Term Information

Effective Term
Summer 2017
Previous Value
Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change EDUTL 5510 to ESSPED 5510

What is the rationale for the proposed change(s)?
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.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Dr. Paul and student services in TL and ES will work with students to ensure communication and a smooth transition.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Special Education
Previous Value
Education: Teaching & Learning
Fiscal Unit/Academic Org
EHE Educational Studies - D1280
Previous Value
School of Teaching & Learning - D1275
College/Academic Group
Education & Human Ecology
Level/Career
Graduate, Undergraduate
Course Number/Catalog
5510
Course Title
Basics of Orientation and Mobility
Transcript Abbreviation
Bsc Ortn&Mobility
Course Description
Presents an overview of the major historical events, mobility systems, resources, accessibility, safety, and roles of the O&M provider. Basic O&M techniques and instructional strategies are also provided.
Semester Credit Hours/Units
Fixed: 2

Offering Information

Length Of Course
14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
Yes
Is any section of the course offered
100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance
Grading Basis
Letter Grade
Repeatable
No
Course Components
Field Experience, Lecture
Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Admission to Master program.

Exclusions

Not open to students with credit for 685.

Cross-Listings

Subject/CIP Code

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Subsidy Level

Doctoral Course

Intended Rank

Senior, Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Advantages and Disadvantages of mobility systems
- Historical events and persons responsible for establishing the O&M field
- Knowledge of basic O&M techniques
- Safety for Independent travelers
- Psychosocial Implications of Blindness

Content Topic List

- Mobility Systems
- Historical Events
- Environmental Considerations
- Psychosocial Implications
- Life Skills
- Skills for Independent Travel
- Blindness
ATTACHMENTS

- OM Letter from HM.docx: cover letter
  (Cover Letter. Owner: Odum,Sarah A.)
- ESSPED 5510.doc: syllabus
  (Syllabus. Owner: Odum,Sarah A.)
- Memo to Helen Malone.docx: letter of support from TL
  (Concurrence. Owner: Odum,Sarah A.)

COMMENTS

- uploaded per Drs. Paul and Malone
  9/30/206: moved forward in error, requested revision to return to unit level (by Odum,Sarah A. on 09/30/2016 12:33 PM)

WORKFLOW INFORMATION

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The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
ESSPED 5510
Basics of Orientation and Mobility
Summer Semester

OSU – O&M Faculty Lead
Dr. Peter Paul
Email: paul.3@osu.edu

OSU – O&M Program Manager
Danene K. Fast, COMS
Email: fast.40@osu.edu

Course Number, Title and Description, Credit Hours:
ESSPED 5510 - Basics of Orientation and Mobility - Two (2) Semester Hours

Description:
This course will present an overview of the major historical events in the development of the field of orientation and mobility (O&M) in the U.S. and the primary mobility systems utilized in the field of O&M for travel purposes. Students will learn about how to access professional and consumer O&M resources and assess environments for accessibility and safety. Roles of team members in the delivery of O&M services, psycho-social implications of blindness and assessment and instructional strategies for sensory motor skills, concepts, indoor orientation, basic O&M skills and human guide techniques in preparation for formal O&M instruction will also be addressed.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, general information:
This undergraduate/graduate level course will be offered through a combination of online and face-to-face meetings during the summer semester. It is a requirement for students pursuing licensure in Intervention Specialist: Visual Impairment and Pupil Services: Orientation and Mobility, but will be open to graduate students within a variety of academic programs. It is anticipated that the course will be offered once per year during Summer Semester. This course is a prerequisite for the Orientation and Mobility Techniques and Methods I and the Orientation and Mobility Intermediate Seminar courses required for students in the O&M licensure program.

Course Objectives/Learning:
Following successful completion of this course, the students will be able to:
- Identify the advantages and disadvantages of various mobility systems (long cane; dog guide; ETAs; Human Guide)
- Describe the major historical events and persons responsible for the establishment of the O&M profession in the U.S.
- Identify visual impairment/O&M resources for students/consumers and professionals.
- Demonstrate knowledge of the roles of various educational/rehabilitation team members involved in interdisciplinary, multidisciplinary and transdisciplinary approaches to providing O&M services and instruction.
- Demonstrate an understanding of the psychosocial implications of blindness, methods of assessing psychosocial needs related to O&M and meeting the needs of students/consumers.
- Understand important factors in environmental accessibility and safety for travelers who are blind or visually impaired.
- Demonstrate knowledge of strategies, methods and materials used to assess and instruct students/clients in: sensory motor; concepts; life skills; indoor orientation and familiarization; soliciting and declining assistance; basic skills and human guide techniques.
- Demonstrate an understanding of how to adapt instructional strategies and methods for students/clients with unique individual needs.
Required Text(s) and Course Materials:

Human Guide and Basic Skills Modules Packet provided by instructor on Carmen

Additional articles/handouts provided by instructor.

Additional Recommended Materials:

Grading Plan/Grading Rubric – Point structure for assignments and tests.
- **Carmen Discussion Board – 160 points** – 20 points for each topic. Points will be granted based on discussion board participation and responses to related topics. Students are required to post an answer to each discussion question and respond to a minimum of three (3) posts of fellow classmates. *Due dates for discussion board postings are outlined on Carmen.*
- **Study Guides – 125 points** – 25 points for completion of each study guide. Ultimately, the purpose of these guides is to prepare you for your course examinations and, for the O&M Cohort, they are designed to prepare you for completion of your ACVREP Examination. Study guides should be uploaded to Carmen DropBox – due dates for guides are specified on Carmen.
- **Practical Skills Evaluations – 70 points total**
  - 30 points – Class participation. Fifteen (15) points for attendance and active participation at each, hands-on portion of class.
  - 10 points - Each student will draw the name(s) of one or more O&M techniques from the semester and demonstrate the technique with a partner in-class.
  - 30 points – (2 points for each technique) Comprehensive evaluation. On-going O&M Techniques Evaluation Sheet must be submitted. Non-O&M Students must demonstrate a minimum of 12/15 skills to receive credit; O&M students must demonstrate a mastery of 15/15 skills to receive credit. *Students will be provided with several opportunities throughout the semester to try each skill until mastered.*
- **Midterm Examination – 50 points** - On-line exam over first half of course content
- **Final Examination – 100 points** - Comprehensive on-line exam over all course content
- **Comprehensive Presentation - 40 points** - Points will be awarded for the following elements of the practical project:
  - Rationale/relationship to O&M (10)
  - Constructed Teaching Tool (20)
  - Lesson Plan for using tool (10)

Grading Scale:

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<td>90-92</td>
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- Students enrolled as part of the O&M Cohort are required to obtain Volumes One & Two of this resource.
Topical Outline - Schedule of Topics, Readings, Assignments

On-Line Requirements:

**Session One:**
- Readings:
  - Syllabus
  - Familiarize yourself with Carmen

**Discussion Board Posting One:**
Introduce yourself to the class. Please share your affiliation with the OSU Program (TVI or O&M), any significant background in the field of O&M, three (3) things that you hope to gain from this class, three (3) personal characteristics about yourself that you choose to share.

Read the posts of your classmates; respond to at least three (3) postings.

***************************************************************

**Session Two:**
- Readings:
  - BWW – Chapters 13 & 14
  - Study Guide

**Discussion Board Posting Two:**
Based on your course readings, identify each of the following persons/events and briefly explain the significance of each to the field of orientation and mobility. Choose two (2) additional individuals or events listed in the reading; list the significance of each to the field of O&M and why you chose each.

- Dorothy Harrison Eustis
- Dr. Richard E. Hoover
- Warren Bledsoe
- Kathern Gruber
- Father Carroll
- Russell Williams
- Donald Blasch
- Mary E. Switzer
- Louis Rives
- *The Long Cane vs. Propaganda for Living*

Read the posts of your classmates; respond to at least three (3) postings.

***************************************************************

**Session Three:**
- Readings:
  - BWW – Chapter 2
  - Study Guide

**Discussion Board Posting Three:**
Research the following five (5) resources related to visual impairments. Post information, including contact information and mission statements for each. In addition, choose two (2) additional, unique, resources and post information about each.

- Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)
- American Council of the Blind (ACB)
- Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
- American Foundation for the Blind (AFB)
- National Federation of the Blind (NFB)

Read the posts of your classmates; respond to at least three (3) postings.
Session Four:
Readings:
BWW – Chapter 6
Study Guide

Discussion Board Posting Four:
Interview an individual who has no direct involvement with people who are blind; this may be a friend, a neighbor, a relative or a community worker. Summarize the topics that you discussed and identify which attitudes towards blindness as described by Whiteman and Lukoff (1965) best characterize the person that you interviewed.

Read the posts of your classmates; respond to at least three (3) postings.

MIDTERM EXAMINATION – On-Line
Dates are posted on Carmen
This is a closed-book, timed exam with twenty (20) questions – including T/F, multiple-choice, matching and short answer

Session Five:
Readings:
BWW – Chapters 3, 8, 9, & 11
Study Guide

Due to DropBox (Pass/Fail)
For each of the five (5) mobility systems (human guide, long cane, adapted mobility devices, ETAs and dog guides) list the following for each:
- Description of the system
- Possible variations
- Advantages
- Disadvantages

Discussion Board Posting Five:
Post three questions about dog guides.

Read the posts of your classmates; respond to at least three (3) postings.

Session Six:
Readings:
BWW – Chapter 5
Supplemental Articles – Provided by Instructor
Study Guide

Discussion Board Posting Six:
Assume that you are the vision professional (either TVI or COMS) on a vision rehabilitation team. Choose two additional related service professionals. Explain how you can work collaboratively with these individuals to assess the following student:

Heidi is a sixteen-year-old young lady with developmental disabilities and legal blindness, with an acuity of 20/200 in her right eye; left eye is no light perception. She will be in the tenth grade for the upcoming school year. At this point in time, Heidi reads at a third grade level and completes math at a second grade level.
Although she is below grade level, she is a hard-worker who is generally eager to please. She will tend to become upset if her schoolwork is too difficult, but she will not admit that the work is too hard. When this happens, she will get off-task or become lazy instead of voicing her frustrations. Heidi uses large print for her schoolwork.

Socially, Heidi is inappropriate, although she continually tries to be everyone’s friend. Although she only has usable vision in one eye, this is enough to help her function as a visual learner. Heidi cannot see fine detail or distinguish facial expression. She is able to navigate the hallways of school and remember familiar routes; she does not require outside assistance to travel familiar routes. Due to her developmental delays, she does not always realize when she is being socially inappropriate, whether it is in the classroom, hallways or community.

Read the posts of your classmates; respond to at least three (3) postings.

Session Seven:  
Readings: 
Review all readings and guides to this point in preparation for your final exam

Discussion Board Posting Seven:  
Read your assigned vignette. Answer the following questions:  
- What do you think this consumer’s strengths and weaknesses will be?  
- List two (2) additional related service personnel that should be a part of the decision making team for this individual.  
- How do you think O&M training would benefit this consumer?  
- List two (2) accommodations you could make to help this consumer with personal adjustments.

Read the posts of the others in your assigned group; respond to at least three (3) postings.

FINAL EXAMINATION – On-Line  
Dates are posted on Carmen  
This is a closed-book, timed exam with twenty (20) questions – including T/F, multiple-choice, matching and short answer (similar to the midterm examination)

Face-to-Face Requirements – Dates to be announced on Carmen  
Real World O&M Experiences & Skill Modules Packet  
Modules One through Fifteen  
Practical Skills:  
- Basics of Human Guide – Grasp and Position  
- Narrow Passageway  
- Changing Sides  
- Changing Direction  
- Closed Doors  
- Ascending/Descending Stairs  
- Sitting in a Chair  
- Accepting/Declining Assistance  
- Protective Techniques: Forearm & Lower Body  
- Trailing  
- Direction Taking  
- Squaring Off  
- Search Patterns  
- Locating a Dropped Object
Assignment Details – Description, format, due dates, evaluation criteria

- **Carmen Discussion Board Assignments – 160 points** – 20 points for each topic. Points will be granted based on discussion board participation and responses to related topics, as indicated for each on-line session. Students are required to post an answer to each discussion and respond to a minimum of three (3) posts of fellow classmates.

- **Study Guides – 125 points** – 25 points for completion of each study guide. Ultimately, the purpose of these guides is to prepare you for your course examinations and, for the O&M Cohort, they are designed to prepare you for completion of your ACVREP Examination. These guides will not be graded on writing style, spelling and/or grammar; answers do not have to be extensive, but should address the material being presented. If a question can be answered using a one or two word statement, you may use a one or two word statement to answer the question; if a longer answer is needed, you may use a longer answer, as appropriate.

- **Practical Skills Evaluations – 70 points total**
  - **30 points** – Class participation. Fifteen (15) points for attendance and active participation at each, hands-on portion of class.
  - **10 points** - Each student will draw the name(s) of one or more O&M techniques from the semester and demonstrate the technique with a partner in-class.
  - **30 points** – (2 points for each technique) Comprehensive evaluation. On-going O&M Techniques Evaluation Sheet must be submitted. Non-O&M Students must demonstrate a minimum of 12/15 skills to receive credit; O&M students must demonstrate a mastery of 15/15 skills to receive credit. **Students will be provided with several opportunities throughout the semester to try each skill until mastered.** All students may continue to try each skill throughout the quarter until mastered. Throughout the quarter, students will be learning, practicing, teaching other students and critiquing practical human guide and basic O&M skills. Students will be evaluated on their mastery of each technique via a Techniques Evaluation Sheet. **Students will be provided with several opportunities throughout the semester to try each skill until mastered.**

- **Comprehensive Presentation - 40 points** Points received for the following elements of practical project:
  - Rationale/relationship to O&M (10)
  - Constructed Teaching Tool (20)
  - Lesson Plan for using tool (10)

  Description: Students will be asked to develop a practical teaching tool (model; game; activity; etc.) that can be used to teach an orientation or concept skill to a student/client, along with a lesson plan for using the teaching idea. These projects will be presented to the class during the final face-to-face class session.

- **Midterm Examination – 50 points** - On-line exam over first half of course content.

- **Final Examination – 100 points** - Comprehensive on-line exam over all course content.

**Policies for Missed Exams/Quizzes/Assignment Due Dates**
All assignments are due by the dates indicated on the syllabus. Two (2) points will be deducted for each day that an assignment is received by the instructor past the due date. Assignments that are late due to unanticipated family and medical emergencies should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.
Policies for Student Conduct and Participation
Because of the “hands-on” nature of this course, on-time attendance and active participation in class discussions and blindfold activities are required. No more than 1 late arrival/early leave/absence will be allowed in order to pass this course. Make-up of missed course material and blindfold technique practices is the responsibility of the student. Unanticipated family and medical emergency situations should be discussed with the instructor as soon as possible and will be handled on a case-by-case basis.

Academic Misconduct:
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct.
http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems:
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. Any student with a documented disability who might require special accommodations should self identify to the instructor as early as possible to receive effective and timely accommodations.

Technology:
This is a hybrid course with online components. Students are required to be familiar with the use of email and CARMEN and will access the internet, online library resources and professional list serves to gather information for completion of class assignments.
You are expected to check your OSU account periodically. All class correspondence will be sent to your OSU email address. Many email programs allow users to forward mail automatically from another account. Do not email from non-OSU accounts.

**ACVREP Competencies Covered:**
1.2; 1.3; 1.4; 4.1; 4.2; 4.4; 6.1; 6.2; 6.3; 6.4; 7.1; 7.5; 7.6; 8.1; 8.2; 8.3; 8.9; 9.4; 9.5; 9.6; 10.1; 10.2; 11.1; 12.1; 13.1; 13.2
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]
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