**Program Review Document**

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Hearing Impaired (Graduate Advanced)</th>
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<tbody>
<tr>
<td>Certification Level:</td>
<td>P-12</td>
</tr>
<tr>
<td>Degree/Award Level:</td>
<td>Master’s for Rank II, Master’s for Rank I, Certification Only, Rank 1 non-degree</td>
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<tr>
<td>Delivery Modes:</td>
<td>Online</td>
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<tr>
<td>Catalog URL:</td>
<td>Not Applicable (<em>revised program</em>)</td>
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<tr>
<td>Program Codes:</td>
<td>595 3569 X – (Program Code required for Rank 2 Masters) X – (Program Code required Rank 1 Masters)</td>
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<tr>
<td>EPP Submission Coordinator:</td>
<td>Dr. Faye Deters 859-622-2159 <a href="mailto:Faye.deters@eku.edu">Faye.deters@eku.edu</a></td>
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<tr>
<td>Option 6 Program Coordinator:</td>
<td>Dr. Diana Porter 859-622-1830</td>
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I. Quality Assurance

The EPP has refined our Quality Assurance System to meet CAEP accreditation standards. The EPP has undergone an annual review process of goal setting, data collection, review and analysis of data including annual and three-year trend data (where program admission numbers permit), reporting results, and identifying meaningful change for program improvements for decades. Several years ago, Eastern Kentucky University implemented an Assurance of Learning Day campus wide, which required all programs at the University to engage in this process of analyzing data, reporting results, and determining changes needed to improve candidate performance and achievement. The program reports generated during the process described above are aligned to the assessment areas and program reports required by EPSB and the EPP wide reports required by CAEP. Program reports produced as a result are reviewed by the University’s Academic Planning and Assessment Committee and feedback is provided to the administrator for each program.

The data collected by the EPP for the process described above is aligned to the assessment areas required for annual reporting to EPSB and CAEP. Data collection is overseen by the Associate Dean for Accreditation, Assessment and Accountability. Data are gathered from multiple sources external to the EPP including ETS/Title II, EPSB and KCEWS (Kentucky Education and Workforce Statistics), and EKU’s Institutional Effectiveness Office of Institutional Research. Data are also collected internally through the EPP’s Office of Student Success (recruitment and retention), Office of Clinical Placement (placement data, clinical educator data, and clinical evaluation surveys), Office of Licensure and Certification (admission, exit, licensure, etcetera), and through EPP created assessments including Key Assessments (EPP-wide assessments of candidate performance) and program assessments (specific to programs and aligned to the SPA or professional organizations standards guiding the program). Key Assessment data is collected through the use of TaskStream, which is required for candidates in educator preparation programs leading to initial licensure, advanced licensure, or rank change. TaskStream has been used by the College for collecting evaluations of student performance since 2011 with all initial licensure programs across the EPP included, as well as most advanced licensure and rank change programs within the college. Additional advanced programs within the College that had collected data using other mechanisms, began migrating to TaskStream in 2015. Currently, the remaining two advanced programs that were housed outside of the College and not utilizing TaskStream for student evaluations are in the process of migrating to TaskStream as well.

For those EPP wide assessments that are not proprietary, a process for establishing construct and content validity and reliability is followed. Each EPP created Key Assessment is developed by a panel of experts using applicable professional standards with input from P-12 partners. Then, the EPP utilizes the Lawshe method for ensuring content validity by having a panel of experts, including P-12 partners, individually review the assessment and determine items on the scoring guide that are viewed as essential for the particular assessment. A content validity ratio (CVR) is established by utilizing a formula \( \text{CVR} = \frac{ne - N/2}{N/2} \)

where \( ne \) is the number of experts who mark an item as essential and \( N \) is the number of
experts on the panel) to determine the extent to which experts agree that an item is 
essential. Items with a CVR score of .80 or higher are considered essential. After a CVR has 
been established for each item, panel experts discuss each item with a CVR value less than 
.80 to determine whether the item needs to be deleted or the assessment needs to be 
revised to clarify the alignment to the item. Then, the assessments are revised and 
reevaluated using the same approach ensuring that each assessment item retained has 
attained a CVR of .80 or higher. This process for establishing content validity is undertaken 
each time an assessment is revised.

The process of establishing reliability is undertaken each semester, as necessary, to ensure 
that all clinical faculty utilizing the assessment to evaluate candidate performance have 
intrarater agreement. Initially, all faculty who score a given assessment undergo intrarater 
agreement and calibration training. This process includes each faculty member individually 
utilizing the assessment to score a common candidate work sample. Next, a facilitator 
records each individual faculty member’s scores on a score sheet without discussion. A 
value of 1 is entered for each item where there is 100% agreement among faculty on the 
score (absolute agreement). A value of 0 is entered for each item where faculty scored the 
item at different levels (where agreement is not 100%). Then, the faculty engage in a 
discussion explaining why each individual scored each item as they did. For any item with an 
intrarater agreement value of 0, the faculty reach a consensus on what the score should be 
given the scoring criteria. Then they establish a “rule” for grading for that item to ensure 
that everyone grading that item knows the appropriate score and how to grade on that 
item. The rules are recorded and distributed to each faculty member. Then, the process is 
repeated using a new common student work sample until the raters reach a minimum of 
80% agreement on the assessment ratings for the assessment. To calculate the percentage 
of agreement, the number of times the raters agree on the same data item is summed and 
divided by the total number of data items. Following the intrarater agreement and 
calibration training, an intrarater reliability session is conducted with each assessment. This 
process involves having each faculty member who scores the assessment, individually score 
a common student work sample. Scores assigned by each faculty member are recorded by 
the facilitator and the resulting data is used to establish a reliability coefficient (using 
Cohen’s Kappa Statistic or other acceptable process determined by researcher) for the 
assessment. In this way, reliability is established for each assessment.

The program reports generated during the process described above are aligned to the 
assessment areas and program reports required by EPSB and the EPP wide reports required 
by CAEP. The EPP has continued improving and strengthening its processes used for 
program assessment to meet CAEP requirements and standards.

Transition points for advanced programs enable monitoring of candidate progress during 
program completion. For the Hearing Impaired (DHH) program, transitions points are as 
follows.
Admission (Entry):
- All program criteria include: valid teaching certification or Statement of Eligibility or Professional Certificate with EPSB.
- Signed Professional Code of Ethics for Kentucky Declaration form
- COE Professional Character and Fitness Declaration form
- Reference survey for professional dispositions, which addresses communication, collaboration, critical thinking, and creativity
- In addition, for MAED applicants must have overall GPA of 3.0 or GPA of 3.25 in last 60 hours of coursework. If not met can take GRE or Miller’s Analogy Test and meet required scores as listed in catalog.

Practicum (Mid, SED 897):
- In order to enroll candidates must complete a Practicum Application documenting completion of all required coursework. This is verified by program advisors via transcript audit.

Exit:
- MAED—completion of action research project.
- certification—Praxis exam

II. Program Experiences

a. Program Courses/Experiences —
Each individual program includes core content courses designed to provide candidates with the knowledge they need to teach effectively in the specific discipline and grade level for which they are seeking certification or pursuing advanced study. The content core for the Hearing Impaired (DHH) program is included in the linked chart. See Hearing Impaired Course Inventory linked at http://epsb-caep.eku.edu/epsb-program-reviews.

Due to the extreme shortage of teachers of the deaf and hard of hearing in the state Kentucky and the fact that EKU offers the only DHH program in the state, the decision was made to develop an online graduate program to make this certification accessible to candidates across the state who would not be able to attend classes on the Richmond campus. The online format allows teachers to earn DHH certification only or in combination with master’s degree while continuing to teach in their community schools. Courses for the graduate DHH programs were all created for an online format during for the 2015-16 academic year. Each course was developed by a content expert with the support of an instructional designer. All courses contained learning outcomes aligned to all relevant standards and also met indicators for Quality Matters approval.

The planned programs include the admission criteria, required coursework, and exit criteria including the Praxis Licensure Exam disclaimer. The department uses the curriculum guides as the primary method to communicate program details with each student and candidate. In addition, the curriculum contract is entered into every
candidate’s online degree audit planner with advising notes (Degree Works). The curriculum guide and the degree audit planner serve as the official communication regarding each program of study. Both are reviewed routinely by faculty and staff advisors. Please see our attached guides in the addendum. See the program curriculum Guide(s) linked under Hearing Impaired at http://epsb-caep.eku.edu/epsb-program-reviews.

i. Admission criteria –

- Admission to the Graduate School
- A valid teaching certification or Statement of Eligibility or Professional Certificate with EPSB
- Signed Professional Code of Ethics for Kentucky Declaration form
- COE Professional Character and Fitness Declaration form
- COE Professional Dispositions reference survey
- A bachelor’s or master’s degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework. (16 KAR 5:020 – Section 1(3))
- Admission to the Graduate Certification Program in DHH requires an undergraduate degree and a teaching certification.

ii. Clinical/Professional Experiences – All practicum candidates have a University supervisor qualified for the specific area of certification who works in conjunction with the principals and/or cooperating teachers as applicable at each placement. The cooperating teachers and/or principals are provided with documents outlining the practicum requirements and expectations. In cases where candidates are not already teaching in the new area of certification, candidates work with their principals to identify classrooms and cooperating teachers with whom they can fulfill their practicum experiences. Candidates must work with student(s) currently identified and being served on an IEP for the disability corresponding to the new area of certification.

SED 897 is a semester long clinical experience in which candidates are teaching in the new area of certification. It requires a minimum of 60 hours of direct contact with students with disabilities in the specific area of certification. Requirements are designed to ensure an in-depth focus on meeting the needs of diverse learners though lesson planning, development and implementation of student growth plans, and ongoing communication with the University supervisor. In addition, cooperating teachers and/or principals provide feedback to the candidates. Candidates follow the KTIP procedure of submitting a lesson plan and follow-up reflection. The candidates have two observations from the University supervisor, with ongoing supportive communication happening throughout the semester. Observation instruments are aligned with standards and theory frameworks candidates utilize throughout their coursework.
Through the development of a professional growth plan, candidates identify areas for improvement and enrichment to support learning and development for all students.

iii. Exit requirements –
   - Program GPA - Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
   - Successful completion of clinical practicum.
   - MAED adding Certification—successful completion of action research project.
   - Successful completion of Praxis II exam for certification.

iv. InTASC

InTASC Standards – All advanced teacher preparation programs are aligned to the InTASC Standards as indicated in the Program Assessment Charts for each program and program syllabi for professional, clinical, and content core courses. Syllabi also indicate alignment to the appropriate SPA standards. Program assessments, including the key assessments that are collected EPP wide, measure performance on indicators directly aligned to CAEP, and InTASC standards. Please see Hearing Impaired Program Review Assessments linked at http://epsb-caep.eku.edu/epsb-program-reviews.

All candidates in advanced SED programs seeking additional certification are required to complete a practicum experience in the specific area of certification being added. Requirements in this course (SED 897) are designed to ensure an in-depth focus on meeting the needs of diverse learners though lesson planning, development and implementation of student growth plans, and ongoing communication with the University supervisor. The key assessment in this course (KA5_SED 897) focuses on candidates’ ability to establish a positive learning environment to demonstrate instructional strategies that are appropriate for content and contribute to student learning, and use a variety of instructional strategies that align with learning objectives and actively engage students.

1. Kentucky Academic Standards (KAS) - Content-focused and pedagogy courses are aligned with both PRAXIS content expectations and Kentucky Academic Standards. Faculty across the university who prepare our teacher candidates have also had training related to the Kentucky Academic Standards. From an instructional point of view, this prepares faculty to embed content and instruction appropriate for developing candidates’ proficiency with those standards.

The DHH program assesses content knowledge through GPA and through the PRAXIS exam. In addition, our key assessments require that candidates demonstrate the ability to apply content knowledge. Content knowledge is also demonstrated in various contexts and environments: through course level assessments, in lesson planning and design, and in clinical experiences. Course
level assessments impact candidates’ GPA, which is one of the measures that the EPP uses to determine programmatic success in this area.

2. Kentucky P-12 Curriculum Framework and Kentucky P-12 Assessment System – Candidates use KTIP documents and templates for designing, planning, implementing, and reflecting. They use the KTIP post observation document in the SED 897 Practicum course. In addition they utilize the professional growth plan (PGP). Kentucky’s P-12 curriculum framework responds to the understanding that educators must create a 21st century learning environment that is motivating, current, and global. Candidates learn and apply new skills and approaches to their own curricular planning as they further develop their skills to effectively use data, differentiate instruction to meet every learner’s instructional needs, and deliver high quality instruction through research-based practice.

Kentucky’s assessment systems also impacts candidates’ experience. Through coursework in specific certification areas candidates recognize the importance of understanding the potential impact of specific disabilities on student performance. Further, they learn to triangulate various sources of data when developing data-informed individual interventions. Candidates analyze pre/post data to further inform instruction and goal – setting, and they recognize that assessment is a means to an end, not an end in itself. Candidates gain deeper insight into the accountability role of assessment as it relates to the entire IEP process, including various stakeholders.

3. Candidate use of formative and summative assessments – Candidates enrolled in the MAED degree programs complete an action research project in ETL 806. The purpose of this assessment is to determine the candidate’s ability to develop and complete a research project by collecting, analyzing, and interpreting data related to the impact on student learning. This data-driven decision-making key assessment focuses on one task that is developed during over the course of the program of study. Multiple submissions with instructor feedback are provided to guide candidates toward successful completion of their project. (see Key Assessment: KA3 ETL 806 Data Driven Decision Making under Professional Education Core at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews)).

v. SPA Alignment – All advanced professional education programs for teachers are aligned to InTASC, ISTE Standards for Teachers, and CAEP. The Hearing Impaired program is also aligned to CEC Advanced Standards. See Hearing Impaired SPA Alignment chart at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

III. Evidence of Field/Clinical Partnerships
Candidates in advanced programs already have certification in another area and are seeking special education certification in one of the following areas: MSD, IECE, DHH, or LBD. The majority of the candidates are employed full time and many of them are actually teaching in
the area in which they are seeking certification. The graduate program works in conjunction with the clinical placement office to ensure that MOAs are in place with all districts where practicum experiences will take place. The EPP maintains partnerships with nearly 30 districts as evidenced by the attached document including the MOAs with our partnering districts.

Madison County Public Schools, with district offices in Richmond, Kentucky is our closest partner at the main campus. As with all districts partnering with the EPP for clinical placement Eastern Kentucky University has a formal Memorandum of Agreement to work with Madison County Schools as well as a Memorandum of Understanding between the superintendent and EKU office of clinical experiences. Madison County and the Office of Clinical Experiences work together to provide classroom settings for a range of clinical experiences, from the introductory guided experiences to more advanced professional semester and the full year residency placements. Madison County administrators and school leaders, along with leaders from partnering districts, serve on the Educator Preparation Advisory Committee, an advisory group that meets three times each year to review program data, clinical experiences, and proposed revisions to programs or clinical experiences, and work together for continuous improvement of candidate preparation.

Representatives from Eastern Kentucky University, Madison County Public Schools, Corbin Independent School District, and several other partnering districts serve on the Educator Preparation Advisory Committee and provide expertise on preparation program recommendations. Some of these highly qualified public school partners also often serve as adjunct professors for certain courses, which gives them another perspective and builds on the working relationship between EKU and these districts.

To ensure the theory to practice connection, candidates work closely with the University supervisors qualified for each specific area of certification, who serve in a mentoring role, to address specific strategies, suggestions, accommodations, and modifications in the real world setting. Candidates follow the KTIP procedure of submitting a lesson plan and follow-up reflection. The candidates have two observations from the University supervisor, with ongoing supportive communication happening throughout the semester. Observation instruments are aligned with standards and theory frameworks which candidates utilize throughout their coursework.

Candidates enrolled in Special Education Graduate online programs often do so to meet the needs of the district through requests of their principals or to meet an identified need in this area in their district. All practicum candidates have a University supervisor who works in conjunction with the principals and/or cooperating teachers as applicable at each placement. The cooperating teachers and/or principals are provided with documents outlining the practicum requirements and expectations. In cases where candidates are not already teaching in the new area of certification, candidates work with their principals to identify classrooms and cooperating teachers with whom they can fulfill their practicum
Experiences. Candidates must work with student(s) currently identified and being served on an IEP for the disability corresponding to the new area of certification. When a candidate is not a working educator, the EPPs Center for the Preparation of Educational Professionals Office of Clinical Experiences and/or the Clinical Faculty Supervisor for the course (course instructor) in which the clinical experiences take place ensure that the candidate receives a clinical placement at an appropriate school site.

SED 897 is a semester long clinical experience in which candidates are teaching in the new area of certification. It requires a minimum of 60 hours of direct contact with students with disabilities in the specific area of certification. Requirements are designed to ensure an in-depth focus on meeting the needs of diverse learners though lesson planning, development and implementation of student growth plans, and ongoing communication with the University supervisor. In addition, cooperating teachers and/or principals provide feedback to the candidates. Through the development of a professional growth plan, candidates identify areas for improvement and enrichment to support learning and development for all students.

IV. Syllabi – Professional Education
Syllabi for the Professional Education Courses in the Hearing Impaired program are linked at http://epsb-caep.eku.edu/program-review. See Course titles for Syllabi under Professional Education Core and under Hearing Impaired.

V. Program Faculty Matrix
Information for all program faculty is included in the Faculty Matrix chart at http://epsb-caep.eku.edu/program-review.

VI. Curriculum Contract/Guidesheet
The planned programs include the admission criteria, required coursework, and exit criteria including the Praxis Licensure Exam disclaimer. The guides for Hearing Impaired are linked under Hearing Impaired at http://epsb-caep.eku.edu/program-review.