



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Welcome to the Survey of Teacher Education Training Program in Special Education A Component of the Special Education Faculty Needs Assessment (SEFNA)

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

November 2009

Informed Consent

Please read the following thoroughly before moving on to the survey.

You are being asked to participate in the Special Education Faculty Needs Assessment (SEFNA), conducted by Dr. Deborah Deutsch Smith and Dr. Susan Mortorff Robb from 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 special education teacher education training program at your academic institution.

Purpose: The purpose of this study is to examine the current status of teacher training programs in special education throughout the U.S.

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.

Compensation: You will receive one \$150 gift certificate as compensation for your completion of this pilot study. If your survey and written feedback are submitted to IRIS-West by 12/22/2009, you will receive an additional \$50. The gift certificate may be shared if several individuals coordinate on the data collection effort required to complete this survey. Upon completion of the survey, 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 or Dr. Susan Mortorff Robb 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.

Continue with survey



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

The primary purpose of this survey is to assess the "demand" for special education faculty and the nation's capacity to produce a sufficient supply of certified teachers to work with students with disabilities and their families. A secondary purpose, as it related to demand, is to profile the staffing patterns of special education teacher preparation programs.

PART A- SPECIAL EDUCATION PROGRAM INFORMATION

Institutional Characteristics

1. For which college or university are you providing responses?

If your school is not listed, please enter it here:

2. In which state is your college or university located?

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

- Private
- Public

4. Is your academic institution on a semester or quarter system?

- Semester
- Quarter
- Other (please specify):

[Click here for definitions of geographic locations](#)

5. In what type of geographic area is your academic institution located?

- Urban
- Suburban
- Rural

6. In what type of geographic area are a majority of your graduates employed for their initial teaching position in special education?

- Urban
- Suburban
- Rural
- Graduates are spread out across all three geographic areas

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

- Undergraduate preparation in special education
- 5th year teaching preparation
- Master's preparation in special education
- Doctoral preparation in special education

Other (please specify):

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7a. Which of the following majors are offered as part of your doctoral training program in special education? *(select all that apply)*

- Major in special education
- Dual major in special education and another field (elementary education, early childhood)
- Special education leadership administration
- No major in special education but special education is an emphasis or focus within a doctoral program in another major field (teaching, curriculum, instruction)

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7b. What is the minimum number of credit hours of special education coursework required for an emphasis in special education?

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8. To the best of your knowledge, what is considered a full-time teaching course load for faculty before any buy outs?

- 5 courses per academic term
- 5 courses one academic term & 4 courses one academic term
- 4 courses per academic term
- 4 courses one academic term & 3 courses one academic term
- 3 courses per academic term
- 3 courses one academic term & 2 courses one academic term
- 2 courses per semester
- 2 courses one semester & 1 course one academic term
- 1 course per academic term

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Licensure Program Characteristics

9. To the best of your knowledge, please indicate what licensure area(s) your special education program offered 5 years ago, currently offers, and what areas you believe your program will offer in 5 years. (select all that apply)

	5 Years Ago		Currently		Predicted in 5 Years	
	Yes	Do not know	Yes	Do not know	Yes	Do not know
a. Adapted physical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Bilingual special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Combined studies: general education and special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Deaf/blindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Deafness and/or hard-of-hearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Early childhood/early intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 Years Ago		Currently		Predicted in 5 Years	
		Do not		Do not		Do not

	Yes	know	Yes	know	Yes	know
i. Emotional or behavioral disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. General special education, cross-categorical, generic, multi-categorical or non-categorical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. General special education, mild to moderate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Inclusive/collaborative practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Intellectual disabilities (mental retardation): mild to moderate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Intellectual disabilities (mental retardation): severe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Low incidence disabilities/multiple disabilities/severe disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5 Years Ago		Currently		Predicted in 5 Years	
	Yes	Do not know	Yes	Do not know	Yes	Do not know
q. Other health impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Physical/orthopedic impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Special education, non-disability specific	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Special education for youth in correctional facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Speech and language impairments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

w. Traumatic brain injury	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Visual impairment and/or blindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have checked an item in "y" above, please enter a description of the item in the following box:

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10. For your post-baccalaureate students, typically, how do they earn a license?

- With a graduate degree
- Without a graduate degree (license only)
- Optional degree with license (with additional coursework)

11. Considering the economic crisis of 2008-2009, are your programs currently experiencing any of the following? *(check all that apply)*

- Application increase
- Application decrease
- Enrollment increase
- Enrollment decrease
- Larger class sizes
- Smaller class sizes
- More sections being offered
- Fewer sections being offered
- Increased incentives for early retirement
- Hiring freezes
- Other (please specify):

12. Which of the following best describes the type(s) of special education licensure program(s) your institution offers?

- A traditional special education licensure program only (e.g., coursework, student teaching)
- A non-traditional special education licensure program only (e.g., internship, distance program, alternative licensure program)
- Both a traditional and non-traditional special education licensure program

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Traditional Licensure Program Characteristics

In the previous question, you indicated that your institution only offers a traditional special education licensure program (e.g., coursework, student teaching). Please provide us with some additional information about this traditional special education licensure program.

This first set of questions asks specifically about graduates from your traditional special education licensure programs. **Provide combined total counts for all licensure areas.** In instances where you are not sure of an exact number, please estimate to the best of your ability. Use only numbers and do not use other characters (e.g., comma, dash, etc.).

Number of Graduates

13. How many students graduated from your special education licensure program 5 years ago? (2003-2004 academic year)

14. How many students graduated from your special education licensure program during the 2008-2009 academic year? (include summer session if applicable)

15. In your best estimate, what percentage of your 2008-2009 special education licensure program graduates secured employment?

[CLICK HERE](#) ▼

15a. Is the percentage you reported on Question 15...

- Significantly lower than usual
- Slightly lower than usual
- Right on target
- Slightly higher than usual
- Significantly higher than usual
- Unknown

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15b. To what extent do you believe the current economic situation has impacted the ability for your 08-09 special education graduates to secure employment?

- A great deal
- Somewhat
- Slightly
- Not at all

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This second set of questions asks specifically about course sections from your traditional special education licensure programs. In instances where you are not sure of an exact number, please estimate to the best of your ability.

Please ensure the numbers you enter in 16a through 16d equal the total number you entered for 16.

Number of course sections

16. For Fall 2009, what is the total number of course sections (not courses) offered in the special education licensure program?

16a. For Fall 2009, how many of the course sections in your special education license program are taught by full-time, tenure track faculty?

16b. For Fall 2009, how many of the course sections in your special education licensure program are taught by full-time, non-tenure track faculty?

16c. For Fall 2009, how many of the course sections in your special education licensure program are taught by graduate student instructors?

16d. For Fall 2009, how many of the course sections in your special education licensure program are taught by adjunct course instructors paid by the course?

This third set of questions asks specifically about faculty members and instructors currently teaching in your traditional special education licensure program. In instances where you do not know an exact number, please estimate to the best of your ability.

Please ensure the numbers you enter in 17a through 17d equal the total number you enter for 17.

Number of faculty or instructors

17. For Fall 2009, across all special education

licensure programs and regardless of employment status, how many total faculty members and instructors are currently employed by your program?

CLICK HERE ▼

17a. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty and instructors are currently employed by your program?

CLICK HERE ▼

17b. For Fall 2009, across all special education licensure programs, how many full-time, non-tenure track faculty and instructors are currently employed by your program?

CLICK HERE ▼

17c. For Fall 2009, across all special education licensure programs, how many graduate student instructors are currently employed by your program?

CLICK HERE ▼

17d. For Fall 2009, across all special education licensure programs, how many adjunct course instructors paid by the course are currently employed by your program?

CLICK HERE ▼

18. Who typically staffs your fieldwork, student teaching, and practicum courses in your traditional special education licensure program?

- Full-time, tenure track faculty
- Full-time, non-tenure track faculty
- Graduate student instructors
- Adjunct course instructors paid by the course

Number of faculty and instructors

19. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty are over age 65?

CLICK HERE ▼

19a. Of the number given in 19, how many are female?

CLICK HERE ▼

20. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty are funded from external sources?

CLICK HERE ▼

21. For Fall 2009, across all special education licensure programs and regardless of employment status, how many faculty members and instructors are from historically underrepresented groups (*historically underrepresented groups is not defined by the federal government to include gender exclusively*)?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Please ensure that the numbers you enter for 21a through 21d equal the total number you entered for 21.

Please note that historically underrepresented groups is not defined by the federal government to include gender exclusively.

Number of faculty and instructors

21a. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty members are from historically underrepresented groups?

CLICK HERE ▼

21b. For Fall 2009, across all special education licensure programs, how many full-time, non-tenure track faculty are from historically underrepresented groups?

CLICK HERE ▼

21c. For Fall 2009, across all special education licensure programs, how many graduate student instructors are from historically underrepresented groups?

CLICK HERE ▼

21d. For Fall 2009, across all special education licensure programs, how many adjunct course instructors paid by the course are from historically underrepresented groups?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This fourth set of questions ask specifically about the race/ethnicity of faculty and instructors currently teaching in your traditional special education licensure program. In instances where you are not sure of the exact number, please estimate to the best of your ability.

22. In Fall 2009, how many faculty and instructors in your traditional special education licensure program are:

[Click here for definitions of Spanish/Hispanic/Latino](#)

	Full-time, Tenure Faculty	Full-time, Non-tenure Faculty	Graduate Student Instructors	Adjunct Course Instructors Paid by the Course
22a. Spanish/Hispanic/Latino	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22b. Non Spanish/Hispanic/Latino	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22c. Unknown	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>

[Click here for descriptions of race categories](#)

	Full-time, Tenure Faculty	Full-time, Non-tenure Faculty	Graduate Student Instructors	Adjunct Course Instructors Paid by the Course
22d. American Indian or Alaska Native	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22e. Native Hawaiian or other Pacific Islander	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22f. Asian American	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22g. Black or African American	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22h. White	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22i. Bi-or Multi-Racial	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
22j. Unknown	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Non-Traditional Licensure Program Characteristics

In question 12, you indicated that your institution only offers a non-traditional special education licensure program (e.g., internship, distance program, alternative licensure program). Please provide us with some additional information about this non-traditional special education licensure program.

*This first set of questions asks specifically about graduates from your non-traditional special education licensure programs. **Provide combined total counts for all licensure areas.** In instances where you do not know an exact number, please estimate to the best of your ability. Use only numbers and do not use other characters (e.g., comma, dash, etc.).*

Number of Graduates

23. How many students graduated from your special education licensure programs 5 years ago? (2003-2004 academic year)

24. How many students graduated from your special education licensure programs during the 2008-2009 academic year? (include summer session if applicable)

25. In your best estimate, what percentage of your 2008-2009 special education licensure programs' graduates secured employment?

25a. Is the percentage you reported on Question 25...

- Significantly lower than usual
- Slightly lower than usual
- Right on target
- Slightly higher than usual
- Significantly higher than usual
- Unknown



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

25b. To what extent do you believe the current economic situation has impacted the ability for your 08-09 special education graduates to secure employment?

- A great deal
- Somewhat
- Slightly
- Not at all

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This second set of questions asks specifically about course sections from your non-traditional special education licensure programs. In instances where you do not know an exact number, please estimate to the best of your ability.

Please ensure that the numbers you enter for 26a through 26d equal the total number you entered for 26.

Number of course sections

26. For Fall 2009, what is the total number of course sections (not courses) offered in your special education licensure programs?

26a. For Fall 2009, how many of the course sections in your special education license programs are taught by full-time, tenure track faculty?

26b. For Fall 2009, how many of the course sections in your special education licensure programs are taught by full-time, non-tenure track faculty?

26c. For Fall 2009, how many of the course sections in your special education licensure programs are taught by graduate student instructors?

26d. For Fall 2009, how many of the course sections in your special education licensure programs are taught by adjunct course instructors paid by the course?

This third set of questions asks specifically about faculty members and instructors currently teaching in your non-traditional special education licensure program. In instances where you do not know an exact number, please estimate to the best of your ability.

Please ensure that the numbers you enter for 27a through 27d equal the total number you entered in 27.

Number of faculty and instructors

27. For Fall 2009, across all special education licensure programs and regardless of

employment status, how many faculty members and instructors are currently employed by your program?

CLICK HERE ▾

27a. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty are currently employed by your program?

CLICK HERE ▾

27b. For Fall 2009, across all special education licensure programs, how many full-time, non-tenure track faculty are currently employed by your program?

CLICK HERE ▾

27c. For Fall 2009, across all special education licensure programs, how many graduate student instructors are currently employed by your program?

CLICK HERE ▾

27d. For Fall 2009, across all special education licensure programs, how many adjunct course instructors paid by the course are currently employed by your program?

CLICK HERE ▾

28. Who typically staffs your fieldwork, student teaching, and practicum courses in your non-traditional special education licensure program?

- Full-time, tenure track faculty
- Full-time, non-tenure track faculty
- Graduate student instructors
- Adjunct course instructors paid by the course

Number of faculty and instructors

29. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty are over age 65?

CLICK HERE ▾

29a. Of the number given in 29, how many are female?

CLICK HERE ▾

30. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty are funded from external sources?

CLICK HERE ▾

31. For Fall 2009, across all special education licensure programs and regardless of employment status, how many faculty members and instructors are from historically underrepresented groups (historically underrepresented groups is not defined by the federal government to include gender exclusively)?

CLICK HERE ▾

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Please ensure that the numbers you enter for 31a through 31d equal the total number you entered for 31.

Please note that historically underrepresented groups is not defined by the federal government to include gender exclusively.

Number of faculty and instructors

31a. For Fall 2009, across all special education licensure programs, how many full-time, tenure track faculty members are from historically underrepresented groups?

CLICK HERE ▼

31b. For Fall 2009, across all special education licensure programs, how many full-time, non-tenure track faculty are from historically underrepresented groups?

CLICK HERE ▼

31c. For Fall 2009, across all special education licensure programs, how many graduate student instructors are from historically underrepresented groups?

CLICK HERE ▼

31d. For Fall 2009, across all special education licensure programs, how many adjunct course instructors paid by the course are from historically underrepresented groups?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This fourth set of questions ask specifically about the race/ethnicity of faculty and instructors currently teaching in your non-traditional special education licensure program. In instances where you are not sure of the exact number, please estimate to the best of your ability.

32. In Fall 2009, how many faculty in your non-traditional special education licensure program are:

[Click here for definitions of Spanish/Hispanic/Latino](#)

	Full-time, Tenured Faculty	Full-time, Non- tenured Faculty	Graduate Student Instructors	Adjunct Course Instructors Paid by the Course
32a. Spanish/Hispanic/Latino	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32b. Non Spanish/ Hispanic/Latino	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32c. Unknown	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>

[Click here for descriptions of race categories](#)

	Full-time, Tenure Faculty	Full-time, Non- tenure Faculty	Graduate Student Instructors	Adjunct Course Instructors Paid by the Course
32d. American Indian or Alaska Native	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32e. Native Hawaiian or other Pacific Islander	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32f. Asian American	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32g. Black or African American	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32h. White	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32i. Bi-or Multi- Racial	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
32j. Unknown	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

[Click here for definitions of non-traditional special education programs](#)

33. Please indicate what type(s) of non-traditional special education licensure programs your program offers now (2009-2010 academic year)?

- Internship
- Entirely distance-delivered program
- Alternative licensure program
- Other (please specify):

33a. Please indicate what type(s) of non-traditional special education licensure programs your program offered 5 years ago (2003-2004 academic year)?

- Internship
- Entirely distance-delivered program
- Alternative licensure program
- Other (please specify):

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Traditional and Non-Traditional Licensure Program Characteristics

In the previous question, you indicated that your program offers both traditional (e.g., coursework, student teaching) and non-traditional (e.g., internship, distance program, alternative licensure program) special education licensure programs. Please provide us with some additional information about these traditional and non-traditional special education licensure programs.

Provide totals for all traditional and non-traditional programs in the appropriate columns below. In instances where you do not know an exact number, please estimate to the best of your ability. Use only numbers and do not use other characters (e.g., comma, dash, etc.).

	Number of Graduates All <u>Traditional</u> Programs	Number of Graduates All <u>Non-traditional</u> Programs
34. How many students graduated from your special education licensure programs <u>5 years ago</u> ? (2003-2004 academic year)	<input type="text"/>	<input type="text"/>
35. How many students graduated from your special education licensure programs during the 2008-2009 academic year? (include summer session if applicable)	<input type="text"/>	<input type="text"/>
	All <u>Traditional</u> Programs	All <u>Non-Traditional</u> Programs
36. In your best estimate, what percentage of your 2008-2009 special education licensure programs' graduates secured employment?	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>
	All <u>Traditional</u>	All <u>Non-Traditional</u>

Programs

Programs

36a. Are the percentages you reported on Question 36...

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

36b. To what extent do you believe the current economic situation has impacted the ability for your 08-09 special education graduates to secure employment?

- A great deal
- Somewhat
- Slightly
- Not at all

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This second set of questions asks specifically about course sections offered in your traditional and non-traditional special education licensure programs. In instances where you are not sure of the exact number, please estimate to the best of your ability.

Please ensure that the numbers you enter for 37a through 37d equal the total number you entered for 37.

	Number of Program Course Sections Enrolling <u>Only</u> <u>Traditional</u> Students	Number of Program Course Sections Enrolling <u>Only</u> <u>Non-traditional</u> Students	Number of Program Course Sections Enrolling <u>Both</u> <u>Traditional</u> and <u>Non-</u> <u>traditional</u> Students
37. For Fall 2009, what is the total number of course sections (not courses) offered in your special education licensure programs?	CLICK HERE ▼	CLICK HERE ▼	CLICK HERE ▼
37a. For Fall 2009, how many of the course sections in your special education license programs are taught by <u>full-time, tenure track</u> faculty?	CLICK HERE ▼	CLICK HERE ▼	CLICK HERE ▼
37b. For Fall 2009, how many of the course sections in your special education licensure programs are taught by <u>full-time, non-tenure track</u> faculty?	CLICK HERE ▼	CLICK HERE ▼	CLICK HERE ▼
37c. For Fall 2009, how many of the course sections in your special education licensure programs are taught by <u>graduate student</u>	CLICK HERE ▼	CLICK HERE ▼	CLICK HERE ▼

instructors?

37d. For Fall 2009, how many of the course sections in your special education licensure programs are taught by adjunct course instructors paid by the course?

This third set of questions asks specifically about faculty members and instructors currently teaching in your traditional and non-traditional special education licensure programs. In instances where you do not know an exact number, please estimate to the best of your ability.

In addition, please report the total number separately for your traditional and non-traditional programs, even if you have faculty members or instructors who teach in both programs. These faculty members or instructors will be counted twice--once in the number you report for your traditional programs and once in the number you report for your non-traditional programs.

Number of Faculty/Instructors Teaching <u>Only</u> <u>Traditional</u> Students	Number of Faculty/Instructors Teaching <u>Only</u> <u>Non-Traditional</u> Students	Number of Faculty/Instructors Teaching <u>Both</u> <u>Traditional</u> and <u>Non-</u> <u>traditional</u> Students
---	--	---

38. For Fall 2009, regardless of employment status, how many faculty members and instructors are currently employed by your program?

38a. For Fall 2009, how many full-time, tenure track faculty are currently employed by your program?

38b. For Fall 2009, how many full-time, non-tenure track faculty members are currently employed by your program?

38c. For Fall 2009, how many graduate student instructors are currently employed by

your program?

38d. For Fall 2009, how many adjunct course instructors paid by the course are currently employed by your program?

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

39. Who typically staffs your fieldwork, student teaching, and practicum courses in your traditional special education licensure program?

- Full-time, tenure track faculty
- Full-time, non-tenure track faculty
- Graduate student instructors
- Adjunct course instructors paid by the course

40. Who typically staffs your fieldwork, student teaching, and practicum courses in your non-traditional special education licensure program?

- Full-time, tenure track faculty
- Full-time, non-tenure track faculty
- Graduate student instructors
- Adjunct course instructors paid by the course

41. Across all special education licensure areas, how many of your faculty members and instructors teaching in your traditional special education licensure program also teach in your non-traditional programs?

CLICK HERE ▼

Number of Faculty and Instructors in your Traditional Programs

Number of Faculty and Instructors in your Non-Traditional Programs

42. For Fall 2009, how many full-time, tenure track faculty are over age 65?

CLICK HERE ▼

CLICK HERE ▼

42a. Of the number you entered in 42, how many are female?

CLICK HERE ▼

CLICK HERE ▼

43. For Fall 2009, how many full-time, tenure track faculty are funded from external sources?

CLICK HERE ▼

CLICK HERE ▼

44. For Fall 2009, how many faculty members and instructors are from historically underrepresented groups (historically underrepresented groups is not defined by the federal government to include gender

CLICK HERE ▼

CLICK HERE ▼

exclusively)?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Please ensure that the numbers you enter for 44a through 44d equal the total number you entered for 44.

Please note historically underrepresented groups is not defined by the federal government to include gender exclusively.

Number of Faculty and Instructors in your Traditional Programs

Number of Faculty and Instructors in your Non-Traditional Programs

44a. For Fall 2009, how many full-time, tenure track faculty members are from historically underrepresented groups?

44b. For Fall 2009, how many full-time, non-tenure track faculty members are from historically underrepresented groups?

44c. For Fall 2009, how many graduate student instructors are from historically underrepresented groups?

44d. For Fall 2009, how many adjunct course instructors paid by the course are from historically underrepresented groups?



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This fourth set of questions asks specifically about the race/ethnicity faculty and instructors currently teaching in your traditional and non-traditional special education licensure program. In instances where you do not know an exact number, please estimate to the best of your ability.

In addition, please report the total number separately for your traditional and non-traditional programs, even if you have faculty or instructors who teach in both programs. These faculty or instructors will be counted twice--once in the number you report for your traditional programs and once in the number you report for your non-traditional programs.

45. For all 2009, how many faculty in your traditional and non-traditional special education licensure programs are:

[Click here for definitions of Spanish/Hispanic/Latino](#)

TRADITIONAL PROGRAM Full-time, Tenure Faculty	TRADITIONAL PROGRAM Full-time, Non-tenure Faculty	TRADITIONAL PROGRAM Graduate Student Instructors	TRADITIONAL PROGRAM Adjunct Course Instructors Paid by the Course		NON-TRADITIONAL PROGRAM Full-time, Tenure Faculty	NON-TRADITIONAL PROGRAM Full-time, Non-Tenure Faculty	NON-TRADITIONAL PROGRAM Graduate Student Instructors	NON-TRADITIONAL PROGRAM Adjunct Course Instructors Paid by the Course
---	---	--	---	--	---	---	--	---

<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45a. Spanish/Hispanic/Latino	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45b. Non Spanish/Hispanic/Latino	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45c. Unknown	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>

[Click here for descriptions of race categories](#)

TRADITIONAL PROGRAM Full-time, Tenure Faculty	TRADITIONAL PROGRAM Full-time, Non-tenure Faculty	TRADITIONAL PROGRAM Graduate Student Instructors	TRADITIONAL PROGRAM Adjunct Course Instructors Paid by the Course		NON-TRADITIONAL PROGRAM Full-time, Tenure Faculty	NON-TRADITIONAL PROGRAM Full-time, Non-tenure Faculty	NON-TRADITIONAL PROGRAM Graduate Student Instructors	NON-TRADITIONAL PROGRAM Adjunct Course Instructors Paid by the Course
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45d. American Indian or Alaska Native	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45e. Native Hawaiian or other Pacific Islander	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45f. Asian American	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45g. Black or African American	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45h. White	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45i. Bi- or Multi-Racial	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>
<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	45j. Unknown	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>	<input type="button" value="CLICK HERE"/>



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

This fifth set of questions asks specifically about what type of non-traditional special education licensure program you offer.

[Click here for definitions of non-traditional special education programs](#)

46. Please indicate what type(s) of non-traditional special education licensure programs your program offers now (2009-2010 academic year)?

- Internship
- Entirely distance-delivered program
- Alternative licensure program
- Other (please specify):

46a. Please indicate what type(s) of non-traditional special education licensure programs your programs offered 5 years ago (2003-2004 academic year)?

- Internship
- Entirely distance-delivered program
- Alternative licensure program
- Other (please specify):



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

PART B: ATTRITION

47. Is your special education program currently...

	No	Yes	Unknown
a. Under a hiring freeze	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Offering an early retirement option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Asking faculty to delay retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. How many faculty retired from your special education program during the 2008-2009 academic year?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

PART C: FACULTY SEARCH PATTERN

Month

Year

49. When did your program most recently start a faculty search in special education?

CLICK HERE ▾

CLICK HERE ▾

49a. If you had selected "Not Applicable", please indicate why in the following box:

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

49b. What is the status of the faculty search referred to in question 49?

- The search ended with the selection of one of the candidates
- The search ended without the selection of a candidate and was not continued
- The search ended without the selection of a candidate and is being continued
- The search has not been concluded
- Other (please specify):

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Month

Year

50. When did your program most recently end a faculty search in special education?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

51. Which methods were used to advertise for the faculty search referenced in question 49? *(select all that apply)*

- Chronicle of Higher Education*
- Special education journals and other professional newsletters
- Electronic mailing lists and/or web sites maintained by professional organizations
- Placed program information and application forms on a web site or homepage of the department or college
- Letters to departments with special education doctoral programs
- Personal phone calls
- Other (please specify):

51a. Of the methods you checked in question 51, where do you believe the three top ranked candidates heard about the search? *(select up to 3)*

- Chronicle of Higher Education*
- Special education journals and other professional newsletters
- Electronic mailing lists and/or web sites maintained by professional organizations
- Placed program information and application forms on a web site or homepage of the department or college
- Letters to departments with special education doctoral programs
- Personal phone calls
- Unknown
- Other (please specify):

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

52. In the past 5 years, how many faculty searches has your program conducted?

[CLICK HERE](#) ▼

52a. In the past 5 years, how many searches were conducted externally for a special education department/program chair?

[CLICK HERE](#) ▼

53. Of your faculty searches referenced in Question 52, how many were positions focused on high incidence disabilities (includes speech and language impairments, specific learning disabilities, and other mild/moderate disabilities)?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

53a. In the past 5 years, how many positions focused on high incidence disabilities has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

53b. In the past 5 years, how many positions focused on high incidence disabilities have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

53c. In the past 5 years, how many positions focused on high incidence disabilities have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

53d. In the past 5 years, how many positions focused on high incidence disabilities have you been unable to fill in the first year of the search?

CLICK HERE ▼

53e. In the past 5 years, how many positions focused on high incidence disabilities have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

54. Of those searches referenced in Question 52, how many were positions focused on low incidence disabilities (includes visual impairment and/or blindness, deafness, hard-of-hearing, deaf/blindness, intellectual disabilities (mental retardation), other health impairment, physical/orthopedic impairment, multiple disabilities, autism, early childhood, traumatic brain injury)?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

54a. In the past 5 years, how many positions focused on low incidence disabilities has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

54b. In the past 5 years, how many positions focused on low incidence disabilities have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

54c. In the past 5 years, how many positions focused on low incidence disabilities have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

54d. In the past 5 years, how many positions focused on low incidence disabilities have you been unable to fill in the first year of the search?

CLICK HERE ▼

54e. In the past 5 years, how many positions focused on low incidence disabilities have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

55. Of your faculty searches, how many were positions focused on autism?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

55a. In the past 5 years, how many positions focused on autism has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

55b. In the past 5 years, how many positions focused on autism have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

55c. In the past 5 years, how many positions focused on autism have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

55d. In the past 5 years, how many positions focused on autism have you been unable to fill in the first year of the search?

CLICK HERE ▼

55e. In the past 5 years, how many positions focused on autism have you eventually been able to fill?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

56. Of your faculty searches, how many were positions focused on early childhood special education?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

56a. In the past 5 years, how many positions focused on early childhood special education has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

56b. In the past 5 years, how many positions focused on early childhood special education have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

56c. In the past 5 years, how many positions focused on early childhood special education have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

56d. In the past 5 years, how many positions focused on early childhood special education have you been unable to fill in the first year of the search?

CLICK HERE ▼

56e. In the past 5 years, how many positions focused on early childhood special education have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

57. Of your faculty searches, how many were positions focused on visual disabilities (including blindness)?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

57a. In the past 5 years, how many positions focused on visual disabilities (including blindness) has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

57b. In the past 5 years, how many positions focused on visual disabilities (including blindness) have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

57c. In the past 5 years, how many positions focused on visual disabilities (including blindness) have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

57d. In the past 5 years, how many positions focused on visual disabilities (including blindness) have you been unable to fill in the first year of the search?

CLICK HERE ▼

57e. In the past 5 years, how many positions focused on visual disabilities (including blindness) have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

58. Of your faculty searches, how many were positions focused on deaf/blindness disabilities?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

58a. In the past 5 years, how many positions focused on deaf/blindness has your program lost (e.g., never began a search) following a retirement or opening?

CLICK HERE ▼

58b. In the past 5 years, how many positions focused on deaf/blindness have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

58c. In the past 5 years, how many positions focused on deaf/blindness have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

58d. In the past 5 years, how many positions focused on deaf/blindness have you been unable to fill in the first year of the search?

CLICK HERE ▼

58e. In the past 5 years, how many positions focused on deaf/blindness have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

59. Of your faculty searches, excluding those specifying in autism, visual disabilities, and deaf/blindness, how many **other** positions were focused on moderate to severe disabilities?

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Number of Faculty Searches

59a. In the past 5 years, how many positions focused on moderate to severe disabilities has your program lost (i.e., never began a search) following a retirement or opening?

CLICK HERE ▼

59b. In the past 5 years, how many positions focused on moderate to severe disabilities have you been unable to fill due to a hiring freeze or loss of funds?

CLICK HERE ▼

59c. In the past 5 years, how many positions focused on moderate to severe disabilities have you never been able to fill for reasons other than a hiring freeze or loss of funds?

CLICK HERE ▼

59d. In the past 5 years, how many positions focused on moderate to severe disabilities have you been unable to fill in the first year of the search?

CLICK HERE ▼

59e. In the past 5 years, how many positions focused on moderate to severe disabilities have you eventually been able to fill?

CLICK HERE ▼

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

60. How many failed special education focused searches did your program have in 2008-2009?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

60a. For each failed searches you identified in question 60, please indicate whether it failed because the search failed to identify any qualified applicants, because the search was canceled, or both?

	Reasons for Failed Search		
	Failed to Identify Qualified Applicant	Search Canceled	Both
1. Failed search #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Failed search #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Failed search #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Failed search #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Failed search #5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Failed search #6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60b. For each failed searches you identified in question 60, please indicate how the teaching load associated with the unfilled position(s) was handled? *(check all that apply)*

	Handling of Teaching Load					
	Hiring of Adjunct MA/MS Faculty	Hiring of Adjunct Ph.D. Faculty	Canceling of Class Sections	Increasing Existing Faculty Teaching Load	Other (please specify in the right column):	
1. Failed search #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Failed search #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Failed search #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. Failed search #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

5. Failed search #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. Failed search #6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

61. On average, how long does it take your department to fill a special education position once it has been posted?

- Less than 6 months
- 6-9 months
- 10-12 months
- 13-18 months
- 19-24 months
- More than 2 years

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

PART D: SUPPORT FOR FACULTY NOT IN TENURE-LINE POSITIONS

Non-tenure Line Faculty (e.g., clinical faculty)

62. Does your special education licensure program currently employ non-tenure line faculty?

- No
- Yes

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

63. What type of evaluation criteria exist for your non-tenure line special education faculty? *(check all that apply)*

- None are in place at this time
- Required end-of-term student evaluations
- Required performance review other than end-of-term student evaluations
- Required personnel development plans that are reviewed periodically
- Other (please specify):

64. What types of systems are in place to ensure non-tenure line special education faculty cover course content as required by state licensing requirements? *(check all that apply)*

- None are in place at this time
- Lead faculty are responsible for specific course/strands
- Periodic joint faculty meetings including non-tenure line faculty
- Other (please specify):

65. What professional development support do you offer non-tenure line special education faculty? *(select all that apply)*

- None are in place at this time
- Mentoring
- Annual stipends to attend conferences
- In-house professional development
- Other (please specify):

66. In your opinion, do non-tenure line special education faculty teaching in your special education licensure program have job security through multi-year contracts?

- No
- Yes
- I am uncertain about their job security

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

Instructors Paid by the Course

67. Does your special education licensure program currently employ instructors paid for by the course?

- No
- Yes

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

68. What type of evaluation criteria exist for your special education instructors paid by the course? *(check all that apply)*

- None are in place at this time
- Required end-of-term student evaluations
- Required performance review other than end-of-term student evaluations
- Required personnel development plans that are reviewed periodically
- Other (please specify):

69. What types of systems are in place to ensure special education instructors paid by the course cover course content as required by state licensing requirements? *(check all that apply)*

- None are in place at this time
- Lead faculty are responsible for specific course/strands
- Periodic joint faculty meetings including instructors paid by the course
- Other (please specify):

70. What professional development support do you offer special education instructors paid by the course? *(select all that apply)*

- None are in place at this time
- Mentoring
- Annual stipends to attend conferences
- In-house professional development
- Other (please specify):

71. In your opinion, do special education instructors paid by the course teaching in your special education licensure program have job security?

- No
- Yes
- I am uncertain about their job security at this time

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

72. If you have comments you would like to share about your teacher education training program in special education, please provide them in the space below:

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

***PLEASE NOTE: You have reached the end of this survey. When you click on the "submit data" button below, your data will be uploaded into our database and then you will be routed to a confirmation page. You may experience a delay prior to being routed to the confirmation page.

DO NOT click the "submit data" button more than once or click the "back" button during this delay. Do not exit your web browser during the delay. Please wait and the next page will load.

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[Submit](#)



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

YOU HAVE REACHED THE END OF THE SURVEY

We sincerely thank you for your participation in this online survey. We anticipate that your responses will provide us with an updated understanding of teacher education training programs in special education.

If you have any questions about this survey or would like to discuss any particular issues that arose while you were taking the survey, please do not hesitate to contact Dr. Deborah Deutsch Smith, Dr. Susan Mortorff Robb, or the SEFNA staff by calling 909-607-8982 or contacting them at the project's e-mail address: sefna@cgu.edu.

Please click on the link below to be directed to the page where you can fill out the information we need to send you a \$150 gift certificate!

Your incentive will be emailed to you in one to two weeks.

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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."

(Obtained from the Office of Management and Budget, 1997)



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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.

(Obtained from the Office of Management and Budget, 1997)



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Urban Area

Defined as a place that has a total population greater than or equal to 50,000 people.

Suburban Area

Defined as a place that has a total population of at least 10,000 people, but less than 50,000 people.

Rural Area

Defined as a place that has a total population less than 10,000 people.



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Non-traditional Special Education Licensure Programs

Alternative licensure program is defined as one that does not follow the standard or traditional sequence of coursework, often shortening or waiving courses in pedagogy and philosophy. These programs often do not include a non-paid student teaching experience.

Distance-delivered program is defined as a teacher education program where coursework is delivered entirely on-line.

Internship is defined as receiving pay as the teacher of record while earning a license.