











**NEW MASTER'S DEGREE PROGRAM**

| 3. Delivery Mode |  | UK DLP and eLearning Office <sup>6</sup>  |   |                                   |                               |
|------------------|--|---|---|-----------------------------------|-------------------------------|
| 3a*              | Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>7</sup> ?   | 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 checked="" type="checkbox"/> | 75 - 99% <input 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 <a href="#">substantive change prospectus</a> to SACS. Please contact <a href="mailto:institutionaleffectiveness@uky.edu">institutionaleffectiveness@uky.edu</a> 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 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. (200 word limit)  |   |   |                                   |                               |
|                  | <ul style="list-style-type: none"> <li>• Synchronous and asynchronous components.</li> <li>• Balance between traditional and non-traditional aspects.</li> <li>• Hybrid elements.</li> </ul>   |   |   |                                   |                               |
|                  | <p><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 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.</i></p> |   |   |                                   |                               |
| 4. UK Resources  |  |   |   |                                   |                               |
| 4a*              | Will the program's home educational unit require new or additional faculty?  | Yes <input checked="" type="checkbox"/>   | No <input type="checkbox"/>                   |                                   |                               |
|                  | 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)  |   |   |                                   |                               |
|                  | <p><i>External funding from the Kentucky Department of Education has been secured to hire a full-time assistant or associate professor with a degree in Orientation and Mobility. The new faculty must be a Certified Orientation and Mobility Specialist (COMS) and have a minimum of three years of experience as a Certified Orientation and</i></p>  |   |   |                                   |                               |

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

<sup>7</sup> 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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|    | <i>Mobility Specialist. Potential faculty candidates have been interviewed in Spring 2019, and the search committee made a recommendation for hire. Dr. Justin Kaiser has accepted the position.</i>  |   |
|    | If "Yes," when will the faculty be appointed? (150 word limit)  |   |
|    | <i>The official appointment date will be August 2019 for the fall semester. A separate contract will be offered to Justin Kaiser to teach summer courses.</i>   |   |
| 4b | Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?   | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
|    | 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)  |   |
|    | <i>not applicable</i>   |   |
| 4c | Will the program include courses from another educational unit(s)?  | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
|    | If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)  |   |
|    | <i>not applicable</i>   |   |
|    | 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: <ul style="list-style-type: none"> <li>• Demonstration of true collaboration between multiple units<sup>8</sup>;</li> <li>• Impact on the course's use on the home educational unit; and</li> <li>• Verification that the chair/director has consent from the faculty members of the unit.</li> </ul> |   |

<sup>8</sup> 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. |   |  |
|--|--|---|--|
| <b>NAME</b>  | <b>COURSES TAUGHT</b>  | <b>ACADEMIC DEGREES AND COURSEWORK</b>  | <b>OTHER QUALIFICATIONS AND COMMENTS</b>                           |
| 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. |
| Nave Stawasz, Rosemary (FT)  | Fall, EDS 580, 3 G   | Western Michigan University-Ph.D. candidate, M.A. Orientation & Mobility                              | Certified Orientation and Mobility Specialist                      |
| Lee, Donna (FT)  | Fall, EDS/BVI 583, 3, G  | University of Louisville- Ph.D. Special Education, Western Michigan University- M.A. O&M              | Certified Orientation and Mobility Specialist                      |
| Abner, Gerald (FT)   | Fall, EDS 581, 3, G  | University of Kentucky- Ed.S, University of Louisville- M.A. Visual Impairment                        | Certified Teacher of the Visually Impaired                         |
| Rogers, Jackie (FT)  | RC 525, 3, G   | University of Kentucky- Ph.D. Educational Psychology, M.R.C Vocational Rehabilitation Counseling      | Certified Rehabilitation Counselor                                 |
| Nave Stawasz, Rosemary (FT)  | Spring, BVI 620, 3, G  | Western Michigan University-Ph.D. candidate, M.A. Orientation & Mobility, B.S. Special Education- VI  | Certified Orientation and Mobility Specialist                      |
| Nave Stawasz, Rosemary (FT)  | Spring, BVI 621, 2, G  | Western Michigan University- Ph.D. candidate, M.A. Orientation & Mobility, B.S. Special Education- VI | Certified Orientation and Mobility Specialist                      |
| Kaiser, Justin (FT)  | Summer, BVI 622, 2, G  | University of Pittsburgh- Ph.D Special Education, M.A. Vision Studies                                 | Certified Orientation and Mobility Specialist                      |
| Kaiser, Justin (FT)  | Summer, BVI 624, 1, G  | University of Pittsburgh- Ph.D Special Education, M.A. Vision Studies                                 | Certified Orientation and Mobility Specialist                      |



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|---------------------------------|--|--|---|
| Nave Stawasz, Rosemary (FT)     | Summer, BVI 623, 3, G  | Western Michigan University-Ph.D. candidate, M.A. Orientation & Mobility, B.S. Special Education- VI | Certified Orientation and Mobility Specialist |
| Kaiser, Justin (FT)             | Fall, BVI 626, 3, G  | University of Pittsburgh- Ph.D Special Education, M.A. Vision Studies                                | Certified Orientation and Mobility Specialist |
| Nave Stawasz, Rosemary (FT)     | Spring, BVI 627, 3, G  | Western Michigan University-Ph.D. candidate, M.A. Orientation & Mobility, B.S. Special Education- VI | Certified Orientation and Mobility Specialist |
| Rosemary Nave Stawasz, FT       | Spring, BVI 628, 3, G  | Western Michigan University-Ph.D. candidate, M.A. Orientation & Mobility, B.S. Special Education- VI | Certified Orientation and Mobility Specialist |
| Kaiser, Justin (FT)             | Spring, BVI 629, 1, G  | University of Pittsburgh- Ph.D Special Education, M.A. Vision Studies                                | Certified Orientation and Mobility Specialist |
| Kaiser, Justin (FT)             | Summer, BVI 720, 6, G  | University of Pittsburgh- Ph.D Special Education, M.A. Vision Studies                                | Certified Orientation and Mobility Specialist |
|                                 |  |  |   |
|                                 |  |  |   |
| FT = full time<br>PT= part time | D = developmental<br>UN = undergraduate nontransferable<br>UT = undergraduate transferable<br>G = graduate |  |   |

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| <b>5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)</b> |  |
|--|--|
| 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. (250 word limit)  |
|  | <i>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 Orientation and Mobility 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 Orientation and Mobility Specialists in educational and rehabilitative 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.</i> |
| 5b   | (related to section 15) Append an assessment plan <sup>9</sup> for the SLOs to the end of this form. (Click <a href="#">HERE</a> for a sample assessment plan.)  |
| 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. (300 word limit)  |
|  | The Orientation and Mobility curriculum is based on the curricular standards set by the Association for the Education and the Rehabilitation of the Blind and Visually Impaired (AER). Furthermore, the overall curriculum is aligned with the clinical domains and competencies set by the Academy for the Certification of Vision Rehabilitation and Education Professionals. (ACVREP). Alignment with professional standards and clinical competencies is a program goal. The student learning outcomes are directly linked to the AER curricular standards and ACVREP domains and clinical competencies.   |
| 5d   | Append a PDF of the program’s course map <sup>10</sup> to the end of this form. (Click <a href="#">HERE</a> for a sample curricular map.)  |
| 5e   | (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>The student learning outcomes were developed by the UK Visual Impairment chair and faculty. Professionalism will be introduced in the spring semester of year 1 in Introduction to Skills and Techniques and reinforced in the summer semester of year 1 in Advanced Skills and Techniques. Professionalism will be applied and directly assessed in Practicum and Internship in year 2 of the program. Content knowledge will be introduced in Foundations of Orientation and Mobility (O&amp;M) and O&amp;M with Children in year one. Content knowledge will be</i>  |

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

<sup>10</sup> 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>reinforced in Methods of O&amp;M and O&amp;M for Individuals with Complex Needs and applied in Practicum and Internship in year 2. Next student outcome related to assessment will be introduced in Introduction to Skills and Techniques and Advanced Skills and Techniques in year one. It will be reinforced in Assessment in O&amp;M and Practicum then applied in the O&amp;M Internship. Instructional planning and delivery will be introduced in Advanced Skills and Techniques, O&amp;M with Children and Technology in O&amp;M in year one. In year two, instructional planning and delivery will be reinforced in O&amp;M for Individuals with Complex Needs, and Practicum then applied in the O&amp;M Internship.</i>       |
| 5f | When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) (150 word limit)   |
|    | <i>Data will be collected at the conclusion of each course and compiled at the beginning of each fall semester. Professionalism will be evaluated annually by a direct measure in year two. For content knowledge, the assessments will occur at the end of the fall semester in year one and at the end of the spring semester in year two. Assessment will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester. Lastly, instructional planning and delivery will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester.</i> |
| 5g | When will the data be collected? (This may or may not be different from when the assessment is conducted.) (150 word limit)   |
|    | <i>Data will be collected at the conclusion of each course and compiled at the beginning of each fall semester. Professionalism will be evaluated annually by a direct measure in year two. For content knowledge, the assessments will occur at the end of the fall semester in year one and at the end of the spring semester in year two. Assessment will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester. Lastly, instructional planning and delivery will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester.</i> |
| 5h | How will the data be collected? (150 word limit)  |
|    | Data will be collected through evidence of student work, grades, and completion of the culminating portfolio.   |
| 5i | What will be the benchmarks and/or targets to be achieved? (150 word limit)   |
|    | <i>There are several benchmarks and target for the success of the Orientation and Mobility 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 qualified Orientation and Mobility Specialist especially in the Commonwealth of Kentucky.</i>  |
| 5j | What individuals or groups will be responsible for data collection? (150 word limit)  |
|    | <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>  |
| 5k | How will the data and findings be shared with faculty? (150 word limit)   |
|    | <i>Data and findings will be shared annually with Visual Impairment Program faculty and then will report to the full department.</i>  |
| 5l | How will the data be used for making programmatic improvements? (150 word limit)  |
|    | <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>   |

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| 5m | What are the measures of teaching effectiveness? (150 word limit)  |
|    | <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>                                    |
| 5n | What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)   |
|    | <i>Faculty may attend workshops or utilize services provided by the Center for the Enhancement of Learning and 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 Orientation and Mobility program will utilize data from three existing student surveys to measure post-graduate 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 post-graduate 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 proposed graduate program would address a critical shortage of qualified and certified Orientation and Mobility Specialists throughout the Commonwealth of Kentucky. At the state level, there are currently twenty-seven Certified Orientation and Mobility Specialists (COMS) as verified by the Academy of the Certification of Vision Rehabilitation and Education Professionals (ACVREP) as of March 1, 2019, to serve a total of 1369 students who are blind and visually impaired across the Commonwealth. At the state agency level, there is only two COMS employed full-time to serve adults who are blind and visually impaired. There have been unfilled positions in both settings. There is a demonstrated need to employ COMS to provide adequate services to individuals who are blind and visually impaired across the Commonwealth. The university program would assist in producing qualified candidates for O&M vacancies. |

**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)  |   |  |
|    | not applicable  |   |  |
| 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)  |   |  |
|    | not applicable  |   |  |
| 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)   |   |  |
|    | not applicable  |   |  |

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|--------------------------------|---|---|--|
| 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)  |   |  |
|                                | not applicable  |   |  |
| 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"/> |
|                                | not applicable  |   |  |
| 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.   |   |  |
|                                | Graduate students will complete a cumulative portfolio and an internship in Orientation and Mobility.   |   |  |
| 7h                             | Provide the final examination criteria.   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
|                                | Students will not be required to pass a comprehensive examination upon completion of the coursework.  |   |  |
| 7i                             | Describe termination criteria.  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
|                                | After completion of coursework, a review of final grades and grade point average will be conducted. Graduate students must complete and successfully pass the requirements for the cumulative portfolio with a minimal passing score of a 3 in all areas. To exit the program, students must receive passing evaluation scores from the supervising Certified Orientation and Mobility Specialist and a passing grade of a B or better in the Internship in Orientation and Mobility. |   |  |
| <b>8. Course Requirements.</b> |   |   |  |
| 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: 0   | 500-level: 9                            | 600-level: 24                          |
|                                |   |   | 700-level: 6                           |
| 8b*                            | What is the total number of credit hours required for the degree? <sup>11</sup> (e.g. 24, 32)   | 39                                      |  |
|                                | If an explanation about the total credit hours is necessary, use the space below. (150 word limit)  |   |  |
|                                | <i>no explanation necessary</i>   |   |  |
|                                | Use the grids below to list core courses, electives, courses for a concentration, etc.<br>Use the course title from the Bulletin or from the most recent new/change course form.  |   |  |
| 8c*                            | <b>Program Major Core Courses.</b> These courses are required for <u>all</u> students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite."   |   |  |

<sup>11</sup> A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.

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| Prefix & Number                         | Course Title  | Type of Course  | Credit Hrs                   | Course Status <sup>12</sup>            |
|---|---|---|------------------------------|--|
| BVI 580                                 | <i>Introduction to Visual Impairments</i>   | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | Change                                 |
| BVI 583                                 | <i>Braille Codes I</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | Change                                 |
| BVI 582                                 | <i>Anatomy and Physiology of the Eye</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | Change                                 |
| BVI 620                                 | <i>Foundations of Orientation and Mobility</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | New                                    |
| BVI 621                                 | <i>Introduction to Skills and Techniques</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 2                            | New                                    |
| BVI 622                                 | <i>Advanced Skills and Techniques</i>   | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 2                            | New                                    |
| BVI 623                                 | <i>Orientation and Mobility for Children</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | New                                    |
| BVI 624                                 | <i>Technology in Orientation and Mobility</i>   | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 1                            | New                                    |
| BVI 627                                 | <i>Orientation and Mobility for Individuals with Complex Needs</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | New                                    |
| BVI 626                                 | <i>Methods in Orientation and Mobility</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | New                                    |
| BVI 629                                 | <i>Practicum in Orientation and Mobility</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 1                            | New                                    |
| BVI 628                                 | <i>Assessment in Orientation and Mobility</i>   | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | New                                    |
| BVI 720                                 | <i>Orientation and Mobility Internship</i>  | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 6                            | New                                    |
| RC 525                                  | <i>Human Growth and Development Across a LifeSpan</i>   | <input checked="" type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite | 3                            | No Change                              |
|   |   | <input type="checkbox"/> Pgm Core<br><input type="checkbox"/> Prerequisite            |                              | Select one....                         |
| <b>Total Core Courses Credit Hours:</b> |   |   | 39                           |  |
| 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"/> |
|   | <i>not applicable</i>   |   |                              |  |
| 8e                                      | Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.                          |   | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
|   | <i>not applicable</i>   |   |                              |  |

<sup>12</sup> 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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| Program Guided Electives <sup>13</sup> (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 <sup>14</sup>   |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | Select one....  |
|   |  |            | 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 checked="" type="checkbox"/> |
|   | <i>not applicable</i>  |            |   |
| Program Free Electives <sup>15</sup> . (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?  | 0          |   |
| 8k  | Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)  |            |   |
|   | <i>not applicable</i>  |            |   |
| Courses for a program's concentration(s).   |  |            |   |
|   | Click <a href="#">HERE</a> for a template for additional concentrations <sup>16</sup> .  |            |   |

<sup>13</sup> 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.).

<sup>14</sup> 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").

<sup>15</sup> 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."

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

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|    |  |                              |  |
|----|--|------------------------------|--|
| 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: <i>not applicable</i> |  |  |
|----|---|--|--|

| Prefix & Number | Course Title<br>(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 <sup>17</sup> |
|-----------------|--|------------|-----------------------------|
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |

|    |  |
|----|--|
| 8n | Provide concentration-related language that should be included in the Graduate School Bulletin. (150 word limit) |
|    | <i>not applicable</i>  |

|    |  |                              |  |
|----|--|------------------------------|--|
| 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: | <i>not applicable</i> |
|----|------------------------|-----------------------|

| Prefix & Number | Course Title<br>(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 <sup>18</sup> |
|-----------------|--|------------|-----------------------------|
|                 | <input type="checkbox"/> Core<br><input type="checkbox"/> Elective   |            | Select one....              |

<sup>17</sup> 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").

<sup>18</sup> 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"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |
|  |  | <input type="checkbox"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |
|  |  | <input type="checkbox"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |
|  |  | <input type="checkbox"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |
|  |  | <input type="checkbox"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |
|  |  | <input type="checkbox"/> Core     |  | Select one.... |
|  |  | <input type="checkbox"/> Elective |  |                |

*Total Credit Hours, Concentration #2:*

|    |   |
|----|---|
| 8q | Provide concentration-related language that should be included in the Graduate School Bulletin for the second concentration. (150 word limit)       |
|    | <i>not applicable</i>   |
| 8r | Is there anything else about the proposed program that should be mentioned? (150 word limit)  |
|    | <i>The program does not offer free electives or concentrations. The graduate program in Orientation and Mobility is content specific by nature.</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 <a href="#">HERE</a> 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. |          |                         |                            |
|    | <b>YEAR 1 - FALL:</b>  | <i>9</i> | <b>YEAR 1 - SPRING:</b> | <i>5 plus 6 for Summer</i> |
|    | <b>YEAR 2 - FALL :</b>   | <i>7</i> | <b>YEAR 2 - SPRING:</b> | <i>6 plus 6 for Summer</i> |
|    | <b>YEAR 3 - FALL:</b>  | <i>0</i> | <b>YEAR 3 - SPRING:</b> | <i>0</i>                   |

|    |   |
|----|---|
| 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>In year one, the fall and spring courses provide an overall foundation regarding visual impairment and basic principles of orientation and mobility. In year one summer courses, the courses expand upon basic skills by applying those skills in more advanced environments and settings. Courses in year two require the students to apply content knowledge regarding the impact of visual impairment on individuals who are blind and visually impaired to plan for instruction and assessment and to create lessons based on individual learner characteristics. Graduate students will have a practicum in Orientation and Mobility in year two and will finish the program with a culminating internship in Orientation and Mobility.</i> |

**10. Approvals/Reviews**

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| 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). |  |                       |  |
|--|--|-----------------------|--|
|  | <b>Reviewing Group Name</b>  | <b>Date Approved</b>  | <b>Contact Person Name/Phone/Email</b>                   |
| 10a  | (Within College) <i>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> |                       |  |
|  | EDSRC  | 5/1/18                | Dr. Ralph Crystal / 859-257-8275 / ralph.crystal@uky.edu |
|  | C&C Committee  |                       | Jane Jensen/257-1929/jane.jensen@uky.edu                 |
|  | College of Edu   |                       | Melody Noland/323-7482/mnola01@email.uky.edu             |
|  |  |                       |  |
| 10b  | (Collaborating and/or Affected Units)  |                       |  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
|  |  |                       | / /  |
| 10c  | (Senate Academic Council)  | <b>Date Approved</b>  | <b>Contact Person Name</b>                               |
|  | Health Care Colleges Council (if applicable)   | <i>not applicable</i> | <i>not applicable</i>                                    |
|  | Graduate Council   | 01/14/2019            | Roshawn Nikou  |
|  |  |                       |  |

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| <b>INFORMATION REQUIRED BY CPE AND SACS</b>                       |   |
|---|---|
| <b>11. Program Overview – Program Quality and Student Success</b> |   |
| 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, 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). Rosemary Nave Stawasz has fourteen years of clinical experience in teaching children who are visually impaired in three states. The Visual Impairment Program faculty has a range of expertise and emphasis in the field of visual impairments that will adequately meet the program objectives and student learning outcomes.</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 Orientation and Mobility program requires a curriculum vitae, transcripts, references, and a 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 proposed Orientation and Mobility program would be the only existing program in the Commonwealth of Kentucky. No similar programs exist. The Orientation and Mobility program will complement the Teacher Preparation Program in Visual Impairment (TPPVI) that prepares candidates to be a Teacher 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 of the Visually Impaired 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 or clients who are blind and visually impaired to increase physical movement, ability to travel independently and to increase the overall quality of life. Teachers of the Visually Impaired may be reached through the state list serv. 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**

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|                             |   |
|-----------------------------|---|
| 12a*                        | <p>(related to 2b) Explain how the program objectives support at least two aspects of <a href="#">UK's institutional mission and academic strategic plan</a>? (150 word limit)</p>  |
|                             | <p><i>The proposed program would support the institutional mission and academic strategic plan. The Orientation and Mobility (O&amp;M) program 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 O&amp;M program in the Commonwealth. Secondly, the program supports the strategic objective of community engagement by serving and addressing the needs of individuals who are blind and visually impaired to promote independent travel and to increase the quality of life.</i></p> |
| 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"/><br/>(E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)</p>  |
| <p><b>13. Resources</b></p> |   |
| 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 Orientation and Mobility program is supported by faculty advising and teaching in the Teacher Preparation Program in Visual Impairments. The Department of Early Childhood, Special Education, and Rehabilitation Counseling provides support staff assistance for faculty. One course required for the O&amp;M program is taught in the Rehabilitation Counseling program. Support from the College of Education is to support staff, classroom space, and library facilities.</i></p>   |
| 13b                         | <p>What will be the projected "faculty-to-student in major" ratio? (150 word limit)</p>   |
|                             | <p><i>The projected faculty to student ratio in the program is one to ten in core Orientation and Mobility courses. In the skills and techniques in Orientation and Mobility courses, the ratio of faculty to students is two to eight. The current faculty numbers can support the current faculty to student ratio.</i></p>   |
| 13c                         | <p>Describe the library resources available<sup>19</sup> 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>  |

<sup>19</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for more information.

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*The Orientation and Mobility program 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, the O&M program shares a classroom space for off-campus course meetings with the Teacher Preparation Program in Visual Impairments at the Kentucky School for the Blind in Louisville. Instructional equipment specific to the needs of the O&M program has been acquired through external grant funding. Additional instructional materials and equipment such as white canes and electronic travel devices may be necessary for the future to enhance learning.*

**14. Demand and Unnecessary Duplication**

14a\* 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)

- 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.

Provide evidence of student demand at state and national levels.

*A survey was distributed at a state conference of approximately 120 vision education and rehabilitation professionals to determine the level of need for an O&M program and interest in attending the program. Of the 49% that responded, 97% of respondents stated there was a great need for a university program in O&M, and 3% stated there was a need for a university program. For level of student interest, 22% of respondents stated they were very interested, 22% were interested, and 18% had some interest in attending a university O&M program. Across the Commonwealth, there is a critical shortage in every region in exceptional children, a category in which O&M is included. Nationwide, there were approximately 1,100 postings for Low Vision Therapists, O&M Specialists, and Vision Rehabilitation Therapists as obtained by Burning Glass. The projected employment growth at the state level is estimated at 45.7% and estimated at 26.6% at the national level.*

14b Clearly state the degree completion requirements for the proposed program. (150 word limit)

Graduate students must complete the core courses in Orientation and Mobility coursework with a 3.0 or better. In addition to meeting the curricular requirements, students must complete a 350 O&M internship, receive a pass recommendation by the supervising Certified Orientation and Mobility specialist, and a minimum of a 3.0 in the internship course. Graduate students must complete a culminating portfolio addressing six standards and receive a minimum score of a three in all standards.

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

No

If "Yes," explain: *not applicable*

14d Identify the primary feeders for the program. (150 word limit)

*The primary feeders for the O&M program are universities and colleges offering undergraduate degrees. The O&M program will target three groups of candidates. The first target audience is Teachers of the Visually Impaired either from the University of Kentucky's Teacher Preparation Program in Visual Impairments or from similar programs to obtain a dual degree. The second target audience is individuals who hold an undergraduate degree in education (elementary, secondary, or special education) or in health and human services. The third target group is individuals who completed an undergraduate degree in an unrelated field and who seek a career change.*

14e Describe the student recruitment and selection process. (300 word limit)



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|               | <p><i>Recruitment by the Visual Impairment Program and the College of Education will promote the Orientation and Mobility program 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.</i></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 Orientation and Mobility program requires a curriculum vitae, transcripts, references, and a statement of interest. The admissions committee will review applications, conduct personal interviews if necessary, and determine entry into the program.</i></p>  |                                     |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
|---------------|---|-------------------------------------|--|---------------|---------------------|-------------------------------------|-------------|---|---|-------------|----|----|-------------|----|----|-------------|----|----|-------------|----|----|
| 14f*          | <p>Specify any distinctive qualities of the proposed program. (300 word limit)</p> <p><i>This program has not existed previously at the University of Kentucky. The last and only Orientation and Mobility program in Kentucky was at the University of Louisville, which closed approximately eight years ago. Hence, the University of Kentucky will have the unique distinction of offering the only Orientation and Mobility program in the Commonwealth of Kentucky. This opportunity allows Kentuckians to attend an in-state, flagship university. By attending the program, graduate students may address a deficit or need for O&amp;M services in their local or surrounding area. Outside of the Visual Impairment Program at the University of Kentucky, a similar program does not exist in Kentucky. Furthermore, the following surrounding states do not offer a graduate degree in O&amp;M: Missouri, Indiana, Ohio, Tennessee, Mississippi, Alabama, Georgia Virginia, and West Virginia. Thus, the proposed program will have a distinction in the region for offering a graduate degree program in Orientation and Mobility.</i></p> |                                     |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 14g           | <p>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)</p> <p><i>The proposed program will increased overall graduate student enrollment at the University of Kentucky in the College of Education due to the introduction of a new course of study. The program will admit ten students to a cohort each year for the first two years, then increase admission to twelve students in succeeding years.</i></p>   |                                     |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 14h           | <p>Use table below to estimate student demand for the first five years following implementation.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th># Degrees Conferred</th> <th>Majors (headcount)<br/>Fall Semester</th> </tr> </thead> <tbody> <tr> <td>2020 - 2021</td> <td>8</td> <td>8</td> </tr> <tr> <td>2021 - 2022</td> <td>10</td> <td>10</td> </tr> <tr> <td>2022 - 2023</td> <td>10</td> <td>10</td> </tr> <tr> <td>2023 - 2024</td> <td>12</td> <td>12</td> </tr> <tr> <td>2024 - 2025</td> <td>12</td> <td>12</td> </tr> </tbody> </table>   |                                     |  | Academic Year | # Degrees Conferred | Majors (headcount)<br>Fall Semester | 2020 - 2021 | 8 | 8 | 2021 - 2022 | 10 | 10 | 2022 - 2023 | 10 | 10 | 2023 - 2024 | 12 | 12 | 2024 - 2025 | 12 | 12 |
| Academic Year | # Degrees Conferred   | Majors (headcount)<br>Fall Semester |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 2020 - 2021   | 8   | 8                                   |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 2021 - 2022   | 10  | 10                                  |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 2022 - 2023   | 10  | 10                                  |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 2023 - 2024   | 12  | 12                                  |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 2024 - 2025   | 12  | 12                                  |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 14i           | <p>Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)</p> <p><i>The number of graduate degree awarded in the Southeast region of the United States accounts for only 15.63% of degrees conferred by region. The Great Lakes and New England region constitute 68.75% of graduate degrees in the education and teaching of individuals with vision impairments. Nationally, the prevalence of O&amp;M graduate programs has remained constant in the past several years around twelve graduate degree programs and fifteen certification programs. The number of awarded degrees and certifications is disproportionate to the rising population of individuals who are blind and visually impaired particularly in concerns to the aging population.</i></p>  |                                     |  |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |
| 14j           | <p>Has the Council on Postsecondary Education identified similar programs?<sup>20</sup></p> <p>If "Yes," the following questions (14jh1 – 14jh5) must be answered.</p>  |                                     | <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> |               |                     |                                     |             |   |   |             |    |    |             |    |    |             |    |    |             |    |    |

<sup>20</sup> Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for help with this question.

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|  |  |   |                             |
|--|--|---|-----------------------------|
| (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: <i>not applicable</i>   |  |   |                             |
| (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: <i>not applicable</i>   |  |   |                             |
| (3)  | Is access to existing programs limited? (150 word limit)   | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| If "Yes," explain: <i>not applicable</i>   |  |   |                             |
| (4)  | Is there excess demand for existing programs? (150 word limit)   | Yes <input type="checkbox"/>            | No <input type="checkbox"/> |
| If "Yes," explain: <i>not applicable</i>   |  |   |                             |
| (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.  |  |   |                             |
| <i>not applicable</i>  |  |   |                             |
| 14k*   | Are there similar programs in other <a href="#">Southern Regional Education Board (SREB)</a> 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.  |   |                             |
|  | <p>In the SREB region, the University of Arkansas offered a master's degree in Orientation and Mobility. Nationally, there are twelve university programs offering a graduate degree in Orientation and Mobility. The O&amp;M programs are</p> <ul style="list-style-type: none"> <li>• California State University LA</li> <li>• Florida State University</li> <li>• North Carolina Central University</li> <li>• Northern Illinois University</li> <li>• Salus University</li> <li>• San Francisco State University</li> <li>• Stephen F. Austin State University</li> <li>• Texas Tech University</li> <li>• University of Arkansas at Little Rock</li> <li>• University of Massachusetts at Boston</li> <li>• University of Pittsburgh</li> <li>• Western Michigan University</li> </ul> |   |                             |
| 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)  |  |   |                             |
| <p>Program objectives and focus between the two O&amp;M programs are similar in content. The University of Arkansas program in Orientation and Mobility is a total of 42 credit hours, a total of 3 additional credit hours than the proposed program. The curriculum at the University of Arkansas has a few differences by requiring students to take a research course, offering two courses in psychological and medical aspects of disability, and offering a specific course in low vision implications. The proposed program offers one course offered by the Rehabilitation Counseling program and has a specific course in O&amp;M for individuals with complex needs. The University of Arkansas program in Orientation and Mobility conducts online courses</p> |  |   |                             |

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|          |   |   |  |
|----------|---|---|--|
|          | but requires students to attend classes for two consecutive summers for four weeks each in Little Rock, Arkansas. The proposed O&M program does not require students to attend summer classes for four weeks for two summers. The proposed O&M program requires students to attend one to two on-campus meetings in fall and spring semesters. In the summer, students will be required to attend four face-to-face meetings totaling nineteen days.  |   |  |
| 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)   |   |  |
|          | The proposed O&M program seeks to serve a graduate student population in the Commonwealth of Kentucky and within the immediate geographic region due to the program design and delivery model.  |   |  |
| 14k.iv*  | Is access to existing programs limited?   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
|          | If "Yes," explain. (300 word limit)   |   |  |
|          | not applicable  |   |  |
| 14k.v*   | Is there excess demand for existing similar programs?   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
|          | If "Yes," explain. (300 word limit)   |   |  |
|          | not applicable  |   |  |
| 14k.vi*  | Will there be collaboration between the proposed program and existing programs?   | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
|          | If "No," explain. (300 word limit)  |   |  |
|          | Formal collaboration has not been planned, but we welcome informal collegial communication and exchange of ideas with existing Orientation and Mobility graduate programs.  |   |  |
| 14l      | Would your institution like to make this program available through the <a href="#">Academic Common Market</a> <sup>21</sup> ?   | 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>Precise data regarding employer demand and labor market analysis is challenging, since orientation and mobility may be listed in different categories such as education, human service, occupational therapy, healthcare support occupations. Orientation and mobility data has been linked to job growth and projected job openings for occupational therapists. The projected national job growth for the next ten years is predicted as faster than average at fifteen percent as reported by the Bureau of Labor Statistics in 2017. Current labor market analysis projects a regional growth of 35.4%, state growth of 45.7%, and national growth of 26.6%. Based on a Five Year Future Regional Demand, the Kentucky Future Skills report stated the occupational growth for special education teachers, all others to be fast growing with an anticipated 1,097 job openings. The category may include Orientation and Mobility Specialists. The Kentucky Occupational Outlook to 2026 reported that Healthcare Support Occupations are expected to grow by 14.3% in Kentucky's job market. Community and social service occupations are also expected to have rapid growth estimated at 12.8%. There are not equivalent and alternative credentials for O&amp;M Specialists.</i> |   |  |

<sup>21</sup> Please contact OSPIE ([OSPIE@L.uky.edu](mailto:OSPIE@L.uky.edu)) for more information.



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|                                    |   |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
|------------------------------------|---|-------------|--------------------------------|--|--|------------------|----------------------------------|--|--|---------------|----------|----------|----------|------------------------------------|-------|-------|------|-----------------------|-----|-----|-------|------------------|--|--|--|---------------|----------|----------|----------|------------------------------------|-------|-------|------|-----------------------|------|------|--------|------------------|--|--|--|------------------|----|-------------|--|------------------------------------|-------|-------|-------|-----------------------|------|------|--------|
| 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.   |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
|                                    | <p><i>Graduates may be employed as Orientation and Mobility Specialists in a variety of settings. Orientation and Mobility Specialists may be employed in school settings under the category of vision specialists or related service providers. Another setting is at adult rehabilitation agencies, private agencies for the blind and visually impaired as Blind Rehabilitation Specialists- Orientation and Mobility or Rehabilitation Specialists- Orientation and Mobility. Additionally, O&amp;M Specialists may work as an independent contractor servicing individuals who are blind and visually impaired from infancy to advanced age. Average wages for an O&amp;M Specialist with a graduate degree will vary depending on the region of the United States, the employer, and years of experience. Average salaries range from \$35,000 to \$80,000. The job outlook for graduates is excellent with national job openings.</i></p> <table border="0"> <tr> <td></td> <td align="center" colspan="3"><i>Region, State, National</i></td> </tr> <tr> <td><i>Job Title</i></td> <td align="center" colspan="3"><i>Special Education Teacher</i></td> </tr> <tr> <td><i>Salary</i></td> <td align="center">\$54,230</td> <td align="center">\$54,799</td> <td align="center">\$51,080</td> </tr> <tr> <td><i>Projected Employment Growth</i></td> <td align="center">15.2%</td> <td align="center">16.2%</td> <td align="center">7.2%</td> </tr> <tr> <td><i># of Positions</i></td> <td align="center">440</td> <td align="center">550</td> <td align="center">37980</td> </tr> </table><br><table border="0"> <tr> <td><i>Job Title</i></td> <td align="center" colspan="3"><i>Vocational Rehabilitation Counselor</i></td> </tr> <tr> <td><i>Salary</i></td> <td align="center">\$46,136</td> <td align="center">\$62,318</td> <td align="center">\$45,041</td> </tr> <tr> <td><i>Projected Employment Growth</i></td> <td align="center">11.3%</td> <td align="center">18.6%</td> <td align="center">8.2%</td> </tr> <tr> <td><i># of Positions</i></td> <td align="center">2770</td> <td align="center">3210</td> <td align="center">271350</td> </tr> </table><br><table border="0"> <tr> <td><i>Job Title</i></td> <td align="center" colspan="3"><i>Low Vision Therapist, Orientation and Mobility Specialist</i></td> </tr> <tr> <td><i>Salary NA</i></td> <td align="center">NA</td> <td align="center">\$68,249.00</td> <td></td> </tr> <tr> <td><i>Projected Employment Growth</i></td> <td align="center">35.4%</td> <td align="center">45.7%</td> <td align="center">26.6%</td> </tr> <tr> <td><i># of Positions</i></td> <td align="center">1810</td> <td align="center">1340</td> <td align="center">126050</td> </tr> </table> |             | <i>Region, State, National</i> |  |  | <i>Job Title</i> | <i>Special Education Teacher</i> |  |  | <i>Salary</i> | \$54,230 | \$54,799 | \$51,080 | <i>Projected Employment Growth</i> | 15.2% | 16.2% | 7.2% | <i># of Positions</i> | 440 | 550 | 37980 | <i>Job Title</i> | <i>Vocational Rehabilitation Counselor</i> |  |  | <i>Salary</i> | \$46,136 | \$62,318 | \$45,041 | <i>Projected Employment Growth</i> | 11.3% | 18.6% | 8.2% | <i># of Positions</i> | 2770 | 3210 | 271350 | <i>Job Title</i> | <i>Low Vision Therapist, Orientation and Mobility Specialist</i> |  |  | <i>Salary NA</i> | NA | \$68,249.00 |  | <i>Projected Employment Growth</i> | 35.4% | 45.7% | 26.6% | <i># of Positions</i> | 1810 | 1340 | 126050 |
|                                    | <i>Region, State, National</i>  |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Job Title</i>                   | <i>Special Education Teacher</i>  |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Salary</i>                      | \$54,230  | \$54,799    | \$51,080                       |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Projected Employment Growth</i> | 15.2%   | 16.2%       | 7.2%                           |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i># of Positions</i>              | 440   | 550         | 37980                          |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Job Title</i>                   | <i>Vocational Rehabilitation Counselor</i>  |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Salary</i>                      | \$46,136  | \$62,318    | \$45,041                       |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Projected Employment Growth</i> | 11.3%   | 18.6%       | 8.2%                           |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i># of Positions</i>              | 2770  | 3210        | 271350                         |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Job Title</i>                   | <i>Low Vision Therapist, Orientation and Mobility Specialist</i>  |             |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Salary NA</i>                   | NA  | \$68,249.00 |                                |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i>Projected Employment Growth</i> | 35.4%   | 45.7%       | 26.6%                          |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |
| <i># of Positions</i>              | 1810  | 1340        | 126050                         |  |  |                  |                                  |  |  |               |          |          |          |                                    |       |       |      |                       |     |     |       |                  |  |  |  |               |          |          |          |                                    |       |       |      |                       |      |      |        |                  |  |  |  |                  |    |             |  |                                    |       |       |       |                       |      |      |        |

**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)   |
|      | <p>The Visual Impairment Program (VIP) chair will be the faculty of record. Visual Impairment Program faculty may assist in the assessment of program objectives. The assessment of the Orientation and Mobility 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 Orientation and Mobility Specialists in educational and rehabilitative 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.</p> |
| 15b* | <p>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)</p> <p><i>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. Professionalism will be evaluated annually by a direct measure in year two. For content knowledge, the assessments will occur at the end of the fall semester in year one and at the end of the spring semester in year two. Assessment will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester. Lastly, instructional planning and delivery will be evaluated annually at the end of the spring semester and at the end of the Orientation and Mobility internship, which may be the summer or fall semester.</i></p>  |

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*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 Program<sup>22</sup>**

|     |   |   |                             |
|-----|---|---|-----------------------------|
| 16a | Will this program require additional resources?   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|     | 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)   |   |                             |
|     | <i>Current faculty is involved in recruiting, advising, and teaching courses. A new faculty member has been hired to assist in developing and teaching courses and student supervision. As the program grows, part-time faculty will be hired to assist with practicum and internship supervision. The program is currently externally funded. Therefore, the program will continue to seek external grant funding and seek internal funding.</i> |   |                             |

|     |  |                              |  |
|-----|--|------------------------------|--|
| 16b | Will this program impact existing programs and/or organizational units within your institution? (300 word limit) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
|     | If "Yes, briefly describe.   |                              |  |
|     | <i>not applicable</i>  |                              |  |

|     |   |  |  |
|-----|---|--|--|
| 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)  |  |  |
|     | <i>University of Kentucky will be the only university to offer a degree in Orientation and Mobility in the Commonwealth of Kentucky. The following surrounding states do not offer a graduate degree in O&amp;M: Missouri, Indiana, Ohio, Tennessee, Mississippi, Alabama, Georgia Virginia, and West Virginia. The program is expected to generate revenue for the College of Education through student tuition. The program will continue to seek external grant funding. The O&amp;M program may attract graduate students outside the education field and non-traditional students, which will increase diversity of the candidates. Most importantly, the program will meet the employment needs of the Commonwealth in educational and rehabilitative settings.</i> |  |  |

**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 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> 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 philanthropies, foundations, individual donors, etc.) | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| New   | 0                    | 0                    | 0                    | 0                    | 0                    |

<sup>22</sup> 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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|  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Existing   | 0                          | 0                          | 0                          | 0                          | 0                          |
| Narrative/Explanation:   |                            |                            |                            |                            |                            |
| `  |                            |                            |                            |                            |                            |
| <b>State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)</b>   | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| New  | 185221                     | 190208                     | 194314                     | 199574                     | 204991                     |
| Existing   | 0                          | 0                          | 0                          | 0                          | 0                          |
| Narrative/Explanation: <i>This program is being funded by a Kentucky Department of Education grant.</i>  |                            |                            |                            |                            |                            |
| <b>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.)<sup>23</sup>:</b> | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| (New) Allocated Resources  | 0                          | 0                          | 0                          | 0                          | 0                          |
| (Existing) Reallocated Resources   | 0                          | 0                          | 0                          | 0                          | 0                          |
| Narrative/Explanation: <i>N/A</i>  |                            |                            |                            |                            |                            |
| <b>Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)</b>   | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| New  | 203010                     | 238740                     | 245660                     | 253272                     | 260884                     |
| Existing   | 0                          | 0                          | 0                          | 0                          | 0                          |
| Narrative/Explanation: <i>Tuition figured at five non-TVI and five TVI students per a cohort. Tuition rate figured with a 3% tuition increase yearly.</i>  |                            |                            |                            |                            |                            |
| <b><u>Total Funding Sources</u></b>  | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| <u>Total</u> New   | 388231                     | 428948                     | 439974                     | 452846                     | 465875                     |
| <u>Total</u> Existing  | 0                          | 0                          | 0                          | 0                          | 0                          |
| <b><u>TOTAL FUNDING SOURCES</u></b>  | <b>388231</b>              | <b>428948</b>              | <b>439974</b>              | <b>452846</b>              | <b>465875</b>              |
| <b>18. Breakdown of Program Expenses/Requirements<sup>4</sup></b>  |                            |                            |                            |                            |                            |
| <b>(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)</b>   |                            |                            |                            |                            |                            |
| <b>Staff: Executive, Administrative &amp; Managerial (Include salaries and whether new hires will be part time or full time.)</b>  | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| New  | 0                          | 0                          | 0                          | 0                          | 0                          |
| Existing   | 0                          | 0                          | 0                          | 0                          | 0                          |
| Narrative/Explanation <sup>24</sup> : <i>No new staff is required for this program.</i>  |                            |                            |                            |                            |                            |

<sup>23</sup> 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.

<sup>24</sup> Discuss whether new hires will be full-time or part-time.

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| <b>Other Professional (Include salaries.)</b>   | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|---|--|----------------------|----------------------|----------------------|----------------------|
| New   | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing  | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative/Explanation:  | N/A  |                      |                      |                      |                      |
| <b>Faculty (Include salaries and whether new hires will be part time or full time.)</b> | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New   | 84315  | 0                    | 0                    | 0                    | 0                    |
| Existing  | 81906  | 171208               | 175314               | 180574               | 185991               |
| Narrative/Explanation <sup>25</sup> :   | <i>One full-time faculty member was hired in 2017, one new full-time faculty member will start in 2019. Benefits figured at 20.45%. In total, two full-time faculty members will be dedicated to the O&amp;M program. The yearly rate of pay increase was figured at 3%.</i> |                      |                      |                      |                      |
| <b>Graduate Assistants (Include salaries and/or stipends.)<sup>26</sup></b>             | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New   | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing  | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:  | N/A  |                      |                      |                      |                      |
| <b>Student Employees (Include salaries and/or stipends.)</b>                            | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New   | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing  | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:  | N/A  |                      |                      |                      |                      |
| <b>Equipment and Instructional Materials</b>  | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New   | 2000   | 2000                 | 2000                 | 2000                 | 2000                 |
| Existing  | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:  | <i>Equipment funded under the Kentucky Department of Education grant.</i>  |                      |                      |                      |                      |
| <b>Library (Include new journal subscriptions, collections, and electronic access.)</b> | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New   | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing  | 0  | 0                    | 0                    | 0                    | 0                    |

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

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

**NEW MASTER'S DEGREE PROGRAM**

|  |  |                      |                      |                      |                      |
|--|--|----------------------|----------------------|----------------------|----------------------|
| Narrative Explanation/Justification:   | N/A  |                      |                      |                      |                      |
| <b>Contractual Services</b>  | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 3000   | 3000                 | 3000                 | 3000                 | 3000                 |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | <i>Funds for guest speakers provided by the Kentucky Department of Education grant.</i>                            |                      |                      |                      |                      |
| <b>Academic and/or Student Services</b>  | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | <i>Advising done by faculty members.</i>   |                      |                      |                      |                      |
| <b>Other Support Services</b>  | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | N/A  |                      |                      |                      |                      |
| <b>Faculty Development (Include travel, conference fees, consultants, etc.)</b>  | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 4000   | 4000                 | 4000                 | 4000                 | 4000                 |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | <i>\$2,000 per an O&amp;M faculty member for conferences, etc. funded by the Kentucky Department of Education.</i> |                      |                      |                      |                      |
| <b>Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)</b> | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | N/A  |                      |                      |                      |                      |
| <b>Student Space and Equipment</b>   | 1 <sup>st</sup> Year   | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| New  | 0  | 0                    | 0                    | 0                    | 0                    |
| Existing   | 0  | 0                    | 0                    | 0                    | 0                    |
| Narrative Explanation/Justification:   | N/A  |                      |                      |                      |                      |

**NEW MASTER'S DEGREE PROGRAM**

| Other  | 1 <sup>st</sup> Year  | 2 <sup>nd</sup> Year       | 3 <sup>rd</sup> Year       | 4 <sup>th</sup> Year       | 5 <sup>th</sup> Year       |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|
| New  | 10000   | 10000                      | 10000                      | 10000                      | 10000                      |
| Existing   | 0   | 0                          | 0                          | 0                          | 0                          |
| Narrative Explanation/Justification:                 | <i>Travel expenses for supervising interns and teaching class at the Kentucky School for the Blind in Louisville.</i> |                            |                            |                            |                            |
| <b>Total Expenses/Requirements</b>                   | <b>1<sup>st</sup> Year</b>  | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| New  | 103315  | 19000                      | 19000                      | 19000                      | 19000                      |
| Existing   | 81906   | 171208                     | 175314                     | 180574                     | 185991                     |
| <u>TOTAL</u> Program Budgeted Expenses/Requirements: | 974308  |                            |                            |                            |                            |
| <b>GRAND TOTAL</b>                                   | <b>1<sup>st</sup> Year</b>  | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
| Total Funding Sources                                | <u>388231</u>   | <u>428948</u>              | <u>439974</u>              | <u>452846</u>              | <u>465875</u>              |
| Total Expenses/Requirements                          | <u>185221</u>   | <u>190208</u>              | <u>194314</u>              | <u>199574</u>              | <u>204991</u>              |
| <b>TOTAL NET COST:</b>                               | <u>203010</u>   | <u>238740</u>              | <u>245660</u>              | <u>253272</u>              | <u>260884</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 620         | <i>A fundamental course in the history and development of Orientation &amp; Mobility programs, educational and rehabilitation models, and mobility systems. Philosophies, practices, standards, and ethics of O&amp;M will be also discussed.</i>   |
| BVI 621         | <i>This course is an introduction to skills and techniques used by individuals with visual impairments and instructional strategies to facilitate independent travel including the use of the long cane and adaptive mobility devices. Emphasis will be placed on the methods of independent travel. Students will have practical experience in traveling under blindfold and vision loss simulators in indoor, residential, and small business environments.</i>             |
| BVI 622         | <i>The course will focus on advanced skills and techniques used by individuals with visual impairments for independent travel in business and complex environments. Students will have practical experience in the use of the long cane and travel under blindfold and vision loss simulators. Students will gain experience in planning lessons and teaching skills to each other under instructor supervision.</i>  |
| BVI 623         | <i>The course will address the impact and effects of a visual impairment on the overall development of children with visual impairments. Course topics will include information on locomotion, concept development, O&amp;M skill acquisition and performance for children with visual impairments. Instructional methods, strategies, and materials for teaching Orientation &amp; Mobility concepts and skills will also be covered.</i>                                    |
| BVI 624         | <i>The course will be an introduction to the use of electronic travel aids and electronic orientation aids as a secondary mobility system for individuals with visual impairments. The advantages and disadvantages of using electronic travel devices will be identified along with instructional strategies to incorporate the use into lessons. There will be hands-on experience with using electronic devices with an emphasis on the use of cellphone applications.</i> |
| BVI 626         | <i>The course will address a variety of topics, strategies, and approaches related to Orientation and Mobility instruction for individuals with visual impairments. Content will focus on adult rehabilitation, low vision, and low vision devices, mobility systems, echolocation, and Flash Sonar. The course content will also</i>   |





**NEW MASTER'S DEGREE PROGRAM**

| Prefix & Number | Course Type  | Course Description (from the Bulletin or the most recent new/change course form) |
|-----------------|--|--|
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |
|                 | <input type="checkbox"/> Track Core<br><input type="checkbox"/> Track Elective |  |



Program Assessment Plan  
Orientation and Mobility, M.A.

# ASSESSMENT PLAN

Orientation and Mobility, Master of Arts

## General Information

- ❖ Degree: Orientation and Mobility, M.A.
- ❖ Department: Early Childhood, Special Education, and Rehabilitation Counseling
- ❖ College: Education
- ❖ CIP: 13.1009
- ❖ Major Begin Date: 08/2019

## Orientation and Mobility Program Overview

### ❖ Program Mission

Prepare students for a lifetime of learning, advocacy, and service in the education and rehabilitation of individuals who are blind and visually impaired.

### ❖ Program Objectives

1. The Orientation and Mobility program will align course standards and internship competencies with curricular standards from the Association of the Education and Rehabilitation of the Blind and Visually Impaired (AER) and with the core domain areas and clinical competencies established by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP).
2. The program will develop highly skilled, prepared, and knowledgeable Orientation and Mobility Specialists to work with learners across the lifespan in various settings.
3. The program will increase the number of qualified Orientation and Mobility Specialists 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 the assessment of the Orientation and Mobility program entails measuring student progress towards the student learning outcomes (SLO) in the core 600 level graduate courses. All outcomes will be assessed within a two year cycle using direct and indirect methods. Assessments include scoring student work directly related to student learning outcomes in observing and evaluating skills and dispositions and performance at practicum and internship placements.

### 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 about learning outcomes.

### III. Program-Level Learning Outcomes

#### Orientation and Mobility Student Learning Outcomes

---

- Professionalism
  - Candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students.
  
- Content Knowledge
  - Candidates will identify and describe the impact of visual impairments and blindness on development, psychosocial aspects, physical movement, orientation, and mobility among learners across the lifespan.
  
- Assessment
  - Candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery in Orientation and Mobility.
  
- Instructional Planning and Delivery
  - Candidates will develop and implement safe, appropriate, and effective lessons that target the individualized characteristics of learners.

#### Accreditation Standards

- The Orientation and Mobility graduate program will seek accreditation from The Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER). Program standards are derived from curricular standards set by AER and core domain areas from ACVREP.

#### IV. Curriculum Map

|                          | Outcome  |  |   |   |
|--------------------------|--|--|---|---|
|                          | SLO #1 Candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students. | SLO #2 Candidates will identify and describe the impact of visual impairments and blindness on development, psychosocial aspects, physical movement, orientation, and mobility | SLO #3 Candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery in Orientation and Mobility. | SLO #4 Candidates will develop and implement safe, appropriate, and effective lessons that target the individualized characteristics of learners. |
| BVI 620 Foundations      |  | I  |   |   |
| BVI 621 Intro to S & T   | I  |  | I   |   |
| BVI 622 Advanced S & T   | R  |  | I   | I   |
| BVI 623 O&M for Children |  | I  |   | I   |
| BVI 624 Tech in O&M      |  |  |   | I   |
| BVI 626 Methods          |  | R  |   |   |
| BVI 627 Complex Needs    |  | R  |   | R   |
| BVI 628 Assessment       |  |  | R   |   |
| BVI 629 Practicum        | A  | A  | R   | R   |
| BVI 720 Internship       | A  | A  | A   | A   |

#### V. Assessment Methods and Measures

Direct methods:

- Lesson assessments and observations of skills and techniques of O&M
- Lesson plans for a child and adult with a visual impairment
- Presentation on medical condition and impact on O&M
- Skills and disposition evaluation from practicum and internship supervisors used at the program level for practicum and internship experiences.
- Internship portfolio

Indirect methods:

- Grades in core 600 level courses
- Student self-reflections
- Student evaluations

| <b>SLO</b> | <b>Assessment Measure</b>  | <b>Type of Measure</b> | <b>Year in Curriculum</b> |
|------------|--|------------------------|---------------------------|
| 1          | <i>BVI 629 Practicum Evaluation Forms, UK Skills and Dispositions Form</i>                           | Direct                 | 2                         |
|            | <i>BVI 720 Internship Evaluation Forms- UK Skills and Dispositions Form</i>                          | Direct                 | 2                         |
| 2          | <i>BVI 620 Final Examination</i>   | Direct                 | 1                         |
|            | <i>BVI 627 Presentation on Medical Condition or Disorder</i>   | Direct                 | 2                         |
| 3          | <i>BVI 621 Lesson Assessment and Reflection</i>  | Direct                 | 1                         |
|            | <i>BVI 628 O&amp;M Evaluation Plan for Child with Complex Needs, Assessment Project for an Adult</i> | Direct                 | 2                         |
|            | <i>BVI 720 Internship Portfolio</i>  | Direct                 | 2                         |
| 4          | <i>BVI 622 Lesson Plan for Route Travel</i>  | Direct                 | 1                         |
|            | <i>BVI 627 Lesson Plans for Child and Adult with Complex Needs</i>                                   | Direct                 | 2                         |
|            | <i>BVI 720 Internship Portfolio: Instructional Planning</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 at the end of each semester. When necessary, a second reviewer of student work will be selected from the Visual Impairment Program faculty. Data will be discussed and reviewed by the 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. Three outcomes will be measured in year one, and four outcomes will be measured in year two.

| <b>Student Learning Outcome</b>     | <b>Cycle</b> | <b>Academic Year</b>   | <b>Reporting Cycle</b>       |
|-------------------------------------|--------------|------------------------|------------------------------|
| Professionalism                     | Year 2       | 2020-2021              | Nov. 1, 2021                 |
| Content Knowledge                   | Year 1 & 2   | 2019-2020<br>2020-2021 | Nov. 1, 2020<br>Nov. 1, 2021 |
| Assessment                          | Year 1 & 2   | 2019-2020<br>2020-2021 | Nov. 1, 2020<br>Nov. 1, 2021 |
| Instructional Planning and Delivery | Year 1 & 2   | 2019-2020<br>2020-2021 | Nov. 1, 2020<br>Nov. 1, 2021 |

The assessment measures and methods will be evaluated and aligned with student learning outcomes every two years as shown in the above table. Assessment results will be reviewed and analyzed by the Visual Impairment Program faculty at the end of the spring semester. Suggestions for program improvement and potential action steps will be listed and reported at the first scheduled Visual Impairment Program meeting of the fall semester. The complete analysis including results, interpretation, and improvement plan will be reported at the first or second Visual Impairment Program meeting of the fall semester. Assessment reports will be completed annually by October and submitted to the college’s assessment coordinator for review. Final reports will be sent to the university’s assessment office no later than November 1 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. Visual Impairment Program faculty may attend workshops or utilize services to increase instructor effectiveness provided by the Center for the Enhancement of Learning and Teaching or seek resources outside the institution.

## IX. Post-Graduate Success

The Orientation and Mobility program will utilize data from three existing student surveys To measure post-graduate 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 post-graduate



success and workforce outcomes are the graduating students and the first destination survey.

## **X. Appendices**

A. Curriculum map

B. Assessment Schedule Graphic

C. Skills and Dispositions

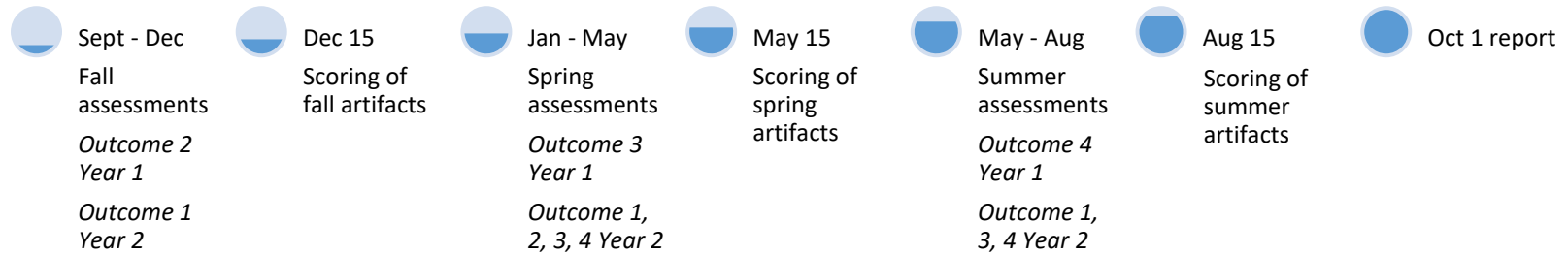
## Appendix A Curriculum Map

| Outcome                         |  |  |   |   |
|---------------------------------|--|--|---|---|
|                                 | SLO #1 Candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students. | SLO #2 Candidates will identify and describe the impact of visual impairments and blindness on development, psychosocial aspects, physical movement, orientation, and mobility among learners across the lifespan. | SLO #3 Candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery in Orientation and Mobility. | SLO #4 Candidates will develop and implement safe, appropriate, and effective lessons that target the individualized characteristics of learners. |
| <b>BVI 620</b> Foundations      |  | I  |   |   |
| <b>BVI 621</b> Intro to S & T   | I  |  | I   |   |
| <b>BVI 622</b> Advanced S & T   | R  |  | I   | I   |
| <b>BVI 623</b> O&M for Children |  | I  |   | I   |
| <b>BVI 624</b> Tech in O&M      |  |  |   | I   |
| <b>BVI 626</b> Methods          |  | R  |   |   |
| <b>BVI 627</b> Complex Needs    |  | R  |   | R   |
| <b>BVI 628</b> Assessment       |  |  | R   |   |
| <b>BVI 629</b> Practicum        | A  | A  | R   | R   |

|                           |          |          |          |          |
|---------------------------|----------|----------|----------|----------|
| <b>BVI 720</b> Internship | <b>A</b> | <b>A</b> | <b>A</b> | <b>A</b> |
|---------------------------|----------|----------|----------|----------|

## Appendix B

### Assessment Cycle



## Appendix C

### Skills and Dispositions

| University of Kentucky Skills and Dispositions  |  |  |  |
|---|--|--|--|
| Disposition Standard  | Unsatisfactory   | Satisfactory   | Distinguished  |
| <p>Communicates orally in formal presentations and with individuals in small groups, in informal settings, and uses nonverbal communication skills. Communicates appropriately in writing (reports, essays, letters, memos, emails)</p> | <p>Does not demonstrate control in the use of standard oral language, including grammar and syntax. Often makes errors that interfere with communications. Does not consistently maintain appropriate and positive oral communications in class and clinical experiences with peers, supervisors, students, and clients. May use inappropriate tone or be too informal in communicating with supervisors or professional colleagues. May use inappropriate language (e.g., slang, cursing, slurs, or off-color remarks) with peers, students, or clients. Does not consistently demonstrate respect for all individuals, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status.</p> <p>Does not demonstrate control of standard written language, for professional purposes (course work, lesson plans, memos, e-mails, etc.) including grammar, syntax, punctuation, and spelling.</p> | <p>Demonstrates control in the use of standard oral language, including grammar and syntax with few errors that do not interfere with communications. Maintains appropriate and positive oral communications in class as well as field experiences with peers, supervisors, students, and clients. Demonstrates respect for all individuals, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status.</p> <p>Maintains appropriate positive written communications in class related materials well as field experiences. Demonstrates respect for all individuals in all written work, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status not only in all professionally related communications but also public web environments.</p> | <p>Demonstrates excellence in the use of standard oral language, including grammar, syntax, and pronunciation. Maintains appropriate positive oral communications in class as well as field and clinical experiences with peers, supervisors, students, and clients. Demonstrates respect for all individuals, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status.</p> <p>Demonstrates excellence in standard written language, for professional communications (course work, lesson plans, memos, e-mails, etc.) including grammar, syntax, punctuation, and spelling. Consistently demonstrates respect for all individuals in all written work, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status not only in all professionally related</p> |

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|  |   |  |   |
|--|---|--|---|
|  | <p>Often makes errors that interfere with communications. Does not consistently maintain appropriate and positive written communications in class and field experiences with peers, supervisors, students, or clients. May use inappropriate language (e.g., cursing, slurs, or off-color remarks) with supervisors, peers, students, and clients. May not demonstrate respect for all individuals, regardless of race, gender, ethnicity, national origin, physical or learning disability or socio-economic status in professionally related communications, or public web environments.</p>        |  | <p>communications but also public web environments.</p>   |
| <p>Demonstrates knowledge and command of socio-cultural variables in education. Demonstrates constructive attitudes toward children, youth, parents, and the community. Demonstrates awareness and acceptance of diversity in educational and rehabilitative settings.</p> | <p>Demonstrates a lack of ability to work with students from diverse socio-cultural and ethnic backgrounds. Demonstrates a lack of awareness, sensitivity, and respect for diverse populations, cultures, and environments. Is not sensitive or knowledgeable about the demographics and social factors within the community and does not understand the cultural context. Does not demonstrate a belief that ALL children can learn at high levels. May demonstrate prejudice or bias or blame students' lack of performance on race, ethnicity, religion, socio-economic status, gender, sexual</p> | <p>Demonstrates some ability to successfully work with students from diverse sociocultural and ethnic backgrounds. Demonstrates some awareness, sensitivity, and respect for diverse populations, cultures, and environments. Is usually sensitive and somewhat knowledgeable about demographics and social factors within the community and understands the cultural context. Demonstrates a belief that ALL children can learn at high levels, regardless of race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or</p> | <p>Consistently demonstrates competence to work with students from diverse socio-cultural and ethnic backgrounds successfully. Consistently demonstrates awareness, sensitivity, and respect for diverse populations, cultures, and environments. Is highly sensitive and knowledgeable about demographics and social factors within the community and understands the cultural context. Consistently demonstrates a belief that ALL children can learn at high levels, regardless of race, ethnicity, religion, socio-economic status, gender, sexual orientation,</p> |

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|   |   |  |   |
|---|---|--|---|
|   | orientation, disabilities, or cultural or national backgrounds. Does not strive for common unity.   | national backgrounds. Demonstrates an appreciation for the artistic, social, and intellectual contributions of various cultural groups in pursuit of common unity.   | disabilities, and cultural or national backgrounds. Consistently demonstrates an appreciation for the artistic, social, and intellectual contributions of various cultural groups in pursuit of common unity.   |
| Demonstrates the ability to conceptualize key subject matter ideas and relationships.   | Does not have an accurate knowledge of subject-matter. Struggles to possess a coherent body of knowledge about the facts, concepts, principles, and methodology of Orientation and Mobility. Makes content errors, does not correct errors of students or self or lacks the initiative to research content.   | Has an accurate knowledge of subject-matter. Has a coherent body of knowledge about the facts, concepts, principles, and methodology of Orientation and Mobility. Does not make critical errors in content but can acknowledge and correct errors. May take the initiative to seek additional information. | Has an accurate, cohesive, and in-depth knowledge of subject-matter. Has a coherent body of knowledge about the facts, concepts, principles, and methodology of Orientation and Mobility. Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field.    |
| Interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parent in educational settings.      | Does not maintain appropriate or positive interaction with others. Does not demonstrate considerate behavior toward others, does not appreciate or value collaborative work. Does not foster respectful, productive relationships with professionals, agencies, community members, and caregivers. Does not maintain confidentiality and professionalism. | Demonstrates appropriate, positive interaction with others in most settings. Establishes respectful, productive relationships with professionals, agencies, community members, and caregivers while maintaining confidentiality and professionalism.   | Maintains consistent appropriate and positive interaction with others. Is considerate of and appreciates others. Values and respects others' opinions. Establishes and fosters respectful, productive relationships with professionals, agencies, community members, and caregivers while maintaining confidentiality and professionalism |
| Demonstrates a commitment to professional ethics and behavior. Demonstrates an understanding of the Kentucky School Personnel Code of Ethics. | The attendance record is poor, excessive unexcused absences or tardies. Does not maintain confidentiality. Does not uphold the KY EPSB Code of Ethics. Does not meet professional responsibilities (professional  | Maintains a satisfactory record of attendance and punctuality. Maintains confidentiality. Upholds the KY EPSB Code of Ethics. Meets professional responsibilities (professional meetings, conferences,   | Maintains a record of excellent attendance and punctuality. Maintains the highest standards of confidentiality. Upholds the KY EPSB Code of Ethics. Exceeds professional responsibilities (professional meetings,   |

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|  |   |  |   |
|--|---|--|---|
|  | <p>meetings, conferences, workshops, or other required activities).</p> <p>When in a field experience placement or other professional settings, the candidate often does not dress in an appropriate professional manner or does not exhibit appropriate personal hygiene (unkempt or poorly groomed, for example). May wear clothing that is inappropriate or violates the site dress code (t-shirts, shorts, jeans), does not fit in a professional manner (overly baggy pants, skirts or shorts that are too short, shirts that display potentially offensive or age inappropriate messages or images.</p> | <p>workshops, faculty meetings, open house, or other required activities).</p> <p>When participating in a field experience or other professional education experience, the candidate dresses in a manner that is professional and appropriate for the setting. The candidate also exhibits appropriate personal hygiene.</p> | <p>conferences, workshops, faculty meetings, open house, or other required activities).</p> <p>When participating in a field experience or other professional education experience, the candidate consistently dresses in a manner that is professional and appropriate for the setting. The candidate also exhibits appropriate personal hygiene</p> |
|--|---|--|---|

| Outcome                         |  |  |   |   |
|---------------------------------|--|--|---|---|
|                                 | SLO #1 Candidates will conduct oneself with a high degree of integrity and professionalism in the workplace, community, and with consumers and students. | SLO #2 Candidates will identify and describe the impact of visual impairments and blindness on development, psychosocial aspects, physical movement, orientation, and mobility among learners across the lifespan. | SLO #3 Candidates will administer assessments to determine the present level of performance, document learner progress, and utilize the data for instructional planning and delivery in Orientation and Mobility. | SLO #4 Candidates will develop and implement safe, appropriate, and effective lessons that target the individualized characteristics of learners. |
| <b>BVI 620</b> Foundations      |  | I  |   |   |
| <b>BVI 621</b> Intro to S & T   | I  |  | I   |   |
| <b>BVI 622</b> Advanced S & T   | R  |  | I   | I   |
| <b>BVI 623</b> O&M for Children |  | I  |   | I   |
| <b>BVI 624</b> Tech in O&M      |  |  |   | I   |
| <b>BVI 626</b> Methods          |  | R  |   |   |
| <b>BVI 627</b> Complex Needs    |  | R  |   | R   |
| <b>BVI 628</b> Assessment       |  |  | R   |   |
| <b>BVI 629</b> Practicum        | A  | A  | R   | R   |
| <b>BVI 720</b> Internship       | A  | A  | A   | A   |

I- Introduced

R- Reinforced

A- Applied