SPECIAL EDUCATION FACULTY NEEDS ASSESSMENT (SEFNA)

Survey of Doctoral Training Programs in Special Education

**Conducted by Claremont Graduate University
for the Office of Special Education Programs,
U.S. Department of Education**

August 2008

This survey is being conducted by Claremont Graduate University for the Office of Special Education Programs, U.S. Department of Education

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Informed Consent

Please read the following thoroughly prior to moving on to the survey

You are being asked to participate in the Special Education Faculty Needs Assessment, conducted by Dr. Deborah Deutsch Smith in the School of Educational Studies, Claremont Graduate University (CGU) for the Office of Special Education Programs at the U.S. Department of Education. You have been asked to participate in this study due to the presence of a doctoral level special education program within your academic institution.

Purpose: The purpose of this study is to examine the current status of doctoral programs in special education throughout the U.S. and to identify changes that have occurred since the 1999 Survey of Doctoral Programs in Special Education. It is anticipated that the time needed to complete this survey will vary based upon the number of doctoral students in special education at your academic institution. Results from a pilot test of this survey indicate that it will take you between 40 and 480 minutes to complete the survey.

Risks & benefits: The risk associated with your participation in this study is the associated time commitment. In order to help minimize this burden, we have created an online survey with automated skip patterns so as to minimize the time that would otherwise be spent potentially responding to questions which are not applicable to your program's particular situation. A hard copy version of the survey has been provided to you in order to facilitate collection of the information that will be requested in the online survey. The information obtained from this study will provide us with an updated understanding of the status of doctoral training programs in special education, including changes that have occurred since the previous study conducted in 1999.

Compensation: You will receive one $100 gift card as compensation for your participation in this pilot study. If this online questionnaire is completed prior to the due date (August 20, 2008) you will receive an additional $25. The gift card may be shared if several individuals coordinate on the data collection effort required to complete this survey. Upon completion of the questionnaire you will be sent to a completion page thanking you for your participation. That page will contain a hyperlink to a separate online questionnaire that asks for the information necessary to send you this compensation. Information you provide to facilitate the delivery of this compensation will not be linked back to your survey responses and will be destroyed when this study has come to completion.

Voluntary participation: Please understand that your participation in this study is completely voluntary. Your decision whether or not to participate will in no way affect your current or future relationship with CGU or its faculty, students, or staff. You have the right to withdraw from this study at any time without penalty. You also have the right to refuse to answer any questions for any reason without penalty.

Confidentiality: It is anticipated that information from this study will be used in journal publications, briefs, presentations, and other communication media. Information will be presented in an aggregated format so as to not identify your particular institution.

If you have any questions or would like additional information about this study, please contact Dr. Deborah Deutsch Smith by calling 909-607-8982 or at the project's e-mail address: sefna@cgu.edu. The CGU Institutional Review Board, which is administered through the Office of Research and Sponsored

Programs (ORSP), has approved this project. You may also contact ORSP at (909) 607-9406 with any questions.

Please note that your completion and return of this survey is considered to reflect your consent to participate in this study.

The purpose of this survey is to collect information on the characteristics of programs which currently offer doctoral training in special education. The data will be used in developing a more complete profile of graduate education in special education—one that can be used to address questions about the current and future supply of individuals prepared at the doctoral level for careers in this field.

Part A- SPECIAL EDUCATION PROGRAM INFORMATION

First, we would like to obtain some general information about the **entire** special education program at your institution.

For which college or university are you providing responses? (response required)

(Drop down box provided in online survey)

1.   **Is your academic institution a public or private university or college?**

[   ] Private[1]

[   ] Public[2]

2.   **Which of the following does your special education program offer? (select all that apply)**

[   ] Doctoral training in special education[1] *(Go to 3a)*

[   ] Special education teacher certification[2] *(Skip to 4)*

[   ] Other[3] (please specify): _____ *(Skip to 4)*

3a. Which of the following majors are offered as part of your doctoral training program in special education? (*please select all that apply*)

[   ] Major in special education[1] *(Skip to 4)*

[   ] Dual major in special education and another field (such as elementary education or early childhood)[2] *(Skip to 4)*

[   ] Special education leadership administration[3] *(Skip to 4)*

[   ] No major in special education but special education is an emphasis or focus within a doctoral program in another major field (such as teaching and learning or curriculum and instruction)[4] *(Go to 3b)*

In the previous question (3a), you noted that your doctoral training program in special education does not have a major in special education but special education is an emphasis or focus within a doctoral program in another major field (e.g., teaching and learning or curriculum and instruction). Please provide us with some additional information about this special emphasis in question 3b.

3b. What is the minimum number of credit hours of special education coursework required for an emphasis in special education?

[   ] Less than 6

[   ] 6-12

[   ] 13-18

[   ] 19-24

[   ] 25 or more

4. **For Spring 2008, how many faculty, <u>including all tenure-line and non tenure-line (term appointments, etc.)</u>, in the overall special education program were:**

	Number of faculty
Full-time faculty who dedicate all of their time to special education	_____
Full-time faculty who dedicate a <u>portion</u> of their time to special education	_____
Part-time faculty who dedicate all of their time to special education	_____
Part-time faculty who dedicate a <u>portion</u> of their time to special education	_____

5. **Does your university/college offer tenure positions?**

[ ] Yes[1] *(Go to 5a)*

[ ] No[0] *(Go to 5b)*

5a. As of Spring 2008, how many FULL-TIME faculty were:

Tenured: _____

Not tenured but on a tenure-line: _____

Neither tenure-line nor tenured: _____

5b. As of Spring 2008, how many FULL-TIME faculty in non-tenure line positions (e.g. term appointments, research, practice, clinical, visiting) were in renewable or non-renewable appointments for the following lengths of time?

Less than 3 years   _____

3 to 5 years   _____

6 or more years   _____

6. **How many FULL-TIME faculty will retire in the next (please provide your best estimate)…**

	<u>Tenure-line</u>	<u>Non-tenure line*</u>
Less than 3 years	_____	_____
3 to 5 years	_____	_____
6 to 10 years	_____	_____

* Includes all non-tenure line positions (renewable or non-renewable), such as term appointments, research, practice, clinical, and visiting professors.

For questions 7 and 8 please use the following definitions (obtained from the Office of Management and Budget):

Spanish/Hispanic/Latino: Defined as a "person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race."

American Indian or Alaska Native: Includes original peoples from North, South, and Central America

Native Hawaiian or other Pacific Islander: Includes people having origins in Hawaii, Guam, Samoa, or other Pacific Islands

Asian: Includes people having origins in Far East, Southeast Asia, Indian subcontinent or Japanese and Filipino islands

Black or African American: Includes people having origins in any of the Black racial groups of Africa such as Nigerian, Haitian

White: Includes people having origins from Europe, Middle East, or North Africa

Bi/Multi-racial: Includes individuals having origins from more than one of the aforementioned categories

7.   In Spring 2008, how many of your FULL-TIME faculty were…

Number of full-time faculty

Spanish/Hispanic/Latino:	_____
Non Spanish/Hispanic/Latino:	_____
Unknown	_____

8.   In Spring 2008, how many of your FULL-TIME faculty were…

Number of full-time faculty

American Indian or Alaska Native	_____
Native Hawaiian or other Pacific Islander	_____
Asian	_____
Black or African American	_____
White	_____
Bi/Multi-racial	_____
Unknown	_____

	Month	**Year**

9.   In what month and year did your program most recently START a faculty search in special education?   _____   _____

9a. What is the status of the faculty search referred to in question 9 above?

___ The search ended with the selection of one of the candidates[1] (Go to question 10)

___ The search ended without selection of a candidate (i.e. failed search that has been terminated) [2] (Go to question 10)

___ The search ended without selection of a candidate and is being continued[3] (Skip to question 11)

___ The search has not been concluded[4] (Skip to question 11)

___ Other[5] (Please describe): _____ (Skip to question 11)

	Month	**Year**

10. **In what month and year did your program END the faculty search referenced in question 9 above?** _____   _____

11. **Where do you believe the top one to three candidates of the search referenced in question 9 above heard about the search? (Select up to three)**

   [ ] Not applicable- No top candidates were identified[99]

   [ ] Chronicle of Higher Education[1]

   [ ] Special Education Journals and other professional newsletters[2]

   [ ] List-serves and/or web sites maintained by professional organizations[3]

   [ ] Placed program information and application forms on a web site or homepage of the department or college[4]

   [ ] Letters to departments with doctoral programs in special education[5]

   [ ] Personal calls to colleagues at other institutions[6]

   [ ] Other[7] (please specify): _____

12. **Which of the following methods were used to advertise for a special education faculty member in the search referenced in question 9 above? (If unsure, please ask you administrator and/or department chair)**

	Method used?
Advertisements in the Chronicle of Higher Education	__Yes[1] __No[0]
Advertisements in special education journals and other professional newsletters	__Yes[1] __No[0]
Advertisements on list-serves and/or World Wide Web sites maintained by professional organizations	__Yes[1] __No[0]
Placed program information and application forms on a web site or homepage of the department or college	__Yes[1] __No[0]
Letters to departments with doctoral programs in special education	__Yes[1] __No[0]
Personal calls to colleagues at other institutions	__Yes[1] __No[0]
Other (Please specify in 13 below)	__Yes[1] __No[0]

13. **If you noted using a method (or methods) other than those specifically mentioned in question 12 (directly above), please indicate in the space below what these methods were.**

	Number of searches										
14. In the last five years, how many faculty searches did your program conduct?	0	1	2	3	4	5	6	7	8	9	10 or more
15. Of those searches referenced in question 14 above, how many were successful?	0	1	2	3	4	5	6	7	8	9	10 or more
16. Of those searches referenced in question 14 above, how many of the unsuccessful searches are being continued?	0	1	2	3	4	5	6	7	8	9	10 or more

17. Over the past five years, how has the frequency with which you use the Chronicle of Higher Education to advertise faculty vacancies in special education changed?

[   ] Increased[1]

[   ] Decreased[2]

[   ] Stayed the same[3]

Part B- DOCTORAL STUDENTS IN SPECIAL EDUCATION

18. **What is the academic schedule at your institution?**

    [ ] Quarter[1]

    [ ] Semester[2]

    [ ] Other[3] (*please specify*): _____

19. **In the space below, please provide your institution's definition of a full-time doctoral student. Please consider what constitutes full-time status while students are enrolled in coursework as well as what constitutes full-time status while engaged in the doctoral dissertation.**

20. **In the space below, please provide your institution's definition of a part-time doctoral student. Please consider what constitutes part-time status while students are enrolled in coursework as well as what constitutes part-time status while engaged in the doctoral dissertation (if applicable).**

21. **Based on these definitions (those described in questions 19 and 20 above) of full-time and part-time students, approximately <u>how many</u> full-time and part-time doctoral students are currently enrolled (as of Spring 2008) in these special education doctoral programs who are:**

	FULL-TIME	**PART-TIME**
Enrolled in formal coursework and have NOT passed all written/oral examinations	_____	_____
Passed all written/oral examinations but have NOT defended their dissertation proposal	_____	_____
Doctoral candidates who have completed and defended their dissertation proposal but have not yet completed the dissertation	_____	_____

22. **Does your doctoral program in special education have students who are currently enrolled and are not U.S. citizens or permanent residents (i.e., they have temporary visas)?**

    [ ] Yes[1] *(Go to 23)*
    [ ] No[0] *(Skip to 25)*
    [ ] Don't know[2] *(Skip to 25)*

In question 22, you indicated that your doctoral program in special education has graduate students who are currently enrolled and are not U.S. citizens or permanent residents (i.e., they have temporary visas). Please provide additional information for these students by answering questions 23 and 24 below.

23. How many of these students are:

Full-time: _____

Part-time: _____

24. From which regions of the world do these students come? *(please select all that apply)*

*<u>Please note:</u> A listing of countries located in the following regions is provided on pages 20-21

[ ] Eastern Africa[1]
[ ] Middle Africa[2]
[ ] Northern Africa[3]
[ ] Southern Africa[4]
[ ] Western Africa[5]
[ ] Eastern Asia[6]
[ ] South-Central Asia[7]
[ ] South-Eastern Asia[8]
[ ] Western Asia[9]
[ ] Eastern Europe[10]
[ ] Northern Europe[11]
[ ] Southern Europe[12]
[ ] Western Europe[13]
[ ] Caribbean[14]
[ ] Central America[15]
[ ] South America[16]
[ ] North America[17]
[ ] Australia & New Zealand[18]
[ ] Melanesia[19]
[ ] Micronesia[20]
[ ] Polynesia[21]

25. Looking back at the last academic year, how many individuals:

a. Applied for admission into your doctoral program in special education for Fall 2007? _____

b. Were accepted into the doctoral program in special education for Fall 2007? _____

c. Were admitted to and enrolled in the doctoral program in special education for Fall 2007? _____

26. Did your doctoral program in special education have a specific number of available slots for doctoral students entering in the Fall of 2007?

[ ] Yes[1] → Please enter the number of slots available: _____

[ ] No[0]

27. Have the criteria for admission to the special education doctoral program increased over the past 10 years?

[ ] Yes[1] → Please explain how they have changed: _____

[ ] No[0]

28. **In the following table, please provide some information about the strategies your department/institution uses to recruit new doctoral students into the special education program.**

- o **In the first column, please indicate which strategy listed is the primary method for recruiting special education doctoral students, what additional strategies are used, or if the strategy is not used.**

- o **In the second column, please rank the strategies <u>that your department/institution uses</u> in order of their effectiveness, from 1 to 8, where a "1" indicates the most effective strategy and "8" indicates the least effective strategy.**

  - ▪ **Each strategy used by your department/institution should be assigned a unique number. For example, no more than one strategy should be assigned a "1"**
  - ▪ **The maximum ranking should be equivalent to the number of strategies you indicate using. For example, if you indicate using 3 of the strategies listed below (primary or otherwise) you should assign a 1, 2, <u>or</u> 3 to each strategy selected.**

	Is this recruitment strategy used? Is it the primary recruitment strategy?	Rank order of the effectiveness of recruitment strategies used by your department/institution (Note: rankings should be assigned only once)
Sent program brochures and materials about the program to other colleges and universities	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Individually contacted faculty and colleagues at other schools who might know of interested students	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Placed program information on a web site	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Placed program information and application forms on home page of the department	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Ran advertisements in journals, newsletters, and other professional outlets (e.g., list serves of professional associations)	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Advertised at annual conferences, conventions, and meetings	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Contacted local schools and school systems (LEAs) or state departments of educations (SEAs)	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	
Other (Please specify in 28a below)	___Primary strategy used[1] (provide ranking →) ___Used, but not primary strategy[2] (provide ranking →) ___Do not use this strategy[0] (do not provide ranking)	

28a. If you noted using an "other" method (or methods) of recruiting new doctoral students into the special education program, in Q28 above, please describe the method(s) in the space below:

29. Since 1999, have you enhanced or changed your recruitment strategies to attract students who may be more likely to seek employment in higher education following graduation?

[ ] Yes[1] *(Go to 29a)*

[ ] No[0] *(Skip to 30)*

     a. Why were these enhancements or changes made?

          [ ] In response to the findings from the *1999 Survey of Doctoral Training Programs in Special Education*[1]

          [ ] To increase the diversity of the doctoral student body[2]

          [ ] To address retention and drop out[3]

          [ ] Other reason[4] (*please explain*): _____

     b. What types of enhancements or changes to recruitment strategies were made? (please provide answer in space below)

Part C- DOCTORAL STUDENT SUPPORT

30. **For FULL-TIME doctoral students in your special education program during academic year 2007-2008 (September 2007-June 2008/August 2007- May 2008), what is the approximate total cost of tuition *and* fees per academic term for an:**

	Total cost of tuition and fees per academic term
In-state resident:	
Out-of-state resident:	
Private college/university:	

31. **In the following table, please provide some information about the types of sources used by your program in special education to support its doctoral students.**

    o **In the first column, please indicate which of the sources listed are used to support special education doctoral students.**

    o **In the second column, please provide the approximate monetary amount provided to special education doctoral students working 50% time (20 hours or more per week).**

    o **In the last column, please indicate how many years a student is typically provided with support for each of the mechanisms used by your college/university.**

	Is this source used to support special education doctoral students?	For assistantships & traineeships, approximately how much support ($) is paid to students (assume 50% time or 20 hrs/week) *per academic year*?	What is the typical duration (in years) that the student is awarded these funds?
Tuition waivers: Providing students, from any source of funding, tuition relief or payment on their behalf	__Yes[1] ___No[0]	N/A	For each of the rows where "yes" was selected under column one select from the following list (drop down list provided for each row in online version):
Teaching assistantships: Paying students for 10 to 20 hours per week for teaching a college class	__Yes[1] ___No[0]	For each of the rows where "yes" was selected under column one select from the following list (drop down list provided for each row in online version):	
Research assistantships on projects funded to individual faculty: Paying students for 10 to 20 hours per week for assisting on a project	__Yes[1] ___No[0]	Less than $1,000 $1,001-$2,000 $2,001-$3,000 $3,001-$4,000 $4,001-$5,000	1 year 2 years 3 years
Traineeships on training grants: Receiving a stipend and often tuition waivers for doctoral study	__Yes[1] ___No[0]	$5,001-$6,000 $6,001-$7,000 $7,001-$8,000 $8,001-$9,000	4 years 5 years 6 years 7 years
Other (Please specify in 31a below)	__Yes[1] ___No[0]	$9,001-$10,000 $10,001-$11,000 $11,001-$12,000 $12,001-$13,000 $13,001-$14,000 $14,001-$15,000 More than $15,000	8 years 9 years 10 years

31a. If you indicated in Q31 above that an "other" source (or other sources) is used to support special education doctoral students in your program, please describe the other source(s) of support in the space below:

If your program is in a <u>public college or university</u> please answer the questions in the table that follows (otherwise, please proceed to the next page)…

	32. Does your institution waive tuition for full-time doctoral students in special education who are on these assistantships/traineeships?	**32a. If yes, do these practices apply to…** *(select all that apply)*	
		Out-of-state students[1]	**In-state students[2]**
Graduate research assistantships	___Yes[1] (please answer 32a→) ___No[0] ___We do not offer this type of assistance[2]	[ ]	[ ]
Graduate teaching assistantships	___Yes[1] (please answer 32a→) ___No[0] ___We do not offer this type of assistance[2]	[ ]	[ ]
Graduate traineeships	___Yes[1] (please answer 32a→) ___No[0] ___We do not offer this type of assistance[2]	[ ]	[ ]
Graduate fellowships or other graduate assistantships	___Yes[1] (please answer 32a→) ___No[0] ___We do not offer this type of assistance[2]	[ ]	[ ]

33. **For each doctoral student enrolled in the special education program in Spring 2008, please indicate if (s)he was being supported in <u>Spring 2008</u> by each of the mechanisms identified below. For students who were being supported by two or more mechanisms, please select each one that applies. Then indicate the student's status in Spring 2008, whether they were a first year doctoral student in Spring 2008, and whether the student is a U.S. citizen/permanent resident. DO NOT identify students by name.**

In the table, the following terms are defined as follows:
FEL = Fellowship (This is awarded directly to, or on behalf of a student, selected in a competition, which may be national or university-wide in scope)
TRN = Traineeship (This is an educational award made to a student selected by those responsible for the training grant that provides support.)
RA = Research Assistantship (This may be sponsored by the institution or on a grant awarded to an individual faculty member. The student is typically selected by a department or faculty member and performs assigned research duties.)
TA = Teaching Assistantship (This is usually sponsored by the department or institution. The student is typically selected by a department and performs assigned teaching duties.)

Student #	<u>Federal Support</u> Department of Education				<u>Federal Support</u> Other federal sources[1]				<u>Non-Federal Sources</u> Institutional support[2]				<u>Non-Federal Sources</u> Other support[3]				Self Support [4]	What was this student's status in Spring 2008?	In Spring 2008, was this student working on completing their…	Was this student in their 1st year in Spring 2008?	Is this student a U.S. citizen or permanent resident?
	FEL	TRN	RA	TA	FEL	TRN	RA	TA	FEL	TRN	RA	TA	FEL	TRN	RA	TA					
1																	__Yes[1] __No[0]	__Full time __Part time	__Coursework __Dissertation __Other	__Yes[1] __No[0]	__Yes[1] __No[0]
2																	__Yes[1] __No[0]	__Full time __Part time	__Coursework __Dissertation __Other	__Yes[1] __No[0]	__Yes[1] __No[0]
3																	__Yes[1] __No[0]	__Full time __Part time	__Coursework __Dissertation __Other	__Yes[1] __No[0]	__Yes[1] __No[0]
4																	__Yes[1] __No[0]	__Full time __Part time	__Coursework __Dissertation __Other	__Yes[1] __No[0]	__Yes[1] __No[0]

PLEASE NOTE: In the online version you will be provided with tables that allow you to input information for 20 students at a time (for up to a total of 200 students). At the end of the table there will be a question asking if you have additional students for which you need to enter data (These questions represent question 34-42). If you answer yes, an additional table will be provided. Please note, additional tables are available for print in a separate file entitled: "StudentTables_additional.pdf" please print out as many tables as you need. If you have more than 200 students please contact the SEFNA staff at 909-607-8982 or at sefna@cgu.edu.

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[1] For example: National Institutes of Health, Department of Health and Human Services, and the Department of Defense. These funds should be routed through your university/college and disbursed to the student.

[2] Non-federal institutional support includes your own institution and state and local government agencies. These funds should be routed through your university/college and disbursed to the student.

[3] Examples include private foundations. DO NOT INCLUDE LOANS, FAMILY, OUTSIDE EMPLOYMENT, ETC. These funds should be routed through your university/college and disbursed to the student.

[4] For example: Loans, family, other employment, etc. This also includes adjunct, lecturer, or instructor positions held by the student (i.e. are employed by the university/college and this is not part of their funding package) and funds awarded <u>directly</u> to the students through employers (e.g. tuition remission provided by the employer, grant awarded to student directly from an employer or future employer) or other source.

Part D. DOCTORAL PROGRAM GRADUATES

43. How many students were awarded their doctoral degree in special education from your program in:

<u>**Number of students**</u>

2007 (between July 1, 2006 and June 30, 2007)   _____

2006 (between July 1, 2005 and June 30, 2006)   _____

2005 (between July 1, 2004 and June 30, 2005)   _____

2004 (between July 1, 2003 and June 30, 2004)   _____

2003 (between July 1, 2002 and June 30, 2003)   _____

2002 (between July 1, 2001 and June 30, 2002)   _____

2001 (between July 1, 2000 and June 30, 2001)   _____

2000 (between July 1, 1999 and June 30, 2000)   _____

1999 (between July 1, 1998 and June 30, 1999)   _____

Part E. DOCTORAL PROGRAM OFFERINGS

44. **In what calendar year was your program initiated?** _____

45. **Has your program been enhanced in the past 5 years (e.g. New areas of concentration added, major curriculum and course revisions)?**

   [ ] Yes[1] *(Go to 45a)*

   [ ] No[0] *(Skip to 46)*

45a. Please describe the enhancements that have been made to your program in the past 5 years.	
Enhancement1	
Enhancement2	
Enhancement 3	
Enhancement 4	
Enhancement 5	
Enhancement 6	
Enhancement 7	
Enhancement 8	
Enhancement 9	
Enhancement 10	
Other enhancements	

46. **Does your program prepare doctoral leaders in the areas of moderate to severe disabilities?**

   [ ] Yes [1]

   [ ] No[0]

47. Does your program offer a concentration area in the following special education fields? (*Select all that apply)*

[ ] Adapted physical education[1]

[ ] Assistive technology[2]

[ ] Autism[3]

[ ] Bilingual special education[4]

[ ] Combined studies: general education and special education[5]

[ ] Deaf/blindness[6]

[ ] Deafness and/or hard-of-hearing[7]

[ ] Early childhood/early intervention[8]

[ ] Emotional or behavioral disorders[9]

[ ] General special education, cross-categorical, generic, multi-categorical or non-categorical[10]

[ ] General special education, mild or moderate[11]

[ ] Inclusive/collaborative practices[12]

[ ] Intellectual disabilities (mental retardation): mild/moderate[13]

[ ] Intellectual disabilities (mental retardation): severe[14]

[ ] Learning disabilities[15]

[ ] Low incidence disabilities/multiple disabilities/severe disabilities[16]

[ ] Other health impairment[17]

[ ] Physical/orthopedic impairment[18]

[ ] Special education for youth in correctional facilities[19]

[ ] Speech and language impairments[20]

[ ] Transition[21]

[ ] Traumatic brain injury[22]

[ ] Visual impairment and/or blindness[23]

[ ] Other[24] (please specify): _____

Thank you for participating in the Special Education Faculty Needs Assessment by providing us with answers to the Doctoral Training Program Survey.

To complete this survey and obtain your incentive, we are asking that you provide us with some additional information about your willingness to participate in the next phase of the Special Education Faculty Needs Assessment Survey.

Please click on the following link to be redirected to a new webpage that explains the next phase of this study and asks about your program's potential participation.

CLICK HERE TO COMPLETE SURVEY & RECEIVE INCENTIVE
(Link only available in online version)

List of countries within regions (for question 24)

AFRICA	ASIA	EUROPE	LATIN AMERICA	NORTHERN AMERICA	OCEANIA
Eastern Africa Burundi Comoros Djibouti Eritrea Ethiopia Kenya Madagascar Malawi Mauritius Mozambique Reunion Rwanda Seychelles Somalia Uganda United Rep. of Tanzania Zambia Zimbabwe **Middle Africa** Angola Cameroon Central African Republic Chad Congo Dem. Republic of the Congo Equatorial Guinea Gabon Sao Tome and Principe **North Africa** Algeria Egypt Libyan Arab Jamahiriya Morocco Sudan Tunisia Western Sahara **Southern Africa** Botswana	**Eastern Asia** China Dem. People's Rep. of Korea Hong Kong SAR Japan Macao, China Mongolia Republic of Korea **South-Central Asia** Afghanistan Bangladesh Bhutan India Iran (Islamic Republic of) Kazakhstan Kyrgyzstan Maldives Nepal Pakistan Sri Lanka Tajikistan Turkmenistan Uzbekistan **South-eastern Asia** Brunei Darussalam Cambodia Indonesia Lao People's Dem. Republic Malaysia Myanmar Philippines Singapore Thailand Timore-Leste Viet Nam **Western Asia** Armenia Azerbaijan Bahrain	**Eastern Europe** Belarus Bulgaria Czech Republic Hungary Poland Republic of Moldova Romania Russian Federation Slovakia Ukraine **Northern Europe** Channel Islands Denmark Estonia Faeroe Islands Finland Iceland Ireland Isle of Man Latvia Lithuania Norway Sweden United Kingdom **Southern Europe** Albania Andorra Bosnia and Herzegovina Croatia Gibraltar Greece Holy See Italy Malta Portugal San Marino Slovenia Spain	**Caribbean** Anguilla Antigua and Barbuda Aruba Bahamas Barbados British Virgin Islands Cayman Islands Cuba Dominica Dominican Republic Grenada Guadeloupe Haiti Jamaica Martinique Montserrat Netherlands Antilles Puerto Rico Saint Kitts and Nevis Saint Lucia Saint Vincent and Grenadines Trinidad and Tobago Turks and Caicos Islands US Virgin Islands **Central America** Belize Costa Rica El Salvador Guatemala Honduras Mexico Nicaragua Panama **South America**	Bermuda Canada Greenland Saint Pierre and Miquelon United States of America	**Australia and New Zealand** Australia New Zealand Norfolk Island **Melanesia** Fiji New Calendonia Papua New Guinea Solomon Islands Vanuatu **Micronesia** Fed. States of Micronesia Guam Johnston Island Kiribati Marshall Islands Nauru Northern Mariana Islands Palau **Polynesia** America Samoa Cook Islands French Polynesia Niue Pitcairn Samoa Tokelau Tonga Tuvalu Wallis and Futuna Islands

AFRICA	ASIA	EUROPE	LATIN AMERICA	NORTHERN AMERICA	OCEANIA
Lesotho Namibia South Africa Swaziland **Western Africa** Benin Burkina Faso Cape Verde Cote d'Ivoire Gambia Ghana Guinea Guinea-Bissau Liberia Mali Mauritania Niger Nigeria Saint Helena Senegal Sierra Leone Togo	Cyprus Georgia Iraq Israel Jordan Kuwait Lebanon Occupied Palestinian Territory Oman Qatar Saudi Arabia Syrian Arab Republic Turkey United Arab Emirates Yemen	The Former Yugoslav Republic of Macedonia Yugoslavia **Western Europe** Austria Belgium France Germany Liechtenstein Luxembourg Monaco Netherlands Switzerland	Argentina Bolivia Brazil Chile Colombia Ecuador Falkland Islands (Malvinas) French Guiana Guyana Paraguay Peru Suriname Uruguay Venezuela		

Please note: This list was obtained from www.un.org/depts/dhl/maplib/worldregions.htm on 5-5-08