

Brothers, Sheila C.

From: Cramer, Aaron M.
Sent: Thursday, January 30, 2020 5:16 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila C.; Ett-Mims, Joanie; Woolery, Stephanie L.
Cc: Lee, Donna B.; Cramer, Aaron M.
Subject: NEW MS: Teacher Preparation Program in Visual Impairments
Attachments: TVI New Masters Degree 090419 updated 200128.pdf

Proposed New MS in Teacher Preparation Program in Visual Impairments

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS degree: Teacher Preparation Program in Visual Impairments, in the Department of Early Childhood, Special Education, and Counselor Education within the College of Education.

Rationale: The proposed Teacher Preparation Program in Visual Impairments is designed to train teachers of the visually impaired to work with children from preschool through graduation. The proposed program, supported by the Kentucky Department of Education, consists of ten core courses followed by a final course for student teaching or field experience. The program will be offered with synchronous classes, face-to-face weekends, and intensive summer courses at UK and the Kentucky School for the Blind. The previously existing teacher certification program in this area has been in high demand, having certified 59 teachers since it started in 2013, with severe shortages in Kentucky and nationally. Cohorts of approximately 15 students are expected.

Aaron

Aaron M. Cramer
Kentucky Utilities Associate Professor of Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate Academic Programs Committee
University of Kentucky
859-257-9113
aaron.cramer@uky.edu

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Office of Strategic Planning and Institutional Effectiveness (OSPIE). The new program approval process begins when a contact person submits a "Notification of Intent" (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program's degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).

Pre-proposal. The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).

Form structure. This form has two sections. The first half (white background) contains information required by the University Senate and Registrar's office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write "not applicable" wherever that is the appropriate response.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.

INFORMATION REQUIRED BY UNIVERSITY SENATE	
1. Basic Information: Program Background and Overview	
1a	Home College: Education
1b	Home Educational Unit (school, department, college ¹): <i>Department of Early Childhood, Special Education and Counselor Education</i>
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)
	Date of Contact with OSPIE:
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.
	<input type="checkbox"/> Appended to the end of this form is a letter of administrative feasibility from the Provost.
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.
	CIP Code (confirmed by OSPIE): 13.1009

¹ Only interdisciplinary graduate degrees may be homed at the college level.

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	Degree Type (MA, MS, etc.) ² : MS	
	Is this degree designation on the CPE's list of degree designations ² ?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	If "No," please provide an explanation for OSPIE's use in external reporting purposes.	

1d*	Major Name (Biology, Finance, etc.): <i>Teacher Preparation Program in Visual Impairments</i>	
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1e	Is there a specialized accrediting agency related to this program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name: <i>Council for the Accreditation of Educator Preparation (CAEP)</i>		
	Do you intend to seek accreditation from this agency?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

1f	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		

1g*	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date ³ :
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1h*	Anticipated date for granting first degree(s): <i>Spring 2021</i>
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1i*	Contact person name: <i>Donna Brostek Lee</i>	Email: <i>donna.b.lee@uky.edu</i>	Phone: <i>257-1520</i>
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2. Program Overview

2a*	Provide a brief description of the proposed program. (300 word limit)
	<p><i>The Teacher Preparation Program in Visual Impairments is designed to train Teachers of the Visually Impaired (TVIs) to work with children from preschool through graduation who are blind and visually impaired, including those with and without additional disabilities. TVIs modify instruction and materials for students to gain access to the core curriculum, as well as teach the expanded core curriculum, which consist of nine specific skill areas such as assistive technology, independent living, and sensory efficiency that are needed for post-graduation success. The current TVI certification program consists of three tracks, one for initial teaching candidates, one for initial teaching candidates that are employed as a TVI while enrolled in the program (alternate certification), and the last for those candidates who already hold a teaching degree and/or certification in another area. The master's degree will be inclusive to all three of these certification programs and will consist of the core Visual Impairment (VI) classes.</i></p> <p><i>The TVI program uses a hybrid model with synchronous classes offered via Zoom, face-to-face weekends, and intensive summer courses held at University of Kentucky and Kentucky School for the Blind (KSB) in Louisville. There are ten core VI classes for the program that focus specifically on visual impairments, the final one consisting of student teaching or field experience. The total credit hours for the degree program is 33. It should be noted that the degree requirements are different from Kentucky teacher certification requirements, which may require additional coursework.</i></p>

2b	List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the program, both tangibly and intangibly. (Please note that "program objectives" are different from "student learning outcomes.") (300 word limit)
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² Visit <http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx> for the CPE's list of approved degree designations.
³ Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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	<ol style="list-style-type: none"> 1. The Teacher Preparation Program in Visual Impairments will align course standards with the Council for Exceptional Children (CEC) Initial Special Education Standards for Blind and Visual Impairments and maintain program approval through the Commonwealth of Kentucky 2. The program will develop highly skilled, prepared, and knowledgeable Teachers of the Visually Impaired (TVIs) to work with children of all ages and ability levels, that have visual impairments and blindness. 3. The program will increase the number of qualified Teachers of the Visually Impaired (TVIs) that exemplify high standards of professionalism across the United States, specifically addressing the needs of the Commonwealth of Kentucky.
2c*	<p>List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning: 1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4. applied learning; and 5. civic learning. (300 word limit) (More detailed information will be addressed in a subsequent question.)</p>
	<p><i>The following outcomes address specialized knowledge, intellectual skills, applied learning, and civic learning for the working with children who are blind and visually impaired:</i></p> <ol style="list-style-type: none"> 1. <i>Communication and Professionalism</i> <ul style="list-style-type: none"> • <i>Teacher candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students.</i> 2. <i>Assessment</i> <ul style="list-style-type: none"> • <i>Teacher candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery.</i> 3. <i>Instructional Planning and Delivery</i> <ul style="list-style-type: none"> • <i>Teacher candidates will plan and implement effective lessons that target the individual learner characteristics based on continuous assessment data. These lessons will demonstrate modifications to the core content and provide instruction in the Expanded Core Curriculum (ECC).</i>
2d	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p>
	<p><i>The current teacher certification program has been in high demand, as UK is the only university in Kentucky that trains Teachers of the Visually Impaired (TVIs). As of August 2019, the program has certified 59 TVIs since it started in 2013 and has another 38 currently enrolled in the program. Each cohort has been running at or above capacity due to the severe shortages in this area, as indicated by the Kentucky Department of Education's (KDE) critical shortage area list. In addition, over 95% of the teacher candidates in the program were employed as their school district's TVI while completing the program, since no fully certified TVIs were available. This shortage of TVIs extends nationally, as there is a critical shortage across the U.S.</i></p>
2e	<p>Describe the proposed program's uniqueness within UK. (250 word limit)</p>
	<p><i>This is the only program of its kinds within the Commonwealth of Kentucky and provides a unique and critical service to children who are blind and visually impaired within our school system. This program allows Kentuckians to attend an in-state, flagship university, while addressing a deficit or need in their local district or surrounding area.</i></p>
2f	<p>Describe the target audience. (150 word limit)</p>
	<p><i>There are two main target audiences: 1. Current teachers who wish to add an additional certification area in visual impairments due to an interest in working with children who are blind and visually impaired. 2. Individuals who currently hold a bachelor's degree outside of education that want to make a career change to this area.</i></p>

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2g*	Does the program allow for any concentrations?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name the concentration(s). (<i>Specific course requirements will be described in Section A, part 7.</i>)		
	Concentration #1:		
	Concentration #2:		
	Concentration #3:		
2h	Are necessary resources available for the proposed new program? (<i>A more detailed answer is requested in Section A, part 4.</i>)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2i	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (<i>150 word limit</i>)		
	<i>Interested graduate students will apply to the Graduate School and directly to the Visual Impairment Program. The Visual Impairment Program Faculty will review the applicants' information and may conduct personal interviews with qualified applicants. Admissions will be rolling. The Visual Impairment Program Faculty Chair will be the program coordinator will review curriculum contracts with the students at entry, mid program, and at program completion.</i>		
2j	Are multiple units/programs collaborating to offer this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. (<i>150 word limit</i>) (<i>Letters of support will be addressed in Part A, section 7.</i>)		
2k	List all UK programs ⁴ that the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (<i>250 word limit</i>)		
	N/A		
2l	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?		
2m	Will the program have an advisory board ⁵ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (<i>150 word limit</i>)		
	<i>The advisory board for the Visual Impairment Program will meet annually. Data on student and program outcomes will be shared at this time and input sought to continually implement program improvements. Members will consist of a representative from each of the key agencies for the blind and visually impaired within Kentucky, as well as other key partners within the field of blindness and visual impairment.</i>		

⁴ You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

⁵ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.	
5	Faculty within the college who are within the home educational unit.	
0	Faculty within the college who are outside the home educational unit.	
0	Faculty outside the college who are within the University.	
0	Faculty outside the college and outside the University who are within the United States.	
	Faculty outside the college and outside the University who are outside the United States.	
	Students who are currently in the program.	
1	Students who recently graduated from the program.	
	Members of industry.	
2	Community volunteers.	
8	Other. Please explain: <i>Representatives from VI agencies/schools in Kentucky</i>	
16	Total Number of Advisory Board Members	

3. Delivery Mode	UK DLP and eLearning Office ⁶
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3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning ⁷ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>		
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input checked="" type="checkbox"/>	100% <input type="checkbox"/>
NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>					

3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	<input checked="" type="checkbox"/>	Distance learning.			
	<input checked="" type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.			
	<input checked="" type="checkbox"/>	Technology-enhanced instruction.			
	<input checked="" type="checkbox"/>	Evening/weekend/early morning classes.			
	<input type="checkbox"/>	Accelerated courses.			
	<input checked="" type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.			
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.			
	<input type="checkbox"/>	Modularized courses.			

3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. <i>(200 word limit)</i>				
	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements. 				
	<i>The alternative delivery modes in the program are ideal for adult learners at the graduate level. The program will utilize a hybrid mode to deliver course content and opportunities to apply content knowledge. The hybrid</i>				

⁶ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (<http://www.uky.edu/DistanceLearning/>).

⁷ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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program will meet the reach remote areas and the overall needs of the Commonwealth of Kentucky. The program has been intentionally designed by taking into consideration the needs of adult learners such as employment status and place of residence. Fall and spring courses will meet synchronously using Zoom in the evening to accommodate for the work schedules of the students. By using Zoom, it allows students to meet remotely and have more direct interaction with each other and the instructor. Face-to-face meetings will balance the non-traditional aspect. Graduate students will be required to meet face-to-face once or twice a semester for content that cannot be delivered online.

4. UK Resources

4a* Will the program's home educational unit require new or additional faculty? Yes No

If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. (150 word limit)

The current faculty from the VI certification program will teach all courses (the master's degree classes are not technically new, only changing prefix and numbers). The salaries for these faculty, a clinical associate professor and clinical instructor, are supported by a grant from the Kentucky Department of Education (KDE). There are also two part-time faculty members supported by KDE that assist with student supervision during practicums, as well as an additional faculty member who holds certification as a TVI in the department.

If "Yes," when will the faculty be appointed? (150 word limit)

4b Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment? Yes No

If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. (150 word limit)

4c Will the program include courses from another educational unit(s)? Yes No

If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)

If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following:

- Demonstration of true collaboration between multiple units⁸;
- Impact on the course's use on the home educational unit; and
- Verification that the chair/director has consent from the faculty members of the unit.

⁸ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & identify faculty member as "F" (full-time) or "P" (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
Lee, Donna (FT)	Fall, BVI 580, 3 G	University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M	Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist
Lee, Donna (FT)	Fall BVI 583, 3 G	University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M	Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist
Abner, Gerald (FT)	Fall BVI 582, 3 G	University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment	Certified Teacher of the Visually Impaired
Abner, Gerald (FT)	Fall BVI 618, 3 G	University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment	Certified Teacher of the Visually Impaired
Lee, Donna (FT)	Spring, BVI 611, 3 G	University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M	Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist
Lee, Donna (FT)	Spring, BVI 614, 3 G	University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M	Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist
Abner, Gerald (FT)	Spring, BVI 617, 3 G	University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment	Certified Teacher of the Visually Impaired
Abner, Gerald (FT)	Spring, BVI 710, 6 G	University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment	Certified Teacher of the Visually Impaired
Lee, Donna (FT)	Summer, BVI 616, 3 G	University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M	Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist

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Abner, Gerald (FT)	Summer, BVI 615, 3 G	University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment	Certified Teacher of the Visually Impaired
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>
	<i>The department will act as the faculty of record with the Visual Impairment Program faculty assisting in the assessment of program objectives. The assessment of the TVI program will be comprised of alignment of course standards, student evaluations, evaluation of student work and portfolios, and post-graduate student surveys. The program benchmarks include evaluation of course standards with curricular standards, domains, and clinical competencies set by the accrediting body and certifying body. Next, the program seeks to have student evaluations that meet or exceed the averages of existing graduate programs in the College of Education. A retention assessment of all students will be conducted by the third semester in the program. At program completion, the culminating portfolio will be reviewed and scored. Lastly, the program seeks to gainfully employ qualified TVIs in educational setting, especially in the Commonwealth of Kentucky. Post-graduate student surveys will be used to measure employment outcomes. If the goals are partially met or unmet, the Visual Impairment Program chair will make recommendations for improvement to the faculty and department chair.</i>
5b	<i>(related to section 15) Append an assessment plan⁹ for the SLOs to the end of this form. (Click HERE for a sample assessment plan.)</i>
5c	Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. <i>(300 word limit)</i>
	The TVI curriculum is based on the curricular standards set by the Council for Exceptional Children (CEC) Initial Specialty Set: Blind and Visual Impairments, as well as maintaining program approval through the Commonwealth of Kentucky for teacher certification. Alignment with professional standards is a program goal. The student learning outcomes are directly linked to the CEC BVI standards.
5d	Append a PDF of the program’s course map ¹⁰ to the end of this form. <i>(Click HERE for a sample curricular map.)</i>
5e	<i>(related to 2c) Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. (300 word limit).</i>
	<i>The student learning outcomes were developed by the UK Visual Impairment chair and faculty. Communication and professionalism will be introduced in the fall semester of year 1 in Introduction to Visual Impairments and is reinforced and applied throughout the program. Assessment is introduced at the start of the program, but is mainly reinforced and applied in the second year of the program. Instructional planning and delivery is introduced in the Introduction to the Visual Impairments course the first fall, is then reinforced during the first and second year, and finally applied during the field experience.</i>

⁹ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

¹⁰ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

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	<i>Data will be collected at the conclusion of each course and compiled at the beginning of each fall semester.</i>
5f	<p>When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) <i>(150 word limit)</i></p> <p><i>See the appendices for a visual layout of the SLOs. Outcomes 1 and 3 are assessed the first year. Outcomes 1, 2, and 3 are assessed the second year. Specifially data is reported on outcome 1 in December, May, and August of the first year, as with May of the second year. Data on outcome 2 is reported in December and May of the second year. And Finally, data on outcome 3 in report in May and August of the first year and May of the second year.</i></p>
5g	<p>When will the data be collected? (This may or may not be different from when the assessment is conducted.) <i>(150 word limit)</i></p> <p><i>See the appendices for a visual layout of the SLOs. Outcomes 1 and 3 are assessed the first year. Outcomes 1, 2, and 3 are assessed the second year. Specifially data is collected on outcome 1 in the fall, spring, and summer of the first year, as with spring of the second year. Data on outcome 2 is collected in the fall and spring of the second year. And Finally, data on outcome 3 in collected in the spring and summer of the first year and spring of the second year.</i></p>
5h	<p>How will the data be collected? <i>(150 word limit)</i></p> <p>Data will be collected through evidence of student work, grades, and completion of the exit portfolio.</p>
5i	<p>What will be the benchmarks and/or targets to be achieved? <i>(150 word limit)</i></p> <p><i>There are several benchmarks and target for the success of the TVI program. One benchmark to be achieved is student evaluations that meet or exceed the averages of existing graduate programs in the College of Education. Mid-program review of student work demonstrates progress and success in meeting student learning objectives. Furthermore, the program seeks to achieve a retention rate that meets or exceeds the averages of existing graduate programs in the College of Education. Lastly, the program targets gainful employment of graduates as Teachers of the Visually Impaired.</i></p>
5j	<p>What individuals or groups will be responsible for data collection? <i>(150 word limit)</i></p> <p><i>The Visual Impairment Program chair and faculty will be responsible for the primary data collection regarding the program and student learning outcomes. The College of Education and the University of Kentucky will collect indirect measures of student success through surveys.</i></p>
5k	<p>How will the data and findings be shared with faculty? <i>(150 word limit)</i></p> <p><i>Data and findings will be shared annually with Visual Impairment Program faculty and then will report to the full deparment.The faculty of record will assess the objectives to measure the level of achievement. If objectives were unmet, the program faculty will make recommendations and institute an improvement plan.</i></p>
5l	<p>How will the data be used for making programmatic improvements? <i>(150 word limit)</i></p> <p><i>The faculty of record will assess the objectives to measure the level of achievement. If objectives were unmet, the program faculty will make recommendations and institute an improvement plan.</i></p>
5m	<p>What are the measures of teaching effectiveness? <i>(150 word limit)</i></p> <p><i>Teaching effectiveness will be measured by the University Teacher Course Evaluation process and student success in meeting the student learning outcomes. The TCE outcomes will be included in the Digital Measures report and reviewed by the College of Education during annual performance reviews. Additionally, all clinical faculty are evaluated annually by the department chair and by peers.</i></p>
5n	<p>What efforts to improve teaching effectiveness will be pursued based on these measures? <i>(150 word limit)</i></p> <p><i>Faculty may attend workshops or utilize services provided by the Center for the Enhancement of Learning and</i></p>

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	<i>Teaching or other existing resources offered by the University of Kentucky to increase instructor effectiveness.</i>		
5o	What are the plans to evaluate students' post-graduate success? (150 word limit)		
	<i>The Teacher Preparation Program in Visual Impairments will utilize data from three existing student surveys to measure postgraduate success. The College of Education distributes a yearly post-graduate survey in April to graduating students and employers to collect data regarding workforce outcomes. Institution-wide surveys regarding postgraduate success and workforce outcomes are the graduating students and the first destination survey.</i>		
6. Miscellaneous			
6a	Is there anything else about the proposed program that should be mentioned? (150 word limit)		
	The program would address a critical shortage area in Kentucky, as with the U.S., by preparing more Teachers of the Visually Impaired for children who are blind and visually impaired.		
7. Non-Course Requirements			
7a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," explain below. (150 word limit)		
7b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		
7c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (150 word limit)		
7d	Will the program have a world language requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		
7e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (150 word limit)		
	Students may transfer up to nine credits from a previous program or certification.		
7f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain the requirements below.		

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	Completion of an exit portfolio.		
7h	Provide the final examination criteria.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	There is no final examination for exit of the program, however an exit portfolio is required.		
7i	Describe termination criteria.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Students that drop below a 3.0 GPA, receive a failing grade in a core VI class, or two or more Cs in a core VI class, are subject to dismissal after review by the Visual Impairment Program Committee.		

8. Course Requirements.

8a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.			
	400G-level:	500-level: 9	600-level: 18	700-level: 6
8b*	What is the total number of credit hours required for the degree? ¹¹ (e.g. 24, 32)	33		
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)			

*Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.*

8c* **Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either “program core” or “prerequisite.”

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹²
BVI 580	<i>Introduction to Visual Impairments</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	Change
BVI 582	<i>Anatomy and Physiology of the Eye</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	Change
BVI 583	<i>Braille Codes I</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	Change
BVI 611	<i>Teaching Methods for Students with VI</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
BVI 614	<i>Braille Codes II</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
BVI 615	<i>Assistive Technology for Students with VI</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
BVI 616	<i>Expanded Core Curriculum for BVI</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New

¹¹ A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.
¹² Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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<i>BVI 617</i>	<i>Visual Impairment and Multiple Disabilities</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
<i>BVI 618</i>	<i>Assessment of Students with VI</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
<i>BVI 710</i>	<i>Student Teaching/Field Experience in VI</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	6	New
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
Total Core Courses Credit Hours:				
8d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below. <i>BVI courses require one to two face-to-face meetings off-site per a semester.</i>		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Program Guided Electives¹³ (Guided electives for <u>all</u> students in the program.)				
8f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8g*	Using the grid provided, list the guided electives below.			
Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁴	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	
			Select one....	

¹³ Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁴ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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			Select one....
			Select one....
			Select one....
<i>Total Credit Hours as Guided Electives:</i>			
8h	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Program Free Electives¹⁵. (Free electives for <u>all</u> students in the program.)			
8i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8j*	What is the total number of credit hours in free electives?		
8k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)		
Courses for a program's concentration(s).			
Click HERE for a template for additional concentrations ¹⁶ .			
8l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8m	Concentration name:		
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status ¹⁷
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core		Select one....

¹⁵ Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

¹⁶ Append a PDF with each concentration's courses to the end of this form.

¹⁷ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Elective		
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
8n	Provide concentration-related language that should be included in the Graduate School Bulletin. (150 word limit)			
8o	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7p. If "No," indicate and proceed to 7r.)			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8p	Concentration #2 Name:			
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status ¹⁸
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
<i>Total Credit Hours, Concentration #2:</i>				

¹⁸ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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8q	Provide concentration-related language that should be included in the Graduate School Bulletin for the second concentration. (150 word limit)

8r	Is there anything else about the proposed program that should be mentioned? (150 word limit)
<i>It should be noted that degree requirements may differ from teacher certification requirements. Candidates seeking both a degree and teacher certification should work with the Visual Impairment Program faculty of record to ensure both requirements are met.</i>	

9. Degree Plan

9a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	<i>BVI 580, BVI 583</i>	YEAR 1 - SPRING:	<i>BVI 611, BVI 617 Year 1 - Summer - BVI 615, BVI 616</i>
	YEAR 2 - FALL :	<i>BVI 582, BVI 618</i>	YEAR 2 - SPRING:	<i>BVI 614, BVI 710</i>
	YEAR 3 - FALL:		YEAR 3 - SPRING:	

9b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
<i>Course are sequenced so that they build on knowledge from previous courses. The final course, BVI 710, requires an exit portfolio that showcases artifacts from throughout the program.</i>	

10. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
10a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	Early Childhood, Spec. Ed & Rehab Counseling	4/02/19	Ralph Crystal/ralph.crystal@uky.edu/257-8275
	COE Courses & Curricula	9/04/19	Jane Jensen/257-1929/jane.jensen@uky.edu
	College of Education	9/20/19	Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu
			/ /

10b	(Collaborating and/or Affected Units)		
			/ /
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10c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council	11/21/19	Roshan Nikou

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INFORMATION REQUIRED BY CPE AND SACS	
11. Program Overview – Program Quality and Student Success	
11a*	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>The Visual Impairment Program Faculty are recognized by state agencies and educational systems for commitment to educating all children who are blind and visually impaired and for excellence in graduating teacher candidates certified to teach children who are blind and visually impaired. Donna Lee, Clinical Associate Professor and Visual Impairment Program Faculty Chiar, is recognized for expertise in teacher preparation in visual impairments, the braille code, and tactile graphics. Gerald Abner, Clinical Instructor, has extensive clinical experience in educating students with visual impairments and complex needs and works on a statewide tactile communication project. Justin Kaiser, Clinical Assistant Professor, has experience in teacher preparation in visual impairments and served as the chair of the Orientation and Mobility division of the Association for the Education and the Rehabilitation of the Blind and Visually Impaired (AER).</i></p>
11b	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>The Visual Impairment Program faculty will be responsible for admissions. Students will apply to the Graduate School as well as the Visual Impairment Program. The application for the Teacher Preparation Program in Visual Impairments requires a resume, transcripts, references, and a biographical statement of interest. The admissions committee will review applications, conduct personal interviews if necessary, and determine entry into the program. An advisor will be assigned to each graduate student. A curriculum contract will be reviewed at entry, mid, and exit points by the advisor and student. Students failing to demonstrate the intended student learning outcomes in each semester will be contacted in writing by the advisor before the start of the next semester. A plan for improvement will be discussed and implemented. Retention and completion standards will be assessed through communication between faculty, advisors, and graduate students by evaluating student coursework.</i></p>
11c*	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p> <p><i>The Teacher Preparation Program in Visual Impairments is the only program in Kentucky that prepares Teachers of the Visually Impaired. Articulation agreements are not necessary</i></p>
11d	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>The applicant pool, in general, will consist of individuals who have completed a bachelor's degree program and who are living within the Commonwealth of Kentucky. A future potential program goal would be to include out-of-state applicants. One target applicant pool is current teachers in local school districts. The second pool extends to other educators and therapists. The third applicant pool would be to individuals with a desire and drive to work with students who are blind and visually impaired, but do not have a teaching background. Other educators and therapists may be reached through recruitment materials and notifications sent to school districts across the Commonwealth. Lastly, applicants may be reached through marketing on the University of Kentucky's website and electronic communications to state agencies.</i></p>
12. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	
12a*	<p>(related to 2b) Explain how the program objectives support at least two aspects of UK's institutional mission and academic strategic plan? (150 word limit)</p> <p><i>The Teacher Preparation Program in Visual Impairments aligns with the University of Kentucky 2015-2020 Strategic Plan of strengthening graduate education in the area of quality and distinctiveness, with the acknowledgement of hosting the only TVI program in the Commonwealth. Secondly, the program supports the strategic objective of community engagement by serving and addressing the needs of children who are blind and visually impaired and increase their post graduation success.</i></p>

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12b*	<p>(related to 2b) How do the program objectives support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)</p>
	<p><i>The program would support the Council on Postsecondary Education's 2016-2021 Strategic Plan by increasing degree completion, fill workforce shortages, and guide more graduates to a career path. The profession has workforce shortages in the Commonwealth of Kentucky and nationwide. It also supports the mission to encourage more people to take advantage of postsecondary opportunities especially for employees in the P-12 educational system. Finally, the program objectives are linked to the goal of creating economic growth and development and making the state more prosperous.</i></p>
12c*	<p>If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)</p>
13. Resources	
13a*	<p>How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)</p>
	<p><i>The Department of Early Childhood, Special Education, and Rehabilitation Counseling provides support staff assistance for faculty.</i></p>
13b	<p>What will be the projected "faculty-to-student in major" ratio? (150 word limit)</p>
	<p><i>There are approximately 15 students to a cohort, with two full time faculty serving two cohorts. There are also two additional part-time faculty that support students during practicum and field experience.</i></p>
13c	<p>Describe the library resources available¹⁹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p>
	<p><i>The University of Kentucky libraries satisfy the educational, research, and service missions by acquiring, organizing, and preserving academic resources that support diverse university programs. The University of Kentucky library system offers an extensive collection of printed and electronic volumes in addition to commercial databases. The library system has a collection of journals and books related to blindness and visual impairment. Graduate students will have access to the library system and electronic databases.</i></p>
13d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p>
	<p><i>The Teacher Preparation Program in Visual Impairments is housed in the Department of Early Childhood, Special Education, and Rehabilitation Counseling in the College of Education at Taylor Education building. Taylor Education building houses classrooms, administration, faculty offices, staff, and technology support. The faculty has access to the Education Library at Dickey Hall and additional classrooms for on-campus courses. Also, Visual Impairment Program has a classroom for off-campus course meetings at the Kentucky School for the Blind in Louisville. Instructional equipment specific to the needs of the VI program has been acquired through external grant funding from the Kentucky Department of Education.</i></p>
14. Demand and Unnecessary Duplication	
14a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p>

¹⁹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<ul style="list-style-type: none"> This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. <p>Provide evidence of student demand at state and national levels.</p>		
	<i>Teachers of the Visually Impaired are considered a critical shortage area across the nation. The current certification program has been running at or above capacity since the first cohort started in 2013. Despite 59 TVIs completing the program, 35 of the 39 current students are working on the job while in the program on "emergency" certifications. At present, there are numerous unfilled positions for TVIs across Kentucky, with little hope they will find a teacher.</i>		
14b	Clearly state the degree completion requirements for the proposed program. (150 word limit)		
	Students must complete all 10 courses, 33 credit hours, or core VI classes with overall GPA of 3.0 or higher.		
14c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain: <i>It will become an option as part of the current VI certification program.</i>		
14d	Identify the primary feeders for the program. (150 word limit)		
	<i>One target audience is individuals who hold an undergraduate degree in education (elementary, secondary, or special education) or in health and human services. A second target group is individuals who completed an undergraduate degree in an unrelated field and who seek a career change.</i>		
14e	Describe the student recruitment and selection process. (300 word limit)		
	<i>Recruitment by the Visual Impairment Program and the College of Education will promote the Teacher Preparation Program in Visual Impairments among the target audiences in the teacher preparation programs with marketing materials. Faculty will promote the program through professional networks such as school systems, educational service agencies, state agencies, and private organizations throughout the Commonwealth of Kentucky by electronic and personal communication. Lastly, applicants may be reached through marketing on the University of Kentucky's website and electronic communications to state agencies. The Visual Impairment Program faculty will be responsible for admissions. Students will apply to the Graduate School as well as the Visual Impairment Program. The application for the Teacher Preparation Program in Visual Impairments requires a resume, transcripts, references, and a biographical statement of interest. The admissions committee will review applications, conduct personal interviews if necessary, and determine entry into the program.</i>		
14f*	Specify any distinctive qualities of the proposed program. (300 word limit)		
	<i>It is the only program in Kentucky to train Teachers of the Visually Impaired.</i>		
14g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)		
	<i>There will likely not be an increase of students, but instead a change to degree seeking, as opposed to certification only.</i>		
14h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2019 - 2020		13
	2020 - 2021	13	28
	2021 - 2022	15	30

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	2022 - 2023	15	30
	2023 - 2024	15	30
14i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		
	<i>The major change in the certification program seeking a master's degree program is the ability for students to access financial aid. It is also more desirable for students to receive a degree vs. certification alone.</i>		
14j	Has the Council on Postsecondary Education identified similar programs? ²⁰	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," the following questions (14jh1 – 14jh5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain:		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain:		
(3)	Is access to existing programs limited? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain:		
(4)	Is there excess demand for existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain:		
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
14k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
14k. i*	Identify similar programs in other SREB states and in the nation.		
	Florida State offers an on campus program master's degree program.		
14k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		
	There is no option for Kentucky residents to complete the program without relocating to Florida.		
14k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		

²⁰ Please contact OSPIE (OSPIE@L.uky.edu) for help with this question.

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	The Teacher Preparation Program in Visual Impairments meets the unique needs of all Kentucky school districts, as the hybrid model allows for students to complete the program even from the most rural areas of Kentucky.		
14k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit) There are few universities that offer this program.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
14k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
14l	Would your institution like to make this program available through the Academic Common Market ²¹ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
14m	Clearly describe evidence of employer demand or discipline needs. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit) <i>Of the 59 students that have become a Teacher of the Visually Impaired (TVI) through the UK certification program since 2013, placement as a TVI has been 100%. In addition, the program has worked extensively with nearly half of the school districts in Kentucky to prepare TVIs for their district. This has mainly been through a "home grown" approach, in which the district identifies a person from that area/region to come into the program. They work as their district's TVI on an "emergency" type certification while enrolled in the program. At present 35 of our 39 students are working on the job. Despite this, TVIs are still a critical shortage area in education.</i>		
14n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels. <i>Teachers of the Visually Impaired (TVIs) work for public school systems. Salaries for TVIs in Kentucky are based on rank, which is determined by the Kentucky Education Professional Standards Board (EPSB) and each school district. The number of open positions for TVIs in Kentucky has varied from around 15-30 per a year.</i>		
15. Assessment and Oversight			
15a*	Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit) The Visual Impairment Program chair will be the faculty of record. Visual Impairment Program faculty may assist in the assessment of program objectives. The assessment of the Teacher Preparation Program in Visual Impairment will be comprised of alignment of course standards, student evaluations, evaluation of student work and portfolios, and post-graduate student surveys. The program benchmarks include evaluation of course standards from the Council for Exceptional Children. Next, the program seeks to have student evaluations that meet or exceed the averages of existing graduate programs in the College of Education. A retention assessment of all students will be conducted by the third semester in the program. At program		

²¹ Please contact OSPIE (OSPIE@L.uky.edu) for more information.

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completion, the culminating exit portfolio will be reviewed and scored. Lastly, the program seeks to gainfully employ qualified TVIs in educational settings especially in the Commonwealth of Kentucky. Post-graduate student surveys will be used to measure employment outcomes. If the goals are partially met or unmet, the Visual Impairment Program chair will make recommendations for improvement to the faculty and department chair.

15b* Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. (300 word limit)

The student learning outcomes will be assessed by program faculty. Data will be collected at the conclusion of each course and compiled at the beginning of each fall semester. Communication and professionalism, as with instructional planning and delivery will be evaluated annually. Assessment will be evaluated during the second year of the program. The assessment results will be compiled by the program faculty chair and shared with program faculty. Based upon the assessment results, the program faculty can make informed recommendations for improvement. A plan for improvement will be developed and implemented.

16. Cost and Funding of the Proposed Program²²

16a Will this program require additional resources? Yes No

If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)

16b Will this program impact existing programs and/or organizational units within your institution? (300 word limit) Yes No

If "Yes, briefly describe.

16c Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. Note whether the program is predicted to: increase retention rates; increase revenue; attract a new pool of students; meet employment needs in the state; feed into fields that have been shown to be beneficial to the economic needs of the state, etc. (300 word limit)

This program is the only one in Kentucky that trains Teachers of the Visually Impaired (TVIs).

17.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
Total Resources Available from Other Non-State Sources (Non-state sources include	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year

²² For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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philanthropies, foundations, individual donors, etc.)					
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	226342	233132	240126	247330	254750
Narrative/Explanation:	<i>This program is being funded by a Kentucky Department of Education grant.</i>				
Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)²³:	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	0	0	0	0	0
(Existing) Reallocated Resources	0	0	0	0	0
Narrative/Explanation:	<i>N/A</i>				
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	339075	349,247	359,724	370516	381631
Existing	0	0	0	0	0
Narrative/Explanation:	<i>Figured at 15 students per a cohort, with two active cohorts. 3% tuition rate increase figured each year.</i>				
<u>Total Funding Sources</u>	1st Year	2nd Year	3rd Year	4th Year	5th Year
<u>Total</u> New	339075	349247	359724	370516	381631
<u>Total</u> Existing	226342	233132	240126	247330	254750
<u>TOTAL FUNDING SOURCES</u>	565417	582379	599850	617846	636381
18. Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year

²³ The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

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New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation ²⁴ :	<i>No new staff is required for this program.</i>				
Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	0	0	0	0	0
Narrative/Explanation:	N/A				
Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	267221	275237	283495	292000	300760
Narrative/Explanation ²⁵ :	<i>The faculty include two full-time faculty members, as with two part-time.</i>				
Graduate Assistants (Include salaries and/or stipends.)²⁶	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>There are not GAs for the program</i>				
Student Employees (Include salaries and/or stipends.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>There are no student employees for the program</i>				
Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	5000	5000	5000	5000	5000
Narrative Explanation/Justification:	<i>Funded through KDE</i>				
Library (Include new journal subscriptions, collections, and electronic access.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0

²⁴ Discuss whether new hires will be full-time or part-time.

²⁵ If new hires are involved, explain whether new hires will be full-time or part-time.

²⁶ Identify the number of assistantships/stipends to be provided; Include the level of support for each.

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Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	5000	5000	5000	5000	5000
Narrative Explanation/Justification:	<i>Funds for guest speakers covered under KDE grant.</i>				
Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>N/A</i>				
Faculty Development (Include travel, conference fees, consultants, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	8000	8000	8000	8000	8000
Narrative Explanation/Justification:	<i>Shared with Orientation and Mobility faculty under KDE grant.</i>				
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:					
Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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Narrative Explanation/Justification:	<i>No new equipment or space is needed.</i>				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	25000	25000	25000	25000	25000
Narrative Explanation/Justification:	<i>Travel money provided by KDE grant for supervising students and technical assistance across the state.</i>				
Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	310221	318237	326495	335000	343760
TOTAL Program Budgeted Expenses/Requirements:	1,633,713				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources	<u>565417</u>	<u>582379</u>	<u>599850</u>	<u>617846</u>	<u>636381</u>
Total Expenses/Requirements	<u>310221</u>	<u>318237</u>	<u>326495</u>	<u>335000</u>	<u>343760</u>
TOTAL NET COST:	<u>255196</u>	<u>264142</u>	<u>273355</u>	<u>282846</u>	<u>292621</u>

19. Course Descriptions

19a Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
BVI 580	<i>This course will provide an introduction to the educational programs and services for students with blindness and visual impairments. Content of this course will focus on the historical foundation of the field, the developmental and psychosocial aspects of individuals with visual impairments, an overview of legislation, influential agencies, and service delivery methods. The impact of vision loss on early childhood development will also be covered.</i>
BVI 582	<i>This course will cover the anatomy and physiology of the eye, including visual development. Causes of ocular and neurological visual impairment will be addressed, treatments, and their impact on learning. Course topics will include optics, low vision devices and services, environmental adaptations, and interpreting eye reports. Learners will have the opportunity to directly observe a low vision evaluation and will learn the components of a functional vision assessment.</i>
BVI 583	<i>This course is designed to teach the literary braille code. Students will become proficient in transcribing both uncontracted and contracted braille utilizing a Perkins Brailier, slate and stylus, and six-key entry computer software with proper formatting. Students will also learn appropriate techniques for reading braille both tactually and visually. In addition, the history of the braille code will be covered as well as current resources.</i>
BVI 614	<i>This course studies advanced braille codes with a special emphasis on braille mathematics utilizing Unified English Braille (UEB) and the Nemeth Code. Other codes covered are music and foreign language (French, German, and Spanish). Braille formats will also be taught, including how to correctly transcribe and format materials for braille users, including preparing worksheets and tests for students. Competency in using the Cranmer Abacus will also be mastered.</i>
BVI 611	<i>This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP</i>

ASSESSMENT PLAN

Teacher Preparation Program in Visual Impairments

Teacher of the Visually Impaired

MS

General Information

- ❖ Degree: Teacher of the Visually Impaired, MS
- ❖ Department: Early Childhood, Special Education, and Rehabilitation Counseling
- ❖ College: Education
- ❖ CIP: 13.1009
- ❖ Major Begin Date: January 2019 (or Fall 2019 if not possible)

Teacher Preparation Program in Visual Impairments Overview

❖ Program Mission

Prepare teachers for a lifetime of learning, advocacy, and service in the education of children who are blind and visually impaired, including those with multiple disabilities.

❖ Program Objectives

1. The Teacher Preparation Program in Visual Impairments will align course standards with the Council for Exceptional Children (CEC) Initial Special Education Standards for Blind and Visual Impairments and maintain program approval through the Commonwealth of Kentucky
2. The program will develop highly skilled, prepared, and knowledgeable Teachers of the Visually Impaired (TVIs) to work with children of all ages and ability levels, that have visual impairments and blindness.
3. The program will increase the number of qualified Teachers of the Visually Impaired (TVIs) that exemplify high standards of professionalism across the United States, specifically addressing the needs of the Commonwealth of Kentucky.

Assessment Plan

I. Introduction

The approach to assessment in the Teacher Preparation Program in Visual Impairments entails measuring student progress towards the student learning outcomes (SLO) in the core ten Visual Impairment graduate courses. **Assessment may take the form of pre and post-course questions that directly assess the SLO or scoring student work from courses with rubrics that can measure value-added over the course of the curriculum.** All outcomes will be assessed within a two-year cycle using direct and indirect methods.

II. Assessment Oversight, Resources

The Visual Impairment Program Faculty chair will serve as the assessment coordinator. Other Visual Impairment Program faculty members may participate in the evaluation of student work pertaining to learning outcomes.

III. Program-Level Learning Outcomes

Teacher Preparation Program in Visual Impairments Learning Outcomes

- ❖ Communication and Professionalism
 - Teacher candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students.
 - ❖ Assessment
 - Teacher candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery.
 - ❖ Instructional Planning and Delivery
 - Teacher candidates will plan and implement effective lessons that target the individual learner characteristics based on continuous assessment data. These lessons will demonstrate modifications to the core content and provide instruction in the Expanded Core Curriculum (ECC).
-

Accreditation Standards

- The Teacher Preparation Program in Visual Impairments is an approved teacher certification program in Visual Impairments throughout the Commonwealth of Kentucky. Program standards are derived from the Council for Exceptional Children (CEC), Initial Specialty Set: Blind and Visually Impaired.

IV. Curriculum Map

Outcome			
	SLO #1 Teacher candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students.	SLO #2 Teacher candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery.	SLO #3 Teacher candidates will plan and implement effective lessons that target the individual learner characteristics based on continuous assessment data. These lessons will demonstrate modifications to the core content and provide instruction in the Expanded Core Curriculum (ECC).
BVI 580 Intro to VI	I	I	I
BVI 582 Anatomy of Eye		I	
BVI 583 Braille I			I
BVI 611 Methods of VI	R	R	R
BVI 614 Braille II			A
BVI 615 Assistive Tech VI		R	A
BVI 616 ECC for VI	R		A
BVI 617 VI Multiple Disabilities	R		A
BVI 618 Assessment in VI		A	
BVI 710 Field Experience	A	A	A

I- Introduced

R- Reinforced

A- Applied

V. Assessment Methods and Measures

Direct methods:

- Lesson plan observations and Rubric for Instructional Development and Effectiveness for Teachers of Students with Visual Impairments (RIDE) scores
- Lesson plans adaptation project
- Functional Vision/Learning Media Assessment
- Skills and disposition evaluation from supervisors used at the program level for practicum and field experiences
- Completed exit portfolio

Indirect methods:

- Grades in core VI courses
- Student self-reflections

Program Assessment Plan
 Teacher Preparation Program in Visual Impairments, MS

SLO	Assessment Measure	Type of Measure	Year in Curriculum
1	BVI 580, BVI 611, and BVI 616: <i>Practicum Evaluation Forms, UK Skills and Dispositions Form</i>	Direct	1
	BVI 710 <i>Field Experience Forms - UK Skills and Dispositions Form</i>	Direct	2
2	BVI 618 <i>Functional Vision/Learning Media Assessment</i>	Direct	2
	BVI 710 <i>Lesson Plan Observations/RIDE Scores</i>	Direct	2
3	BVI 611 <i>Lesson Plan Adaptations Project</i>	Direct	1
	BVI 616 <i>Lesson Plan Observation/RIDE Score</i>	Direct	1
	BVI 710 <i>Exit Portfolio</i>	Direct	2
	BVI 710 <i>Lesson Plan Observations/RIDE Scores</i>	Direct	2

VI. Data Collection and Review

The Visual Impairment Program Faculty chair will coordinate data collection. Data will be gathered annually for all outcomes for all students. For artifacts collected from course work, faculty members teaching the course will collect and analyze the data. When necessary, a second reviewer of student work will be selected from the Visual Impairment Program faculty. Data will be discussed and reviewed by Visual Impairment Program faculty chair and Visual Impairment faculty.

VII. Assessment Cycle and Data Analysis

Assessment of student learning outcomes will be done annually. The program will follow a two-year assessment cycle. Two outcomes will be measured in year one and three outcomes will be measured in year two.

Student Learning Outcome	Cycle	Academic Year	Reporting Cycle
Communication and Professionalism	Year 1 & 2	2019-2020 2020-2021	
Assessment	Year 2	2020-2021	
Instructional Planning and Delivery	Year 1 & 2	2019-2020 2020-2021	

Assessment results will be reviewed and analyzed by the Undergraduate Affairs Committee (including the Director of Undergraduate Studies) and the Department Chair at the end of the Spring semester. Benchmarks will be adjusted as necessary after discussion in Undergraduate Affairs Committee. The assessment measures and methods will be evaluated and aligned with student learning outcomes every three years. Programmatic improvements will be discussed and improvement actions will be planned prior to the first or second Department of Biology Faculty Meeting of the Fall semester. The dissemination of the analysis/ interpretation of assessment results and the approval of the plan for improvement will take place at the first or second Department of Biology Faculty Meeting of the Fall semester. Assessment reports will be completed no later than October 1st of every year and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

VIII. Teaching Effectiveness

All University of Kentucky instructors will use the University Teacher Course Evaluation (TCE) process for students to evaluate the instructor each semester. The TCE outcomes will be included in the Digital Measures report and reviewed by the department chair and the instructor during performance evaluations. Reviews will occur on an annual basis. To increase instructor effectiveness, Visual Impairment Program faculty may attend workshops or utilize services provided by the Center for the Enhancement of Learning and Teaching.

IX. Post-Graduate Success

To measure post-graduate success, the Teacher Preparation Program in Visual Impairments will utilize data from three existing student surveys. The College of Education distributes a yearly post-graduate survey in April to graduating students and employers to collect data regarding workforce outcomes. Institution-wide surveys regarding post-graduate success and workforce outcomes are the graduating student and the first destination survey.

X. Appendices

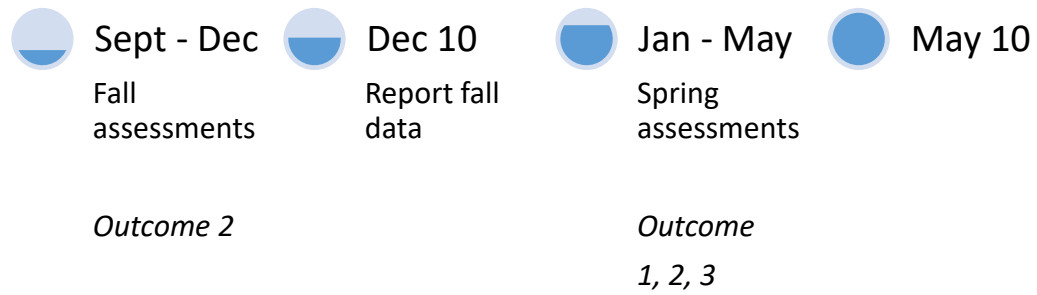
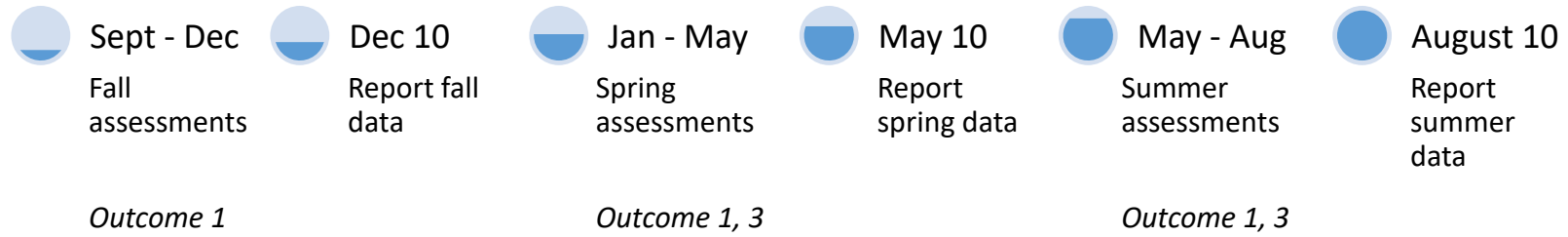
Year 1

- SLO 1
- SLO 3

Year 2

- SLO 1
- SLO 2
- SLO 3

Program Assessment Plan
Teacher Preparation Program in Visual Impairments, MS



From: [Pearson, RaeAnne M.](#)
To: [Lee, Donna](#)
Cc: [Weber, Annie D.](#)
Subject: NOI accepted
Date: Thursday, April 4, 2019 10:17:25 AM
Attachments: [Outlook-vvylqg0c.png](#)

Hi Donna,

Just a note that the Notification of Intent for the Teacher Preparation Program in Visual Impairment has been accepted. Please have your proposal sent to us after it has been approved by the College. We try to submit pre-proposals after the program has been approved by the Academic Council.

Best,
RaeAnne



RaeAnne Pearson , Ph.D.
Planning and Accreditation Coordinator
University of Kentucky
Office of Planning and Institutional
Effectiveness
Patterson Office Tower #555
Lexington, KY 40506
859-218-4009



University of Kentucky
College of Education
Office of the Dean

103 Dickey Hall
Lexington, KY 40506-0017
P: 859-257-6076
F: 859-323-1046
education.uky.edu

June 28, 2019

To Whom It May Concern:

I am pleased to express strong support for two proposed master's degree programs, the Teacher Preparation Program in Visual Impairments and the Teacher Preparation Program in Orientation and Mobility (O&M). The programs will be located in the Department of Early Childhood, Special Education, and Rehabilitation Counseling in the College of Education.

These proposed programs will prepare Teachers of the Visually Impaired (TVIs) and O&M Specialists to deliver quality services to individuals who are blind and visually impaired. TVIs provide modifications to the core curriculum as well as the needed instruction in the Expanded Core Curriculum (ECC). Mastery of skills within the ECC is essential for children to live independent and successful lives. O&M Specialists provide services to all ages, teaching safe and independent travel skills. The University of Kentucky will hold the unique distinction of being the only institution of higher education that offers degrees addressing these critical shortage areas across the country.

The programs will utilize the strengths of the faculty in the Visual Impairment Program. The current certification program to train TVIs has maintained a solid enrollment since its start in 2013, and strong interest has been expressed for the proposed programs. Furthermore, the current certification program values its outstanding collaboration with all major agencies in blindness and visual impairment across the Commonwealth, as well as nationally. It should also be noted that the Kentucky Department of Education (KDE) has funded the startup of the Visual Impairment Program since its inception in 2012, recognizing the high need for the program across the Commonwealth and nation.

We appreciate your fullest consideration of these proposed programs. If you have questions or concerns regarding any aspect of the proposals, please feel free to contact me.

Sincerely,

Rosetta F. Sandidge, Ed.D.
Interim Dean

seeblue.

An Equal Opportunity University

From: [Heilig, Julian V.](#)
To: [Lee, Donna B.](#); [Crystal, Ralph M.](#)
Subject: Visual impairment
Date: Tuesday, January 28, 2020 4:17:20 PM

The College of Education is in support of the proposed master's degree programs in Teacher Preparation Program in Visual Impairment and Orientation and Mobility. The funding for these programs currently comes from the Kentucky Department of Education (KDE). The College acknowledges that should this funding cease to exist, the college is obligated to prepare and carry out a teach out plan, per SACS-COC, for each student currently enrolled in the program.



Julian Vasquez Heilig, Ph.D.

Dean and Professor
University of Kentucky
College of Education
103 Dickey Hall
Lexington, KY 40506-0017
859-257-2813
j.vh@uky.edu