizabethtown College
OH	University of Mount Union	PA	Gannon University
OH	University of Rio Grande	PA	Geneva College
OH	University of Toledo	PA	Grove City College
OH	Urbana University	PA	Gwynedd Mercy College
OH	Ursuline College	PA	Holy Family University
OH	Walsh University	PA	Immaculata University
OH	Wittenberg University	PA	Indiana University of Pennsylvania
OH	Xavier University	PA	Juniata College
OH	Youngstown State University	PA	Keystone College
OK	Cameron University	PA	King's College
OK	East Central University	PA	Kutztown University
OK	Langston University	PA	La Roche College
OK	Northeastern State University	PA	La Salle University
OK	Northwestern Oklahoma State University	PA	Lebanon Valley College
OK	Oklahoma Baptist University	PA	Lehigh University
OK	Oklahoma State University	PA	Lock Haven University
OK	Oral Roberts University	PA	Lycoming College
OK	Southeastern Oklahoma State University	PA	Mansfield University
OK	Southwestern Oklahoma State University	PA	Marywood University
OK	University of Central Oklahoma	PA	Mercyhurst College
OK	University of Oklahoma	PA	Messiah College
OR	Eastern Oregon University	PA	Millersville University
OR	Lewis & Clark College	PA	Misericordia University
OR	Portland State University	PA	Neumann University
OR	Southern Oregon University	PA	Pennsylvania State University
OR	University of Oregon	PA	Point Park University

*Doctoral programs are italicized

PA	Robert Morris University	TN	Belmont University
PA	Saint Joseph's University	TN	Carson Newman University
PA	Saint Vincent College	TN	Christian Brothers University
PA	Seton Hill University	TN	Cumberland University
PA	Shippensburg University	TN	East Tennessee State University
PA	Slippery Rock University	TN	Fisk University
PA	Temple University	TN	Freed--Hardeman University
PA	Thiel College	TN	Johnson University
PA	University of Pennsylvania	TN	King University
PA	University of Pittsburgh	TN	Lee University
PA	University of Scranton	TN	LeMoyne--Owen College
PA	Washington & Jefferson College	TN	Lipscomb University
PA	Waynesburg University	TN	Middle Tennessee State University
PA	West Chester University	TN	Tennessee State University
PA	Westminster College	TN	Tennessee Technological University
PA	Widener University	TN	Tennessee Wesleyan College
PA	Wilkes University	TN	Trevecca Nazarene University
PA	York College of Pennsylvania	TN	Tusculum College
RI	Johnson & Wales University	TN	University of Memphis
RI	Salve Regina University	TN	University of Tennessee at Chattanooga
SC	Anderson University	TN	University of Tennessee at Martin
SC	Bob Jones University	TN	University of Tennessee, Knoxville
SC	Clemson University	TN	Vanderbilt University
SC	Coastal Carolina University	TN	Union University
SC	College of Charleston	TX	Abilene Christian University
SC	Columbia College	TX	Alamo Colleges
SC	Converse College	TX	Angelo State University
SC	Erskine College	TX	Argosy University Dallas
SC	Francis Marion University	TX	Baylor University
SC	Furman University	TX	Concordia University
SC	Lander University	TX	Dallas Baptist University
SC	Presbyterian College	TX	Houston Baptist University
SC	South Carolina State University	TX	Huston--Tillotson University
SC	Southern Wesleyan University	TX	Jarvis Christian College
SC	University of South Carolina	TX	Lamar State College
SC	University of South Carolina Aiken	TX	Lamar University
SC	University of South Carolina Upstate	TX	LeTourneau University
SC	Winthrop University	TX	Lone Star College Kingwood
SD	Augustana College	TX	Lubbock Christian
SD	Black Hills State University	TX	Midwestern State University
SD	Dakota State University	TX	Mountain View College
SD	Dakota Wesleyan University	TX	Our Lady of the Lake University
SD	Mount Marty College	TX	Prairie View A&M University
SD	Northern State University	TX	Sam Houston State University
SD	Oglala Lakota College	TX	South Texas College
SD	Sinte Gleska University	TX	Southwestern Adventist University
SD	University of Sioux Falls	TX	Southwestern University
SD	University of South Dakota	TX	St. Edward's University
TN	Austin Peay University	TX	Stephen F. Austin State University

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TX	Tarleton State University	VA	Shenandoah University
TX	Texas A & M University	VA	Sweet Briar College
TX	Texas A & M University -- Central Texas	VA	University of Mary Washington
TX	Texas A & M University -- Corpus Christi	VA	University of Richmond
TX	Texas A & M University -- Kingsville	VA	University of Virginia
TX	Texas A & M University -- Texarkana	VA	University of Virginia's College at Wise
TX	Texas Southern University	VA	Virginia Commonwealth University
TX	Texas State University	VA	Virginia Intermont College
TX	Texas Tech University	VA	Virginia Polytechnic Institute
TX	Texas Women's University	VA	Virginia Union University
TX	University of Houston	VA	Virginia Wesleyan College
TX	University of Houston -- Clear Lake	VT	Castleton State College
TX	University of Houston -- Victoria	VT	College of St. Joseph
TX	University of Mary Hardin--Baylor	VT	Goddard College
TX	University of North Texas	VT	Green Mountain College
TX	University of North Texas at Dallas	VT	Johnson State College
TX	University of St. Thomas	VT	Saint Michael's College
TX	University of Texas -- Pan American	VT	Union Institute & University
TX	University of Texas at Austin	VT	University of Vermont
TX	University of Texas at Brownsville	VT	Lyndon State College
TX	University of Texas at San Antonio	WA	Antioch University
TX	University of Texas at Tyler	WA	Central Washington University
TX	University of Texas of the Permian Basin	WA	City University of Seattle
TX	University of the Incarnate Word	WA	Eastern Washington University
TX	Wayland Baptist University	WA	Evergreen State College
TX	Weatherford College	WA	Gonzaga University
TX	West Texas A & M University	WA	Heritage University
TX	Southwestern Assemblies of God University	WA	Pacific Lutheran University
UT	Brigham Young University	WA	Saint Martin's University
UT	University of Utah	WA	Seattle Pacific University
UT	Utah State University	WA	Seattle University
UT	Utah Valley University	WA	University of Washington
UT	Weber State University	WA	University of Washington Tacoma
UT	Westminster College	WA	Washington State University
VA	Bluefield College	WA	Western Washington University
VA	College of William and Mary	WA	Whitworth University
VA	Eastern Mennonite University	WI	Alverno College
VA	George Mason University	WI	Cardinal Stritch University
VA	Hampton University	WI	Carthage College
VA	James Madison University	WI	Concordia University
VA	Liberty University	WI	Edgewood College
VA	Longwood University	WI	Marian University
VA	Lynchburg College	WI	Silver Lake College
VA	Mary Baldwin College	WI	University of Wisconsin -- Eau Claire
VA	Marymount University	WI	University of Wisconsin -- Madison
VA	Norfolk State University	WI	University of Wisconsin -- Milwaukee
VA	Old Dominion University	WI	University of Wisconsin -- Platteville
VA	Radford University	WI	University of Wisconsin -- Stevens Point
VA	Randolph--Macon College	WI	University of Wisconsin -- Superior

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WI	University of Wisconsin -- Whitewater
WI	University of Wisconsin Oshkosh
WI	Viterbo University
WI	Wisconsin Indianhead Technical College
WI	University of Wisconsin -- La Crosse
WV	Alderson Broaddus College
WV	American Public University System
WV	Bethany College
WV	Concord University
WV	Fairmont State University
WV	Glenville State College
WV	Marshall University
WV	Ohio Valley University
WV	University of Charleston
WV	West Liberty University
WV	West Virginia State University
WV	*West Virginia University*
WV	West Virginia Wesleyan College
WV	Wheeling Jesuit University
WY	Black Hills State University
WY	Chadron State College
WY	University of Wyoming

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