Term Information

Effective Term
Summer 2017

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Special Education

Fiscal Unit/Academic Org
EHE Educational Studies - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
7189

Course Title
Advanced Field Placement in Orientation and Mobility

Transcript Abbreviation
Adv Fld Plcmt O&M

Course Description
This course addresses observing and co-teaching a variety of blind/low vision students under the direct supervision of a Certified Orientation and Mobility Specialists (COMS) within a variety of settings. Emphasis is experience working with a diverse group of students, in a variety of settings; moving to reflection on the process and continuity of teaching (a) student(s) over time.

Semester Credit Hours/Units
Fixed: 1

Offering Information

Length Of Course
14 Week

Flexibly Scheduled Course
Sometimes

Does any section of this course have a distance education component?
No

Grading Basis
Satisfactory/Unsatisfactory

Repeatable
Yes

Allow Multiple Enrollments in Term
Yes

Max Credit Hours/Units Allowed
15

Max Completions Allowed
15

Course Components
Field Experience

Grade Roster Component
Field Experience

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Sometimes

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Admission to Orientation and Mobility licensure program

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1007

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral
Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes

• Adapt instructional strategies for consumers with additional disabilities, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.

• Establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.

• Plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, & members of the individualized Intervention/education/rehabilitation team.

• Plan for individualized O&M instruction through the review and interpretation of relevant records and reports.

• Plan for individualized O&M instruction through the selection and preview of potential training areas (e.g., home, school, work, or community).

• Plan for individualized O&M instruction through the design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices).

• Plan for individualized O&M instruction through the provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to student and family so that students can make informed choices.

• Plan for individualized O&M instruction through the collaboration with student, family, colleagues to develop appropriate goals and behavioral objectives; and development & sequencing of individual lessons based on student abilities, needs, goal.

• Effectively teach and reinforce concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) across a range of environments.

• Effectively teach and reinforce mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems and environments.

• Effectively teach and reinforce orientation skills, including, but not limited to, use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps across a range of environments (such as indoor, residential, and light business).

• Effectively teach and reinforce use of low vision in maintaining safe and independent movement and orientation.

• Effectively teach and reinforce Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation.

• Effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.

• Facilitate student independence and problem solving ability across a variety of travel situations, in familiar and unfamiliar environments.

• Demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, find and access appropriate resources, keep on-time scheduling, follow and maintain appropriate record keeping and reporting procedure.
Content Topic List

- Collaboration
- Instructional assessment
- Instructional planning
- Implementing interventions

Attachments

- ESSPED 7189.doc: syllabus
  (Syllabus. Owner: Odum, Sarah A.)
- OM Letter from HM.docx: cover letter
  (Cover Letter. Owner: Odum, Sarah A.)
- Memo to Helen Malone.docx: letter of support from TL
  (Concurrence. Owner: Odum, Sarah A.)

Comments

- Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

Dr. Paul and student services in TL and ES will work with students to ensure communication and a smooth transition.

ESSPED 7189 will replace EDUTL 7189 for O&M students. (by Odum, Sarah A. on 09/30/2016 01:37 PM)

Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
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<tr>
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<td>Odum, Sarah A.</td>
<td>09/30/2016 01:44 PM</td>
<td>Submitted for Approval</td>
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<td>Malone, Helen Irene</td>
<td>09/30/2016 01:54 PM</td>
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<td>Pending Approval</td>
<td>Odum, Sarah A., Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
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29 September 2016

Dr. Caroline Clark  
Curriculum Committee Chair  
College of Education and Human Ecology

Dear Caroline,

I am writing this letter in support of the faculty request to move the Orientation and Mobility program and all affiliated courses, as well as three content courses from the Hearing Impairment program from the Department of Teaching and Learning to the Department of Educational Studies. These courses have all been submitted through the curriculum.osu.edu system, and this memo summarizes the requested changes.

As you know, Dr. Peter Paul moved to the Department of Educational Studies effective Autumn 2016. After meeting with Drs. Anderman and Faltis, it was decided that we would move the Orientation and Mobility program and all of its courses to Educational Studies effective Autumn 2017. It was also decided to move the content courses from the Hearing Impairment program to Educational Studies effective Autumn 2017. The M.Ed. program in Hearing Impairment will remain in Teaching and Learning for this year, as the faculty in the Special Education program discuss revisions to their master’s programs. Program revisions will be submitted for that program in Autumn 2017, with an expected approval for Autumn 2018.

These decisions were made for the following reasons. First, Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

Below is a complete list of courses that are affected by this proposal.

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**Hearing Impairment Courses**

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There are no negative budgetary implications of this change.

If you have any questions, or need additional information, do not hesitate to contact me. Thank you.

Sincerely,

Helen Malone
Associate Chair, Department of Educational Studies
MEMO

Date: September 28, 2016

To: Dr. Helen Malone, Associate Chair, Educational Studies

From: Dr. Christian Faltis, Chair, Teaching and Learning

Re: Approval of moving Orientation & Movement Program and course

Dear Dr. Malone,

I have been in discussion with Dr. Peter Paul about moving the O&M program from T&L to Educational Studies for this year, 2016-2017. I approve this move. There are also a number of O&M courses currently in T&L, and I approve moving them to Educational Studies, along with the O&M program

Please feel free to contact me if you have additional questions.

[Signature]

Christine Faltis