

2011

Final Report Surveys



ASSESSING TRENDS IN LEADERSHIP: SPECIAL EDUCATION'S CAPACITY TO PRODUCE A HIGHLY QUALIFIED WORKFORCE

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Disclaimer

The contents of this document are the companion surveys to the *Assessing trends in leadership: Special education's capacity to produce a highly qualified workforce* narrative and were developed under a grant from U.S. Department of Education's Office of Special Education Programs (#H325U070001). The views expressed herein are those of the authors and do not necessarily reflect those of the U.S. Department of Education. The authors assume all responsibility for interpretation of the findings and any statistical errors.

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Copies of the narrative as well as these surveys may be downloaded and printed from this site: www.cgu.edu/sefna

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Task 1

Doctoral Programs



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

Welcome to the Survey of Doctoral Training Programs 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

August 2008

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?

Private¹

Public²

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

Doctoral training in special education¹ *(Go to 3a)*

Special education teacher certification² *(Skip to 4)*

Other³ (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 education¹ *(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 administration³ *(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, including all tenure-line and non tenure-line (term appointments, etc.), 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?

Yes¹ (Go to 5a)

No⁰ (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 _____

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

Month _____ Year _____

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 candidates¹ (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 continued³ (Skip to question 11)
- ___ The search has not been concluded⁴ (Skip to question 11)
- ___ Other⁵ (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 identified⁹⁹
- Chronicle of Higher Education¹
- Special Education Journals and other professional newsletters²
- List-serves and/or web sites maintained by professional organizations³
- Placed program information and application forms on a web site or homepage of the department or college⁴
- Letters to departments with doctoral programs in special education⁵
- Personal calls to colleagues at other institutions⁶
- Other⁷ (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.

	<u>Number of searches</u>										
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?

Increased¹

Decreased²

Stayed the same³

Part B- DOCTORAL STUDENTS IN SPECIAL EDUCATION

18. What is the academic schedule at your institution?

- Quarter¹
 Semester²
 Other³ (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 how many 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)?

- Yes¹ (Go to 23)
 No⁰ (Skip to 25)
 Don't know² (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)

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

- Eastern Africa¹
- Middle Africa²
- Northern Africa³
- Southern Africa⁴
- Western Africa⁵
- Eastern Asia⁶
- South-Central Asia⁷
- South-Eastern Asia⁸
- Western Asia⁹
- Eastern Europe¹⁰
- Northern Europe¹¹
- Southern Europe¹²
- Western Europe¹³
- Caribbean¹⁴
- Central America¹⁵
- South America¹⁶
- North America¹⁷
- Australia & New Zealand¹⁸
- Melanesia¹⁹
- Micronesia²⁰
- Polynesia²¹

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?

Yes¹ → Please enter the number of slots available: _____

No⁰

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

Yes¹ → Please explain how they have changed: _____

No⁰

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.

- 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.
- In the second column, please rank the strategies that your department/institution uses 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, or 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	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Individually contacted faculty and colleagues at other schools who might know of interested students	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Placed program information on a web site	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Placed program information and application forms on home page of the department	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> 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)	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Advertised at annual conferences, conventions, and meetings	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Contacted local schools and school systems (LEAs) or state departments of educations (SEAs)	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> Do not use this strategy ⁰ (do not provide ranking)	
Other (Please specify in 28a below)	<input type="checkbox"/> Primary strategy used ¹ (provide ranking →) <input type="checkbox"/> Used, but not primary strategy ² (provide ranking →) <input type="checkbox"/> 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?

Yes¹ (Go to 29a)

No⁰ (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 Education¹

To increase the diversity of the doctoral student body²

To address retention and drop out³

Other reason⁴ (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) <i>per academic year</i> ?	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): 1 year 2 years 3 years 4 years 5 years 6 years 7 years 8 years 9 years 10 years
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): Less than \$1,000 \$1,001-\$2,000 \$2,001-\$3,000 \$3,001-\$4,000 \$4,001-\$5,000 \$5,001-\$6,000 \$6,001-\$7,000 \$7,001-\$8,000 \$8,001-\$9,000 \$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	
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		
Traineeships on training grants: Receiving a stipend and often tuition waivers for doctoral study	__Yes ¹ __No ⁰		
Other (Please specify in 31a below)	__Yes ¹ __No ⁰		

- 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 public college or university 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	<input type="checkbox"/> Yes ¹ (please answer 32a →) <input type="checkbox"/> No ⁰ <input type="checkbox"/> We do not offer this type of assistance ²	[]	[]
Graduate teaching assistantships	<input type="checkbox"/> Yes ¹ (please answer 32a →) <input type="checkbox"/> No ⁰ <input type="checkbox"/> We do not offer this type of assistance ²	[]	[]
Graduate traineeships	<input type="checkbox"/> Yes ¹ (please answer 32a →) <input type="checkbox"/> No ⁰ <input type="checkbox"/> We do not offer this type of assistance ²	[]	[]
Graduate fellowships or other graduate assistantships	<input type="checkbox"/> Yes ¹ (please answer 32a →) <input type="checkbox"/> No ⁰ <input type="checkbox"/> 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 **Spring 2008** 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 #	Federal Support Department of Education				Federal Support Other federal sources ¹				Non-Federal Sources Institutional support ²				Non-Federal Sources 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 1 st 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	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Full time <input type="checkbox"/> Part time	<input type="checkbox"/> Coursework <input type="checkbox"/> Dissertation <input type="checkbox"/> Other	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰
1																	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Full time <input type="checkbox"/> Part time	<input type="checkbox"/> Coursework <input type="checkbox"/> Dissertation <input type="checkbox"/> Other	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰
2																	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Full time <input type="checkbox"/> Part time	<input type="checkbox"/> Coursework <input type="checkbox"/> Dissertation <input type="checkbox"/> Other	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰
3																	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Full time <input type="checkbox"/> Part time	<input type="checkbox"/> Coursework <input type="checkbox"/> Dissertation <input type="checkbox"/> Other	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰
4																	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Full time <input type="checkbox"/> Part time	<input type="checkbox"/> Coursework <input type="checkbox"/> Dissertation <input type="checkbox"/> Other	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> No ⁰	<input type="checkbox"/> Yes ¹ <input type="checkbox"/> 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.

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 directly 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)?

Yes¹ (Go to 45a)

No⁰ (Skip to 46)

45a. Please describe the enhancements that have been made to your program in the past 5 years.	
Enhancement 1	
Enhancement 2	
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?

Yes¹

No⁰

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

- Adapted physical education¹
- Assistive technology²
- Autism³
- Bilingual special education⁴
- Combined studies: general education and special education⁵
- Deaf/blindness⁶
- Deafness and/or hard-of-hearing⁷
- Early childhood/early intervention⁸
- Emotional or behavioral disorders⁹
- General special education, cross-categorical, generic, multi-categorical or non-categorical¹⁰
- General special education, mild or moderate¹¹
- Inclusive/collaborative practices¹²
- Intellectual disabilities (mental retardation): mild/moderate¹³
- Intellectual disabilities (mental retardation): severe¹⁴
- Learning disabilities¹⁵
- Low incidence disabilities/multiple disabilities/severe disabilities¹⁶
- Other health impairment¹⁷
- Physical/orthopedic impairment¹⁸
- Special education for youth in correctional facilities¹⁹
- Speech and language impairments²⁰
- Transition²¹
- Traumatic brain injury²²
- Visual impairment and/or blindness²³
- Other²⁴ (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)

<u>AFRICA</u>	<u>ASIA</u>	<u>EUROPE</u>	<u>LATIN AMERICA</u>	<u>NORTHERN AMERICA</u>	<u>OCEANIA</u>
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 the 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 Caledonia 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

<u>AFRICA</u>	<u>ASIA</u>	<u>EUROPE</u>	<u>LATIN AMERICA</u>	<u>NORTHERN AMERICA</u>	<u>OCEANIA</u>
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

Task 2

Current doctoral students



Special Education Faculty Needs Assessment

Welcome to the Survey of Doctoral Students in Special Education

**This survey is being funded by the Office of Special Education Programs
U.S. Department of Education**

January 2009

Informed Consent

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

You are being asked to participate in a study funded by the Office of Special Education Programs at the U.S. Department of Education. This study is being coordinated by Dr. Deborah Deutsch Smith in the School of Educational Studies, Claremont Graduate University (CGU) in collaboration with the doctoral program director or coordinator at your college/university. You have been asked to participate in this study because you are a student pursuing a doctoral degree in special education.

Purpose:

The purpose of this study is to examine recruitment of students to special education doctoral programs, the specific areas of interests of students currently pursuing doctoral degrees in special education programs, the fiscal support students have received to pursue their doctoral studies, and their future employment plans. We also aim to examine changes that have occurred in these areas since a similar questionnaire was conducted in 1999. Results from a pilot test of this survey indicate that it can take as little as 10 minutes to complete this 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 that are not applicable to your particular situation. Additionally, this survey has been modified to increase the flow and content based upon comments received from a pilot study.

Results from this study will provide us with an updated understanding of students enrolled in doctoral training programs in special education, including changes that have occurred in the characteristics and interests of students since the previous study conducted in 1999.

Compensation:

You will receive an online \$10 gift certificate to Amazon.com for your participation in this study. Upon completion of the questionnaire you will be routed 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 incentive.

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; or with your university, your school, your school's dean, its faculty, staff, or fellow students. 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 aggregated format so as not to identify your individual information. Individual survey responses will not be accessible or shared with the director or coordinator of your program. Your program director or coordinator is collaborating with CGU to request participation in the study and to distribute reminders throughout the course of the study. However, all data you provide will come directly to CGU and will not be shared with your program. Also, please note that the personal information you provide to receive your incentive will not be tied back to your survey responses. This information will strictly be used to enable the distribution of your incentive and will be destroyed at the end of this study.

If you have any questions or would like additional information about this study, please contact Dr. Deborah Deutsch Smith or the SEFNA staff by calling 909-607-8982 or via 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.

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4% Complete



Special Education Faculty Needs Assessment

We are interested in learning more about the characteristics of students such as yourself who are pursuing doctoral degrees in special education. The questions below ask for information on your educational background, experiences as a doctoral student, and current career plans.

In answering all questions about your doctoral training, include your work on a master's degree if this training occurred in the same department and institution.

PART A: TYPE OF DOCTORAL PROGRAM

1. What is/was your college or university?

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

2. Are you enrolled as a doctoral student in a special education program in January 2009?

- Yes, I am a doctoral student in a special education program.
- Yes, I was a doctoral student and have now completed my doctoral degree in special education.
- No, I am neither a doctoral student nor a doctoral graduate in special education

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8% Complete



Special Education Faculty Needs Assessment

3. What is your primary area of specialization or concentration within special education? (please select all that apply)

- Adapted physical education
- Assistive technology
- Autism
- Bilingual special education
- Combined studies: general education and special education
- Deaf/blindness
- Deafness and/or hard-of-hearing
- Developmental delay and intellectual disabilities
- Early childhood/early intervention
- Educational leadership
- Emotional or behavioral disorders
- General special education, cross-categorical, generic, multi-categorical or non-categorical
- General special education, mild or moderate
- Inclusive/collaborative practices
- Intellectual disabilities (mental retardation): mild/moderate
- Intellectual disabilities (mental retardation): severe
- Learning disabilities
- Low incidence disabilities/multiple disabilities/severe disabilities
- Other health impairment
- Physical/orthopedic impairment
- Special education for youth in correctional facilities
- Speech and language impairments
- Transition
- Traumatic brain injury
- Visual impairment and/or blindness
- Other (please specify):

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12% Complete



Special Education Faculty Needs Assessment

PART B: EXPERIENCES IN APPLYING TO DOCTORAL PROGRAMS IN SPECIAL EDUCATION

4. When you applied for admission to this doctoral program in special education, approximately how many doctoral programs did you apply to in...

of programs

Special education

CLICK HERE ▼

Other fields in education

CLICK HERE ▼

Other disciplines (e.g. psychology)

CLICK HERE ▼

5. What was the furthest distance from your home and any institution to which you applied?

CLICK HERE ▼

6. Were any of these programs in... (please select all that apply)

- The same city in which you were living
- Other cities but in the same state in which you were then living
- Another state where you had previously lived
- States other than the one in which you were then living
- Countries other than the one in which you were then living

7. When you were applying to special education doctoral programs, which of the following sources did you use to learn more about these programs? (please select all that apply)

- Brochures and other materials sent by programs
- Information available on department web sites or home pages
- Personal contacts (e.g., letters or telephone calls) with current faculty and students in these programs
- Conversations with other individuals (e.g., previous graduates and co-workers) who

were familiar with one or more doctoral programs

Advertisements for programs which appeared in journals, newsletters, or other professional outlets

Advertisements for programs which were distributed at local, regional, or national conferences and meetings

Other (please specify):

8. What was your status when you were applying to doctoral programs? (please select all that apply)

Full-time or part-time graduate student

Staff/faculty member in a department or other unit within a college or university

Teacher in a local school, school system, or other educational or direct services organization

Staff member in a local school, school system, or other educational or direct services organization

Administrator in a local school, school system, or other educational or direct services organization

Staff member, administrator, or other personnel in an organization other than those mentioned above

Not employed

Other (please specify):

9. Prior to applying to your doctoral program, how many years of experience did you have as...

A teacher (kindergarten to 12 grade)

An administrator (e.g. principal, superintendent)

District Program Coordinator or Supervisor

University/college level administrator

10. How do you think a doctoral degree will help your career? Do you think it will...

Help you begin your first career

Help you further a career you had already started

Help you change careers

Help in ways not related to your career

11. Please indicate the extent to which each of the following contributed to your decision to enroll in your current doctoral program.

A great deal Somewhat Not much or not at all Not applicable

- a. The opportunity to work with specific faculty members
- b. The amount of financial support offered to me by the program
- c. The lower cost (i.e. tuition and fees) of attending this program compared to other programs
- d. The specific concentration of the program (e.g., deaf education or learning disabilities)
- e. The program's national reputation in special education
- f. The fact that I would not have to relocate (move to another city or to another state)
- g. The fact that I would be near family and/or close friends
- h. The attractive geographic location (e.g., cultural or recreational opportunities)
- i. The job, career, or educational needs of my spouse, partner or children
- j. The program's commitment to addressing the needs of its students (e.g., schedule of evening classes and weekend courses)
- k. Program distance learning options (please specify in question 12 below)
- l. Other options not listed above (please specify in question 12 below)

12. If you checked an item in letter "k" and/or "l" above, provide a description of this item (or items) in the space below

Month

Year

13. When did you first enroll in this doctoral program?

14. How far away is the doctoral program that you are now attending from where you were living when you applied?

15. Did you relocate in order to enroll as a doctoral student in this program?

- Yes
- No

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17% Complete



Special Education Faculty Needs Assessment

PART C: CURRENT DOCTORAL STUDY

16. In January 2009, were (are) you considered by your institution, based on your university/college's policy, to be a...

- Full-time student, even if you work full-time or part-time
- Part-time student
- Other (please specify):

17. Since you first enrolled in this doctoral program, have you been primarily a...

- Full-time student, even if you work full-time or part-time
- Part-time student
- Other (please specify):

18. Which of the following BEST describes your current status in the doctoral program?

- I still have to complete required course work for my doctoral degree
- I have completed all required course work for my doctoral degree
- I have passed the required qualifying or comprehensive exams for my doctoral degree
- The proposal for my dissertation research/thesis has been formally approved
- I have completed my doctoral dissertation/thesis

19. Did you receive a tuition waiver or discount for your doctoral studies? (This could either be a separate source of support or part of a financial support package, e.g., as part of a teaching assistantship.)

For the current semester? (select all that apply)

- Yes, I receive tuition support
- Yes, I receive a living allowance
- No, I do not receive tuition support or a living allowance
- I am not enrolled in the current semester

For the Fall 2008 semester? (select all that apply)

- Yes, I received tuition support
- Yes, I received a living allowance
- No, I did not receive tuition support or a living allowance
- I was not enrolled in the Fall 2008 semester

20. Is the support that you noted as receiving in question 19 above consistent with the funding you received during the last academic year?

- Yes
- No
- I was not enrolled in this college/university during the last academic year

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21% Complete



Special Education Faculty Needs Assessment

21. During the past academic year, did you receive a tuition waiver or discount for your doctoral studies? (This could either be a separate source of support or part of a financial support package, e.g., as part of a teaching assistantship.)

For the Fall 2007 academic term? (*select all that apply*)

- Yes, I received tuition support
- Yes, I received a living allowance
- No, I did not receive tuition support or a living allowance
- I was not enrolled in the fall semester

For the winter/spring academic term? (*select all that apply*)

- Yes, I received tuition support
- Yes, I received a living allowance
- No, I did not receive tuition support or a living allowance
- I was not enrolled in the spring semester

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25% Complete



Special Education Faculty Needs Assessment

22. From which of the following do you currently receive the most financial support?

- Loans
- University support
- Family assistance
- Work
- Other (please specify):

23. Which statement best describes your current employment status? (Include any work that you are doing for pay or profit, including research or teaching assistantships and work related to your degree.)

- Employed full-time outside of the college/university (35 or more hours per week)
- Employed part-time outside of the college/university (less than 35 hours per week)
- Employed part-time at the college/university on a fellowship, assistantship, or traineeship
- Employed part-time as a staff member at the college/university
- Employed full-time as a staff member at the college/university
- Not employed
- Other (Please specify):

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29% Complete



Special Education Faculty Needs Assessment

24. Which category best describes your current position?

- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
- Teaching or provision of direct services in an elementary or secondary school, a system, or another type of educational organization (includes teaching assessment, counseling, guidance, school psychological services, prevention, and consultation)
- Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
- Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non academic organizations)
- Other type of position (please specify):

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33% Complete



Special Education Faculty Needs Assessment

PART D: POST-GRADUATION PLANS

25. As of August 2009, will you have completed all requirements for your doctoral degree?

- Yes
- No

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38% Complete



Special Education Faculty Needs Assessment

Month

Year

25a. When do you expect to receive your doctoral degree?

CLICK HERE ▼

CLICK HERE ▼

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42% Complete



Special Education Faculty Needs Assessment

26. What are your plans upon receiving your doctoral degree in special education?

- Obtain a postdoc (a "postdoc" is a temporary position in academe, government, or other settings primarily for gaining additional training in research)
- Continue in my current position
- Return to the position which I had before entering this doctoral program
- Seek a new position (different from your current position)
- Not seek employment
- Don't know
- Other (please specify):

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46% Complete



Special Education Faculty Needs Assessment

27. In what type of setting do you plan to work?

- A preschool, elementary, middle, or secondary school
- A school system district office
- Another type of educational organization (e.g. adult or special education)
- A 2-year college or junior college
- A 4-year college or university
- A university-affiliated research institute
- A state government agency
- A federal government agency
- A research institute or organization not affiliated with a university
- A non-profit organization other than the above (e.g., private foundation)
- A for-profit company or corporation other than the above (e.g., a test publisher)
- Other (please specify):

28. What category best describes the type of position that you plan to have upon completing your doctoral degree?

- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
 - Teaching or provision of direct services in an elementary or secondary school, a school system, or another type of organization (includes teaching, assessment, counseling, guidance, school psychological services, prevention, and consultation)
 - Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
 - Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non-academic organizations)
- Other type of position (please specify):

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50% Complete



Special Education Faculty Needs Assessment

29. Which of the following factors are important in your choice of a position? Select up to three of the items on the following list.

- Salary
- Fringe benefits (e.g., on-site child care, retirement benefits, etc.)
- Opportunities for promotion and career advancement
- Degree of interesting or rewarding work
- Job security
- Working conditions (e.g., hours, working environment, facilities, equipment)
- Staff with whom I will be working most closely (e.g., conducting research, writing articles, revising curriculum)
- Populations with whom I will be working (e.g., individuals with learning disabilities)
- Desire to not relocate or move to another city or state
- Geographic location of the job (cultural and recreational opportunities)
- Career, employment, or other needs of family (e.g., a spouse's or significant other's job, school needs of children, proximity to family)
- Match to my area of expertise
- Other (please specify)

30. To what extent does your current family situation impact your career goals?

- Has no impact
- Has not much of an impact
- Has somewhat an impact
- Has a great deal of an impact

31. Are you currently seeking, or have you already obtained a "career path" position that will begin after you complete your degree? (A "career path" is a position that is consistent with your future career plans. It can either be a job or a postdoctoral training position.)

- Yes, I have signed a contract or made a definite commitment for work or study
- Yes, I am negotiating with one or more specific organizations
- Yes, I am seeking a position but have not specific prospects as yet
- No, I am not currently seeking a position
- I am too early in the program for this to be a consideration

Other (please specify):

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54% Complete



Special Education Faculty Needs Assessment

32. Please indicate the extent to which you used the following resources in seeking a position.

	A great deal	Somewhat	Not much or not at all	Not applicable
a. Chronicle of Higher Education (newspaper or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College or department placement office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Direct contacts which you initiated (e.g., sent unsolicited vita)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Faculty or advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informal channels through colleagues and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Newspapers (other than Chronicle of Higher Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Postings on web sites of professional or other relevant organizations (other than Chronicle of Higher Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional journals and newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional meetings or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Professional recruiters such as "head hunters"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other (please specify in question 33 below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. In question 32 above, if you indicated using another resource (or resources) than those listed in seeking a position. Please provide a description of the other resource (or resources) you used in the space below.

34. In seeking a position, approximately how many...

Approximate number

a. Different FACULTY positions have you applied

for?

CLICK HERE ▼

b. Different NON-FACULTY positions have you applied for?

CLICK HERE ▼

c. Different FACULTY job offers have you received?

CLICK HERE ▼

d. Different NON-FACULTY job offers have you received?

CLICK HERE ▼

35. Have you accepted a job offer?

- Yes
- No
- Not applicable, I have not received a job offer

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58% Complete



Special Education Faculty Needs Assessment

36. Was the job offer that you accepted your first choice?

- Yes, it was my first choice
- No, I would prefer to have obtained the same type of position but one in a different institution or organization
 - No, I would prefer to have obtained a faculty position
 - No, I would prefer to have obtained a teaching or direct services position
 - No, I would prefer to have obtained an educational administration position or one involving the administration of direct services
 - No, I would prefer to have obtained a research position
 - No, I would prefer to have obtained another position (please specify):

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62% Complete



Special Education Faculty Needs Assessment

37. Based on your own observations, how do you rate the job market for individuals who graduate from your doctoral program?

- Excellent
- Good
- Fair
- Poor
- Don't know

38. At this point in time, how satisfied are you with your doctoral program in terms of the training you receive in:

	<u>Level of Satisfaction or Dissatisfaction</u>						
	Completely satisfied	Mostly satisfied	Neutral	Mostly dissatisfied	Completely dissatisfied	Don't know	Not applicable
Diagnosis and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation/education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration/supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary and secondary school teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and linguistic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data-based/evidence-based practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. At this point in time, how satisfied are you with your doctoral program overall?

- Completely satisfied
- Mostly satisfied
- Neutral
- Mostly dissatisfied
- Completely dissatisfied
- Don't know

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67% Complete



Special Education Faculty Needs Assessment

PART E: BACKGROUND INFORMATION

40. Are you...

- Female
- Male

41. What is your marital status?

- Married
- Living in a legal partnership
- Widowed
- Separated/Divorced
- Never married

42. Not including yourself, how many dependents do you have? (A dependent is someone who receives at least one half of their support from you.)

43. What is your citizenship status?

- U.S. citizen, native-born
- U.S. citizen, naturalized
- Non-U.S. citizen, permanent U.S. resident visa
- Temporary U.S. resident visa



Special Education Faculty Needs Assessment

44. Of which country are you a citizen? Please enter it in the following area:

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75% Complete



Special Education Faculty Needs Assessment

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

45. Are you of Spanish/Hispanic/Latino origin?

- Yes
- No

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79% Complete



Special Education Faculty Needs Assessment

45a. Which of the following categories best describe your Spanish/Hispanic/Latino origin?

Mexican, Mexican-American, Chicano

Puerto Rican

Cuban

Other (Please specify):

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83% Complete



Special Education Faculty Needs Assessment

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

46. Please check one of the following categories (Note even if you had checked the ethnicity of "Spanish/Hispanic/Latino", are are also asked to check a race category)

- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Asian
- Black or African American
- White
- Bi/Multiracial
- Unknown/Decline to State

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88% Complete



Special Education Faculty Needs Assessment

Month

Year

47. In what month and year were you born?

CLICK HERE ▼

48. Are you a person with a disability? *(For the purposes of this survey, a doctoral student with a disability meets one or more of the following criteria: 1) has a disability based on the definition of disability under the Americans with Disabilities Act 2) has a documented disability and received disability related services in higher education 3) had either an IEP or a 504 plan during elementary and/or high school.)*

- Yes
 No

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92% Complete



Special Education Faculty Needs Assessment

48a. Which of the following categories describe your disability? (please select all that apply)

- Visual
- Orthopedic (mobility)
- Auditory (hearing)
- Vocal
- Learning Disability
- Other (Please specify):

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96% Complete



Special Education Faculty Needs Assessment

49. If you have any additional comments about your experiences as a doctoral student in special education, please provide them in the space below:

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100% Complete



Special Education Faculty Needs Assessment

CONFIRMATION PAGE

YOU HAVE REACHED THE END OF THE SURVEY

We sincerely thank you for your participation in this online survey. We anticipate that this work will provide us with an updated understanding of the characteristics and interests of students enrolled in doctoral training programs in special education, including changes that have occurred in these characteristics and interests since the previous study conducted in 1999.

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 the Principal Investigator, Dr. Deborah Deutsch Smith, or the SEFNA staff by calling 909-607-8982 or at the project's e-mail address: sefna@cgu.edu.

Please click on the link below to be redirected to the site where you can fill out the information we need to send you a gift certificate!

[CLICK HERE TO BE DIRECTED TO INCENTIVE PAGE \(link available in online survey only\)](#)



Special Education Faculty Needs Assessment

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.



Special Education Faculty Needs Assessment

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)**



SPECIAL EDUCATION FACULTY NEEDS ASSESSMENT

Thank you for completing the Survey of Doctoral Students in special education. In appreciation of the time and effort you have given us we would like to provide you with an Amazon.com gift certificate. In order to do so we need the following information. Please note this information will be kept in a separate file from your survey responses and will be destroyed after the survey has come to a close. You should anticipate receiving the gift certificate in your email inbox within approximately one month.

1. In what college or university is your doctoral program located?

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

2. In the space below, please provide us with the email address where you would like us to deliver the Amazon.com online gift certificate.

3. Please enter your email address again.



SPECIAL EDUCATION FACULTY NEEDS ASSESSMENT

**Thank you very much for your participation.
You will receive the Amazon online gift certificate in your email inbox in the near
future.**

Task 3

Recent graduates



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

Welcome to the Survey of Doctoral Graduates 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**

April 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 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 because you were identified as a special education doctoral graduate.

Purpose: We are interested in learning more about the careers of individuals who completed doctoral degrees in special education in the last 10 years. Knowing more about their experiences in the job market, current activities, job satisfaction, and views about their doctoral training will provide better understanding of how these highly trained professionals are utilized. The information will be used to guide both the improvement of graduate training programs and the implementation of policies and practices that promote career opportunities for professionals with special education training. This study will identify changes that have occurred since the *1999 Survey of Doctoral Graduates in Special Education*. It is anticipated that the time needed to complete this survey will vary, but results from a pilot test of this survey indicate that it should take you about 15 minutes to complete the survey.

Risks & benefits: The risk connected to 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 that minimize the time that would otherwise be spent potentially responding to questions that are not applicable to your particular situation. Additionally, this survey instrument has been field tested to facilitate accurate response content.

Results from this study will provide policy makers with an updated understanding of graduates of doctoral training programs in special education, including changes that have occurred in the characteristics and interests since the previous study conducted in 1999.

Compensation: You will receive an online \$10 gift certificate to Amazon.com for your participation. Upon completion of the questionnaire you will be routed to a completion page thanking you for your participation. That page contains a hyperlink to a separate online questionnaire that asks for the information necessary to send you this incentive.

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; or with your employer; or with your former university, its school, its dean, faculty, staff, or your fellow graduates. 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 aggregated form so as not to identify your individual information. Individual survey responses will not be accessible or shared with the director or coordinator of your program. Your program director or coordinator is collaborating with CGU and is participating in other components of the overall effort. However, all data you provide will come directly to CGU and will not be shared with your program. Also, please note that the personal information you provide to receive your incentive cannot be tied back to your survey responses. This information will strictly be used to enable the distribution of your incentive and will be destroyed at the end of this study.

If you have any questions or would like additional information about this study, please contact Dr. Deborah Deutsch Smith or the SEFNA staff by calling 909-607-8982 or via 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

3% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

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 DOCTORAL GRADUATES

1. In what college or university is/was your doctoral program located?

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

2a. Did you earn a doctoral degree in Special Education or a related field any time between July 1, 1998 and June 30, 2008?

- No
- Yes

6% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

2b. When were you awarded a doctoral degree?

[CLICK HERE](#) ▼

2c. What doctoral degree did you receive? (check all that apply)

- Ed.D in Special Education
- Ed.D. in an area other than Special Education
- Ph.D. in Special Education
- Ph.D. in an area other than Special Education
- Other degree (please specify):

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9% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

3a. What was your primary area of specialization or concentration within special education during your doctoral study? (please select all that apply)

- Adapted physical education
- Assistive technology
- Autism
- Bilingual special education
- Combined studies: general education and special education
- Deaf/blindness
- Deafness and/or hard-of-hearing
- Developmental delay and intellectual disabilities
- Early childhood/early intervention
- Educational leadership
- Emotional or behavioral disorders
- General special education, cross-categorical, generic, multi-categorical or non-categorical
- General special education, mild or moderate
- Inclusive/collaborative practices
- Intellectual disabilities (mental retardation): mild/moderate
- Intellectual disabilities (mental retardation): severe
- Learning disabilities
- Low incidence disabilities/multiple disabilities/severe disabilities
- Other health impairment
- Physical/orthopedic impairment
- Special education for youth in correctional facilities
- Speech and language impairments
- Transition
- Traumatic brain injury
- Visual impairment and/or blindness
- Other (please specify):

3b. What currently is your primary area of specialization or concentration in your current career position? (please select all that apply)

- Adapted physical education
- Assistive technology

- Autism
- Bilingual special education
- Combined studies: general education and special education
- Deaf/blindness
- Deafness and/or hard-of-hearing
- Developmental delay and intellectual disabilities
- Early childhood/early intervention
- Educational leadership
- Emotional or behavioral disorders
- General special education, cross-categorical, generic, multi-categorical or non-categorical
- General special education, mild or moderate
- Inclusive/collaborative practices
- Intellectual disabilities (mental retardation): mild/moderate
- Intellectual disabilities (mental retardation): severe
- Learning disabilities
- Low incidence disabilities/multiple disabilities/severe disabilities
- Other health impairment
- Physical/orthopedic impairment
- Special education for youth in correctional facilities
- Speech and language impairments
- Transition
- Traumatic brain injury
- Visual impairment and/or blindness
- Other (please specify):

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12% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

PART B- CURRENT EMPLOYMENT STATUS

4. Are you currently employed? (This includes being full- or part-time employed, self-employed, a postdoctoral trainee or fellow, or temporarily absent from a job due to illness or parental leave even if unpaid)

- No
- Yes

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15% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

4a. You indicated that you are not currently employed. What are your reasons for not working? (please check all that apply)

- Family responsibilities
- Chronic illness or permanent disability
- Suitable job not available
- Do not need or want to work
- Other (please specify):

Month

Year

4b. Since receiving your doctoral degree, when were you last employed?

CLICK HERE ▼

CLICK HERE ▼

4c. What category best describes the type of position that you held in this last job?

- Post-doctoral fellowship
- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
- Teaching or provision of direct services in an elementary or secondary school, a school system, or another type of organization (includes teaching, assessment, counseling, guidance, school psychological services, prevention, and consultation)
- Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
- Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non-academic organizations)
- Other type of position (please specify):

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18% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

5. You indicated that you are currently employed. Counting all jobs that you currently have, what is the typical number of hours you work per week?

- Thirty-five or more hours per week
- Fewer than 35 hours per week

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21% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

5b. You indicated that you work fewer than 35 hours per week. Do you want to work 35 or more hours per week?

- No
- Yes

5c. Please indicate the extent to which each of the following contributed to your decision to work on a part time basis.

	A great deal	Somewhat	Not much or not at all	Not applicable
a. Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Chronic illness or permanent disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Suitable job not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Do not need or want to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other (please specify in 7d below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5d. If you checked an item in letter "e" above, provide a description of this item in the space below

Reset

Submit

24% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

PART C- CHARACTERISTICS OF CURRENT EMPLOYMENT STATUS

The items in this section ask about your primary employment and work activities.

6. Primary source of employment? (If you have more than one job, identify the employer for whom you work the most hours. If you have more than one location, identify where you usually work.)

Enter Information

Employer's Name (e.g., Claremont University, Whittier School District, California State Department of Education, Garfield Hospital)

Department or Division (e.g., Dept. of Special Education, Office of Testing and Evaluation, Autism Clinic)

City

State or Province

Country (if not USA)

7. Category that best describes your primary work setting?

- A preschool, elementary, middle, or secondary school
- A school system district office
- Another type of educational organization (e.g. adult or special education)
- A 2-year college or junior college
- A 4-year college or university
- A university-affiliated research institute
- A state government agency
- A federal government agency
- A research institute or organization not affiliated with a university
- A non-profit organization other than the above (e.g., private foundation)
- A for-profit company or corporation other than the above (e.g., a test publisher)
- Other (please specify):

8. Category that best describes your main position?

- Post-doctoral fellowship
- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
- Teaching or provision of direct services in an elementary or secondary school, a school system, or another type of organization (includes teaching, assessment, counseling, guidance, school psychological services, prevention, and consultation)
- Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
- Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non-academic organizations)
- Other type of position (please specify):

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27% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

8a. Please indicate the extent to which each of the following contributed to your decision to choose this post-doctoral position.

	A great deal	Somewhat	Not much or not at all	Not applicable
a. Obtain additional training in the field of my doctoral degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Obtain training in an area outside of my doctoral degree field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work with one of more specific individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Could not find suitable employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other (please specify in 8b below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8b. If you checked an item in letter "e" above, provide a description of this item in the space below

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30% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

8c. What is your faculty rank?

- Not applicable at this institution
- Not applicable for my position
- Full professor
- Associate professor
- Assistant professor
- Instructor or Lecturer
- Clinical Faculty
- Adjunct faculty (part-time)
- Other (please specify):

8d. What is your tenure status?

- Not applicable; no tenure system at this institution
- Not applicable; no tenure system for my position
- Tenured
- On tenure track but not tenured
- Not on tenure track

8e. How important were each of the following in your decision to pursue an academic career?

	Very Important	Somewhat Important	Not Important
a. Autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Flexible schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Intellectual challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Intellectual freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Freedom to pursue my scholarly/teaching interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Opportunities for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Opportunities for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Occupational prestige/professional status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. It was expected of me after graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. No other opportunities for someone with my training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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33% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

Month

Year

9. During what month and year did you start your current job?

CLICK HERE ▼

CLICK HERE ▼

10. Is your current job more than 100 miles from where you were living at the time you applied for the position?

- No
- Yes

11. Did you relocate in order to take this job?

- No
- Yes

12. The next question is about your work activities at your primary work position. What percentage of your time is spent on the following activities during a typical work week? (please do your best to make sure options a to f totals to 100%)

Percentage

- a. Research CLICK HERE ▼
- b. Direct services to children and families (diagnosis, assessment, consultation, counseling and guidance, prevention, and treatment) CLICK HERE ▼
- c. Managing personnel CLICK HERE ▼
- d. Field supervision CLICK HERE ▼
- e. Teaching CLICK HERE ▼
- f. Other (please specify in the space below) CLICK HERE ▼

12a. If you checked an item in letter "f" above, provide a description of this item in the space below

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36% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

13. Is any of your work on this job supported by contracts or grants from the following sources? (Please select all that apply)

- U.S. Department of Education (e.g., IES, NCES, FIPSE, OSEP, NIDDR, FIPSE)
- National Institutes of Health (e.g., NIMH, NICHD, NIDCS)
- Other federal government agency (e.g., NSF, DOD)
- State or local government agency
- Other non-profit organization (e.g., private foundation)
- For-profit organization (e.g., test publisher)
- Other (please specify):

14. Before deductions, what is your annual base salary or stipend for this position? (Do not include bonuses, overtime, or additional compensation for summertime teaching or research)

If not salaried, please estimate your earned income, excluding business expenses.

14a. Please indicate the time period of your stated income in question 14.

- Nine to 10 months
- Eleven to 12 months
- Other (please specify):

15. How satisfied are you with the following aspects of your job?

	Level of Satisfaction or Dissatisfaction					
	Completely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Completed Dissatisfied	Not Applicable
a. Salary and fringe benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working conditions (e.g., hours, location)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teaching load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quality of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Autonomy and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional relationships with co-workers/colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Social relationships with co-workers/colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- h. Competency of co-workers/colleagues
- i. Job security
- j. Relationship with administration
- k. Visibility for jobs at other institutions/organization
- l. Undergraduate course assignments
- m. Graduate course assignments
- n. Degree of interesting or rewarding work
- o. Opportunity for scholarly pursuits

16. How would you rate your overall satisfaction with your job?

- Completely satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Completely dissatisfied
- Not applicable

17. Do you work more than one job?

- No
- Yes

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39% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

17a. Is this job an adjunct teaching position at a college or university?

- No
- Yes

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42% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

17b. You indicated that your second job is an adjunct teaching position at a college or university. Please select the description that best describes the program of that institution of higher education.

- Special education-2 year
- Special education-4 year
- Education-2 year
- Education-4 year
- Other (please specify):

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45% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

PART D- CAREER EXPERIENCES IMMEDIATELY FOLLOWING DOCTORATE

This section asks for information on your initial career plans and experiences which occurred upon receipt of your doctorate.

18. Thinking back to when you began your doctoral program, what category best describes the type of work that you most wanted to do upon completing your doctorate?

- Post-doctoral position/fellowship
- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
- Teaching or provision of direct services in an elementary or secondary school, a school system, or another type of organization (includes teaching, assessment, counseling, guidance, school psychological services, prevention, and consultation)
- Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
- Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non-academic organizations)
- Other type of position (please specify):

19. When you began your doctoral program, in what type of employment setting did you most want to work upon completing your doctorate?

- A preschool, elementary, middle, or secondary school
- A school system district office
- Another type of educational organization (e.g. adult or special education)
- A 2-year college or junior college
- A 4-year college or university
- A university-affiliated research institute
- A state government agency
- A federal government agency
- A research institute or organization not affiliated with a university
- A non-profit organization other than the above (e.g., private foundation)
- A for-profit company or corporation other than the above (e.g., a test publisher)
- Other (please specify):

20. How did you think a doctoral degree would help your career?

- Help you begin your first career
- Help you further a career you had already started
- Help you change careers
- Help in ways not related to your career
- Other (please specify):

21. At the time you completed your doctorate, among those with your training and experience, how would you describe the job market?

- Excellent
- Good
- Fair
- Poor
- Do not know/cannot remember

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48% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

22. Since completing the doctorate, have you obtained a position you consider in line with your "career path?" (A "career path" is consistent with your future career plans. It can either be a job or a postdoctoral training position.)

- Yes, I am holding a career path position
- Yes, I have signed a contract or made a definite commitment for such a position
- Yes, I am negotiating with one or more specific organizations
- Yes, I am seeking a position but do not have specific prospects as of yet
- No, I am not currently seeking a position
- Other (please specify):

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52% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

23. When did you begin working on that job?

- Prior to working on the doctorate
- While working on the doctorate
- After completing the doctorate

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55% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

24. When you began applying for career path jobs, what types of positions did you apply for? (please check all that apply)

- Post-doctoral fellowship
- Faculty (includes teaching and/or research in a college or university in either regular or adjunct positions)
- Teaching or provision of direct services in an elementary or secondary school, a school system, or another type of organization (includes teaching, assessment, counseling, guidance, school psychological services, prevention, and consultation)
- Educational administration or administration of direct services (includes such positions as program director, professional development director, principal, or other administrator of educational or direct services)
- Research/evaluation (includes basic or applied research and evaluation and non-faculty positions in academic or non-academic organizations)
- Other type of position (please specify):

25. To what extent has or was your search for a career path position impacted by the following?

	A great deal	Somewhat	Not much or not at all	Not applicable
a. Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career or employment of spouse/partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Debt burden from undergraduate/graduate degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Suitable job not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other (please specify in 25a below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25a. If you checked an item in letter "f" above, provide a description of this item in the space below

26. Please indicate the extent to which you used the following resources in seeking a career path position after receiving a doctorate.

	A great deal	Somewhat	Not much or not at all	Not applicable
a. Chronicle of Higher Education (newspaper or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College or department placement office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Direct contacts which you initiated (e.g., sent unsolicited vita)
- d. Faculty or advisors
- e. Informal channels through colleagues and friends
- f. Newspapers (other than Chronicle of Higher Education)
- g. Postings on web sites of professional or other relevant organizations (other than Chronicle of Higher Education)
- h. Professional journals and newsletters
- i. Professional meetings or conferences
- j. Professional recruiters such as "head hunters"
- k. Other (please specify in question 26a below)

26a. In question 26 above, if you indicated using another resource (or resources) than those listed in seeking a position. Please provide a description of the other resource (or resources) you used in the space below.

27. How many months elapsed between the time you completed the doctorate and the time you accepted your first career path position? (If your career path position began while you were completing or within one month of receiving the doctoral degree, then enter "0")

28. How did the completion of the doctoral degree affect the following aspects of the first career path position you held?

- | | A great deal | Somewhat | Not much or not at all | Not applicable |
|--|-----------------------|-----------------------|------------------------|-----------------------|
| a. Salary level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Level of responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Job security | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Degree of interesting or rewarding work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Degree of challenging work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Management activities expected | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Other (please specify in 28a below) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28a. If you checked an item in letter "g" above, provide a description of this item in the space below

29. Are you currently holding this first career path position?

- No, changed jobs

- No, not currently employed
- Yes

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58% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

You have indicated that you either have changed jobs or are not currently employed. Please answer the following job history for your 2nd, 3rd, and 4th position, as applicable.

29a. Please select the best description of your 1st to 2nd position shift after completing your doctoral degree.

- From university faculty to school district
- From school district to university faculty
- From government agency to school district
- From government agency to university faculty
- From university faculty to another university faculty
- From government agency to another government agency
- From post-doctorate/project coordinator to university faculty
- From post-doctorate/project coordinator to school district
- Other

29b. Please select the best description of your 2nd to 3rd position shift after completing your doctoral degree.

- From university faculty to school district
- From school district to university faculty
- From government agency to school district
- From government agency to university faculty
- From university faculty to another university faculty
- From government agency to another government agency
- Other

29c. Please select the best description of your 3rd to 4th position shift after completing your doctoral degree.

- From university faculty to school district
- From school district to university faculty
- From government agency to school district
- From government agency to university faculty
- From university faculty to another university faculty
- From government agency to another government agency

Other

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61% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

30. Who was your primary employer for this first career path position? (If you have more than one location, identify where you usually worked.)

Enter Information

Employer's Name (e.g., Claremont University, Whittier School District, California State Department of Education, Garfield Hospital)

Department or Division (e.g., Dept. of Special Education, Office of Testing and Evaluation, Autism Clinic)

City

State or Province

Country (if not USA)

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64% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

31. In terms of preparing you for a career, how satisfied are you with the doctoral program you attended in terms of training you received in the following areas?

	<u>Level of Satisfaction or Dissatisfaction</u>						
	Completely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Completely dissatisfied	Don't know	Not applicable
a. Diagnosis and assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research or evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Administration or supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Elementary and secondary school teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. College teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Cultural and linguistic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Data-based/evidence-based practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. General problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Knowledge in special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Knowledge in fields other than special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- m. Grant writing
- n. Preparation of highly qualified teachers
- o. Providing of professional development
- p. Supervision

31a. In which two areas in question 31 would you have liked to have had more training or emphasis in your doctoral program? (Select "none" if no additional training or emphasis desired)

FIRST AREA

SECOND AREA

32. How would you rate your overall satisfaction with the doctoral program you completed?

- Completely Satisfied
- Somewhat Satisfied
- Neutral
- Mostly Dissatisfied
- Somewhat Dissatisfied

33. Are you currently seeking new employment?

- No
- Yes

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67% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

PART E- EDUCATIONAL AND BACKGROUND CHARACTERISTICS

The final set of questions ask about your previous education, gender, marital status, and other background information.

34. In what year did you complete the following education levels?

High school diploma/GED

Bachelor's Degree

Master's Degree

35. When you applied for admission to your doctoral program, approximately how many doctoral programs did you apply to in...

of programs

Special education

Other fields in education

Other disciplines (e.g. psychology)

36. Were any of these programs more than 100 miles from where you were living at the time you applied for admission?

- No
- Yes

37. What was the furthest distance from your home and any institution to which you applied?

38. Were any of these programs in... (please select all that apply)

- The same city in which you were living
- Other cities but in the same state in which you were then living

- Another state where you had previously lived
- States other than the one in which you were then living
- Countries other than the one in which you were then living

39. What was your status when you were applying to doctoral programs? (please select all that apply)

- Full-time or part-time graduate student
- Staff/faculty member in a department or other unit within a college or university
- Teacher in a local school, school system, or other educational or direct services organization
- Staff member in a local school, school system, or other educational or direct services organization
- Administrator in a local school, school system, or other educational or direct services organization
- Staff member, administrator, or other personnel in an organization other than those mentioned above
- Not employed
- Other (please specify):

40. Please indicate the extent to which each of the following contributed to your decision to enroll in the program where you earned your doctoral degree.

	A great deal	Somewhat	Not much or not at all	Not applicable
a. The opportunity to work with specific faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The amount of financial support offered to me by the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The lower cost (i.e. tuition and fees) of attending this program compared to other programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The specific concentration of the program (e.g., deaf education or learning disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The program's national reputation in special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The fact that I would not have to relocate (move to another city or to another state)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The fact that I would be near family and/or close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The attractive geographic location (e.g., cultural or recreational opportunities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The job, career, or educational needs of my spouse, partner or children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The program's commitment to addressing the needs of its students (e.g., schedule of evening classes and weekend courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Program distance learning options (please specify in question 40a below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other options not listed above (please specify in question 40a below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40a. If you checked an item in letter "k" and/or "l" above, provide a description of this item (or items) in the space below

Month

Year

41. When did you first enroll in this doctoral program?

42. Was this doctoral program more than 100 miles from where you were living at the time you applied for admission?

- No
- Yes

43. Did you relocate in order to enroll as a doctoral student in this program?

- No
- Yes

44. Did you receive a tuition waiver or discount for your doctoral studies? (This could either be a separate source of support or part of a financial support package, e.g., as part of a teaching assistantship.)

- Yes, I received tuition support
- Yes, I received a living allowance
- No, I did not receive tuition support or a living allowance

45. Did you receive assistance from any of the following to cover living and/or educational expenses associated with your doctoral program? (Check all that apply)

- Loans (from any source)
- Research assistantship
- Teaching assistantship
- Traineeship (e.g., support from a training grant from the U.S. Department of Education)
- Fellowship, scholarship, graduate assistantship
- Dissertation grant
- Paid internship/practicum
- Personal savings
- Family assistance
- Employer reimbursement/assistance
- Work
- Other (please specify):

46. Which of the following did you receive the most financial support?

If selected "other" please describe in the following area:

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70% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

47. Are you...

- Female
- Male

48. What is your marital status?

- Married
- Living in a partnership
- Widowed
- Separated/divorced
- Never married

49. Not including yourself, how many dependents do you have? (A dependent is someone who receives at least one half of their support from you.)

▼

50. What is your citizenship status?

- U.S. citizen, native-born
- U.S. citizen, naturalized
- Non-U.S. citizen, permanent U.S. resident visa
- Temporary U.S. resident visa



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

50a. Of which country are you a citizen? Please enter it in the following area:

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76% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

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

51. Are you of Spanish/Hispanic/Latino origin?

- Yes
- No

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79% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

51a. Which of the following categories best describe your Spanish/Hispanic/Latino origin?

- Mexican, Mexican-American, Chicano
- Puerto Rican
- Cuban
- Latin American
- Other (Please specify)

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82% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

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

52. Please check one of the following categories (Note: Even if you had checked the ethnicity of "Spanish/Hispanic/Latino", you are also asked to check a race category)

- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Asian
- Black or African American
- White
- Bi/multiracial
- Unknown/Decline to state

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85% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

Month

Year

53. In what month and year were you born?

CLICK HERE ▼

54. Are you a person with a disability? *(For the purposes of this survey, a doctoral student with a disability meets one or more of the following criteria: 1) has a disability based on the definition of disability under the Americans with Disabilities Act 2) has a documented disability and received disability related services in higher education 3) had either an IEP or a 504 plan during elementary and/or high school.)*

- Yes
- No

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88% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

54a. Which of the following categories describes your disability? (please select all that apply)

- Visual
- Orthopedic (mobility)
- Auditory (hearing)
- Vocal
- Learning disability
- Other (Please specify):

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91% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

55. If you have comments you would like to share about your experiences as a doctoral student in special education, please provide them in the space below:

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94% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

56. If you have comments you would like to share about your experiences as a doctoral graduate in special education, please provide them in the space below:

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97% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate 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

100% Complete



Special Education Faculty Needs Assessment: Doctoral Graduate 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 special education professionals and the roles in which they serve.

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 the Principal Investigator, Dr. Deborah Deutsch Smith, 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 \$10 gift certificate!

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

[CLICK HERE TO BE DIRECTED TO INCENTIVE PAGE \(link available in online survey only\)](#)



Special Education Faculty Needs Assessment: Doctoral Graduate 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)



Special Education Faculty Needs Assessment: Doctoral Graduate Survey

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)

Task 4

Teacher education programs



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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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

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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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?

▾

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



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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?

CLICK HERE ▼

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

CLICK HERE ▼

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?

CLICK HERE ▼

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

CLICK HERE ▼

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?

CLICK HERE ▼

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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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?

CLICK HERE ▼

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

CLICK HERE ▼

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?

CLICK HERE ▼

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

CLICK HERE ▼

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?

CLICK HERE ▼

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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Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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?

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

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 Only
Traditional Students**

**Number of
Faculty/Instructors
Teaching Only
Non-Traditional
Students**

**Number of
Faculty/Instructors
Teaching Both
Traditional and Non-
traditional Students**

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

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

CLICK HERE ▼

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?

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

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

CLICK HERE ▼

CLICK HERE ▼

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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](#)

<u>TRADITIONAL PROGRAM</u> Full-time, Tenure Faculty	<u>TRADITIONAL PROGRAM</u> Full-time, Non-tenure Faculty	<u>TRADITIONAL PROGRAM</u> Graduate Student Instructors	<u>TRADITIONAL PROGRAM</u> Adjunct Course Instructors Paid by the Course		<u>NON-TRADITIONAL PROGRAM</u> Full-time, Tenure Faculty	<u>NON-TRADITIONAL PROGRAM</u> Full-time, Non-Tenure Faculty	<u>NON-TRADITIONAL PROGRAM</u> Graduate Student Instructors	<u>NON-TRADITIONAL PROGRAM</u> Adjunct Course Instructors Paid by the Course
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45a. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45b. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45c. 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](#)

<u>TRADITIONAL PROGRAM</u> Full-time, Tenure Faculty	<u>TRADITIONAL PROGRAM</u> Full-time, Non-tenure Faculty	<u>TRADITIONAL PROGRAM</u> Graduate Student Instructors	<u>TRADITIONAL PROGRAM</u> Adjunct Course Instructors Paid by the Course		<u>NON-TRADITIONAL PROGRAM</u> Full-time, Tenure Faculty	<u>NON-TRADITIONAL PROGRAM</u> Full-time, Non-tenure Faculty	<u>NON-TRADITIONAL PROGRAM</u> Graduate Student Instructors	<u>NON-TRADITIONAL PROGRAM</u> Adjunct Course Instructors Paid by the Course
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45d. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45e. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45f. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45g. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45h. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45i. 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"/>
<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	<input type="text" value="CLICK HERE"/>	45j. 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

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):

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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?

▼



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?

CLICK HERE

CLICK HERE



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



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



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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

CLICK HERE



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?

CLICK HERE ▼

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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



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)?

CLICK HERE



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



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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

CLICK HERE



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



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?

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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.

[CLICK HERE TO BE DIRECTED TO INCENTIVE PAGE](#)



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)



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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)



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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.



Special Education Faculty Needs Assessment: Teacher Education Training Program Survey

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.

Task 5

OSEP leadership preparation projects

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

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

- private
- public

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OSEP Non-completer Special Education Doctoral Program Survey

3. How many TOTAL students did your institution reported as non-completers?

4. You will now be asked a series of questions about the students that your academic institution reported as non-completers. Please check all that applies.

[CLICK HERE](#) for explanations to options in current academic status as of Fall 2008

	Student I.D. Number	What is the CURRENT status (as of Fall 2008) of Students Previously Reported as Not Completing Doctoral Program											Additional Information on Why Student was Reported as Non-Completers				
		Coursework at this institution	Coursework at Other	Dissertation at this institution	Dissertation at Other	Doctoral Degree at this institution	Doctoral Degree at Other	Self-initiated Withdrawal	Program-initiated Withdrawal	Left the doctoral program but later re-enrolled (please list reasons for leaving)	Completed Other Degree/Certification (if so, please list)	Other (please explain)					
1	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you have more than 10 students?

- Yes
- No

OSEP Non-completer Special Education Doctoral Program Survey

[CLICK HERE](#) for explanations to options in current academic status as of Fall 2008

Student I.D. Number	What is the CURRENT status (as of Fall 2008) of Students Previously Reported as Not Completing Doctoral Program												Additional Information on Why Student was Reported as Non-Completers
	Coursework at this institution	Coursework at Other	Dissertation at this institution	Dissertation at Other	Doctoral Degree at this institution	Doctoral Degree at Other	Self-initiated Withdrawal	Program-initiated Withdrawal	Left the doctoral program but later re-enrolled (please list reasons for leaving)	Completed Other Degree/Certification (if so, please list)	Other (please explain)		
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Do you have more than 20 students?

- Yes
- No

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OSEP Non-completer Special Education Doctoral Program Survey

[CLICK HERE](#) for explanations to options in current academic status as of Fall 2008

	Student I.D. Number	What is the CURRENT status (as of Fall 2008) of Students Previously Reported as Not Completing Doctoral Program											Additional Information on Why Student was Reported as Non-Completers	
		Coursework at this institution	Coursework at Other	Dissertation at this institution	Dissertation at Other	Doctoral Degree at this institution	Doctoral Degree at Other	Self-initiated Withdrawal	Program-initiated Withdrawal	Left the doctoral program but later re-enrolled (please list reasons for leaving)	Completed Other Degree/Certification (if so, please list)	Other (please explain)		
21	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Reset

Next Page

*****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 completion page. You may experience a delay prior to being routed to the completion 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 Data

OSEP Non-completer Special Education Doctoral Program Survey

Thank you for participating in the OSEP Non-Completer Special Education Doctoral Program Survey. The information you provided will help with better university and college programming and federal funding policies.

OSEP Non-completer Special Education Doctoral Program Survey

Student I.D. Number refers to the three digit number your academic institution assigned to the students. They can also be found in the information sheets sent to you.

Coursework at this institution refers to the student currently taking doctoral level coursework at your academic institution.

Coursework at Other refers to the student currently taking doctoral level coursework at another academic institution.

Dissertation at this institution refers to the student currently working on dissertation research at your academic institution.

Dissertation at Other refers to the student currently working on dissertation research at another academic institution.

Completed other Degree/Certification refers to the student that had receive a degree and/or certification from the academic institution other than a doctoral degree.

Doctoral Degree at this institution refers to the student that had receive a doctoral degree from your academic institution.

Doctoral Degree at Other refers to the student that had receive a doctoral degree from another academic institution.

Self-initated Withdrawal refers to the student that decided to drop out of the program.

Program-initiated Withdrawal refers to the student meeting unsatisfactory program requirements resulting in the student leaving.

Task 6

OSEP leadership projects

active in Spring 2009



OSEP Leadership Support Survey

Please provide the following information regarding direct support to students from the OSEP leadership project

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

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

2. The following financial support information is based on which academic period?

- 9 month academic year
 12 month academic year
 Other (please specify):

3a. What is the current typical or average stipend amount for individual full-time students? (Please estimate to the best of your ability.)

3b. What is the current typical or average stipend amount for individual part-time students? (Please estimate to the best of your ability.)

4a. What is the current typical or average tuition support from the project for individual students? (Please estimate to the best of your ability.)

4b. Does the stated tuition support above cover the full amount for tuition?

- No
 Yes

5a. What other financial assistance is provided through this OSEP project? Please check "not sure", "no", or "yes" in the following categories:

	Not Sure	No	Yes
a. Book allowances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other (please specify in 5b below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5b. If you had selected "d" above, please specify in the the following box:

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OSEP Leadership Support Survey

6. Please provide information below about other sources of support (e.g. research grants, university funds) for costs that are not fully covered by the OSEP training project. Please explain in detail.

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OSEP Leadership Support 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](#)



OSEP Leadership Support Survey

YOU HAVE REACHED THE END OF THE SURVEY

We sincerely thank you for your participation in this online survey.

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 the Principal Investigator, Dr. Deborah Deutsch Smith, or the SEFNA staff by calling 909-607-8982 or contacting them at the project's e-mail address: sefna@cgu.edu.

Task 7

SE positions posted in
The Chronicle of Higher Education
(June 2010 – October 2010)

Chronicle Triangulation Survey

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 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 a recent faculty search conducted by your university.

Purpose: The purpose of this study is to examine considerations that may have impacted the timing of the advertisement of recently advertised faculty positions as well as the demographic characteristics of those positions.

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 kept the number and length of the questions as brief as possible. It should take no more than 5 to 10 minutes to complete the online survey.

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 reviewed this project. You may also contact ORSP at (909) 607-9406 with any questions.

Please indicate your consent to participate in this study below.

- Yes, I agree to consent to participate in this study. (1)
- No, I do not wish to provide consent to participate in this study. (2)

If No, I do not wish to provid... Is Selected, Then Skip To End of Survey

Q1 Thank you for agreeing to provide some follow-up information for the Special Education Faculty Needs Assessment (SEFNA) project. This short survey is focused on understanding more about the process for searching for special education faculty positions.

Q2 Please select your university from the list below. (Choose one answer.)

- Adelphi University (1)
- American University (2)
- Augusta State University (3)
- Boston University (4)
- California State University, Fresno (5)
- Central Washington University (6)
- Dine College (7)
- Edinboro University of Pennsylvania (8)
- Elizabethtown College (9)
- Fairfield University (10)
- Framingham State University (11)
- Fresno Pacific University (12)
- Georgia Southern University (13)
- Georgia Southwestern State University (14)
- Kennesaw University (15)
- Mercy College (16)
- Metropolitan State College of Denver (17)
- Michigan State University (18)
- Midwestern State University (19)
- Missouri State University-Springfield (20)
- Monmouth University (21)
- Montclair State University (22)
- Saginaw Valley State University (23)
- Shephard University (24)
- St Thomas Aquinas College (25)
- State University of New York Brockport (26)
- Touro University California (27)
- University of Georgia (28)
- University of Houston Clear Lake (29)
- University of Illinois at Chicago (30)
- University of Kansas (31)
- University of Missouri in Kansas City (32)
- University of North Carolina Charlotte (33)
- University of North Carolina Pembroke (34)
- University of Utah (35)
- University of Wisconsin - Eau Claire (36)
- University of Wisconsin - La Crosse (37)
- University of Wisconsin - OshKosh (38)
- University of Wisconsin-Madison (39)

- Vanderbilt University (40)
- West Chester University of Pennsylvania (41)
- West Virginia University (42)
- Western Illinois University (43)
- Another university not included on this list (44)

Q3 According to The Chronicle of Higher Education, your university posted a position for a special education faculty member between June 1st and December 31st of 2010. Are we correct in identifying you as the coordinator for the position posted and described in the email containing this survey link? (Choose one answer.)

- Yes (1)
- No (2)

Answer If According to The Chronicle of Higher Education, your univ... No Is Selected

Q4 Please use the space below to identify the person most appropriate to answer questions about the position posted and described in the email containing this survey link?

If Please use the space below ... Is Equal to, Then Skip To End of Survey If Please use the space below ... Is Not Empty, Then Skip To End of Survey

Q4 Which of the reasons listed below led to the search? (Choose one answer.)

- New faculty line created (1)
- Fill an existing, vacant (or soon to be vacant) faculty line (2)
- Other (Please explain below.) (3) _____

Answer If Which of the reasons listed below led to the search? (Cho... New faculty line created Is Selected

Q5 What circumstances led to this position being created and searched for? Please use the space below to write in your answers.

Answer If Which of the reasons listed below led to the search? (Cho... Other (Please explain below.)
Is Selected

Q6 What circumstances led to this position being created and searched for? Please use the space below to write in your answers.

Answer If Which of the reasons listed below led to the search? (Cho... Fill an existing, vacant (or soon to be vacant) faculty line Is Selected

Q7 In what MONTH did the person or do you expect the person being replaced to completely leave the position? (Choose one answer.)

- January (1)
- February (2)
- March (3)
- April (4)
- May (5)
- June (6)
- July (7)
- August (8)
- September (9)
- October (10)
- November (11)
- December (12)

Answer If Which of the reasons listed below led to the search? (Cho... Fill an existing, vacant (or soon to be vacant) faculty line Is Selected

Q8 In what YEAR did the person or do you expect the person being replaced to completely leave the position? (Choose one answer.)

- Prior to 2006 (2)
- 2006 (3)
- 2007 (4)
- 2008 (5)
- 2009 (6)
- 2010 (7)
- 2011 (8)
- 2012 (9)
- 2013 (10)
- 2014 (11)
- 2015 (12)
- After 2015 (13)

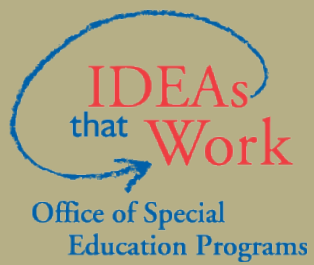
Answer If Which of the reasons listed below led to the search? (Cho... Fill an existing, vacant (or soon to be vacant) faculty line Is Selected

Q9 Why was this position vacated? (Choose one answer.)

- Left the university for a position at another university (1)
- Left the university for a non-university position (2)
- Promoted or transferred to another position at the same university (3)
- Retired (4)
- Other (Please specify.) (5) _____

Q10 Was this search ever postponed due to a hiring freeze? (Choose one answer.)

- Yes (1)
- No (2)



Q11 Please use the space below to describe the circumstances that led to the hiring freeze and those that allowed you to advertise the position.

Q12 Now we would like to ask you a few questions about the creation of the position description.

Q13 What special education specialization, if any, does this job require? (Please check all that apply.)

- No specialization required (1)
- Adapted physical education (2)
- Assistive technology (3)
- Autism (4)
- Bilingual special education (5)
- Combined studies: general and special education (6)
- Deaf/blindness (7)
- Deafness and/or hard-of-hearing (8)
- Early childhood/early intervention (9)
- Emotional or behavioral disorders (10)
- General special education, cross-categorical, generic, multi-categorical, or non-categorical (11)
- General special education, mild to moderate (12)
- Inclusive/collaborative practices (13)
- Intellectual disabilities (mental retardation): mild to moderate (14)
- Intellectual disabilities (mental retardation): severe (15)
- Learning disabilities (16)
- Low incidence disabilities/multiple disabilities/severe disabilities (17)
- Other health impairment (18)
- Physical/orthopedic impairment (19)
- Special education, non-disability specific (20)
- Special education for youth in correctional facilities (21)
- Speech and language impairments (22)
- Transition (23)
- Traumatic brain injury (24)
- Visual impairment and/or blindness (25)
- Other (Please specify below.) (26) _____

Answer If Which of the reasons listed below led to the search? (Cho... Fill an existing, vacant (or soon to be vacant) faculty line Is Selected

Q14 Does the job description describe the duties of the faculty member who previously held this position? (Choose one answer.)

- Yes (1)
- No (2)

Answer If Does the job description describe the duties of the facult... No Is Selected

Q15 How is this job description different from the previous job description? Please use the space below to write in your answers.

Answer If Does the job description describe the duties of the facult... No Is Selected

Q16 Why is the job description different from the previous job description (e.g., new program expansion)? Please be as specific as possible.

Q17 Now, we would like to ask you about the current status of the job search. Even if the search is not completed, please answer the following questions.

Q18 How many applicants have you received? (Please enter a whole number between 0 and 100.)

Q19 How many of these applicants do you consider qualified for the position? (Please enter a whole number between 0 and 100.)

Q20 To the best of your knowledge, what percentage of applicants indicated that they were a linguistically and culturally diverse individual? (Please enter a whole number between 0 and 100.)

Q21 To the best of your knowledge, what percentage of applicants indicated that they were an individual with a disability? (Please enter a whole number between 0 and 100.)

Q22 Are you still searching for this position? (Choose one answer.)

- Yes (1)
- No (2)

Answer If Are you still searching for this position? (Choose o... No Is Selected

Q23 Was the position successfully filled? (Choose one answer.)

- Yes (1)
- No (2)

Answer If Are you still searching for this position? (Choose o... Yes Is Selected

Q24 In what MONTH do you expect the search to be completed? (Choose one answer.)

- January (1)
- February (2)
- March (3)
- April (4)
- May (5)
- June (6)
- July (7)
- August (8)
- September (9)
- October (10)
- November (11)
- December (12)

Answer If Was the position successfully filled? (Choose one answer.) Yes Is Selected

Q25 Did a culturally and linguistically diverse candidate fill the position? (Choose one answer.)

- Yes (1)
- No (2)

Answer If Was the position successfully filled? (Choose one answer.) Yes Is Selected

Q26 Did an individual with a disability fill the position? (Choose one answer.)

- Yes (1)
- No (2)

Answer If Was the position successfully filled? (Choose one answer.) No Is Selected

Q27 Please use the space below to tell us why the position was not successfully filled.

Answer If Was the position successfully filled? (Choose one answer.) No Is Selected

Q28 Is the position being, or going to be, re-advertised or has it been eliminated? (Choose one answer.)

- Re-advertised (1)
- Eliminated (2)

Q29 Is there anything else you would like to tell us about this position? Please use the space below.

Q30 How many special education searches do you anticipate your department or program will advertise in the 2011/12 academic year? (Choose one answer.)

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (12)
- More than 10 (14)