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 6510 to ESSPED 6510

Learning Objectives were not in the original proposal and are now reflected in the course change

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
Course Number/Catalog: 6510
Course Title: Orientation and Mobility Intermediate Seminar
Transcript Abbreviation: Intermediate O&M
Course Description: Introduces a view of the history of the profession of orientation and mobility. It provides students with a foundation of understanding the process of planning, skill assessment, goal-setting, and designing and sequencing O&M programs.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 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
Grading Basis: Letter Grade
Repeatable: No
Course Components  
Lecture
Grade Roster Component  
Lecture
Credit Available by Exam  
No
Admission Condition Course  
No
Off Campus  
Sometimes
Campus of Offering  
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites  
ESSPED 5510 (EDUTL 5510 (685)) and EDUTL 5507 (826).
Previous Value  
5510 (685) and 6507 (826).
Exclusions

Cross-Listing

Cross-Listings

Subject/CIP Code

Subject/CIP Code  
13.0402
Previous Value  
13.1099
Subsidy Level  
Doctoral Course
Intended Rank  
Masters, Doctoral, Professional

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
- Identify key events and people in the US and world-wide that have historically contributed to the current profession of O&M as we know it today.
- Understand what ACVREP does and the current ACVREP O&M certification standards/requirements and the O&M Code of Ethics.
- Describe various laws and regulations, such as IDEA, Rehabilitation Acts, ADA and Medicare, and their relationship to the field of O&M.
- Conceptualize the steps in the process of planning, skill assessment, goal setting, designing and sequencing individualized O&M instructional programs for students/clients.
- Understand the relationship of concept development to O&M and develop strategies for concept instruction.
- Appropriately construct maps and understand strategies for teaching students to use maps for O&M purposes.
- Understand issues related to the process of selecting mobility systems/devices to be used by specific clients/students and working with dog guide users.

Previous Value
Content Topic List

- O&M certification standards
- Code of Ethics
- Laws and Regulations impacting O&M services
- Foundations for planning individualized O&M instructional programs for clients
- Selecting mobility systems and devices

Attachments

- ESSPED 6510.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: TL letter of support
  (Concurrence. Owner: Odum, Sarah A.)

Comments

- Please check 6507 prerequisite, I do not see it in curriculum.osu.edu as an existing course.
- included learning objectives listed on syllabus
- uploaded per Drs. Paul and Malone (by Odum, Sarah A. on 09/30/2016 12:31 PM)

Workflow Information

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<th>Step</th>
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<td>09/30/2016 12:32 PM</td>
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The Ohio State University  
College of Education and Human Ecology  
Department of Educational Studies  
ESSPED 6510  
Orientation and Mobility Intermediate Seminar  
Fall 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 6510  
Orientation and Mobility Intermediate Seminar – 3 semester hours  
Description:  
This course introduces a world view of the history of the profession of orientation and mobility (O&M) for persons who are blind or visually impaired and outlines current national O&M certification standards, Code of Ethics, and laws and regulations that impact the delivery of O&M services. It provides students with a foundation for understanding the process of planning, skill assessment, goal-setting, designing and sequencing individualized O&M instructional programs for students/clients. Specific instructional strategies for concept development and map use are also covered, along with information on selecting mobility systems/devices to be used by specific clients/students and on working with dog guide users.

UG Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:  
This 3-hour graduate level course will be offered on-line during the fall semester. The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility. It is intended to be taken concurrently with the O&M Techniques and Methods I course. Prerequisites for this course are Visual Processes and Basics of Orientation and Mobility. This course must be taken prior to the Orientation and Mobility Techniques and Methods II course and the Orientation and Mobility Advanced Seminar course. This course may only be taken by students admitted into the Orientation and Mobility licensure program.

Course Objectives/Learning Outcomes:  
Following successful completion of this course, the students will:

- Identify key events and people in the US and world-wide that have historically contributed to the current profession of O&M as we know it today.
- Understand what ACVREP does and the current ACVREP O&M certification standards/requirements and the O&M Code of Ethics.
- Describe various laws and regulations, such as IDEA, Rehabilitation Acts, ADA and Medicare, and their relationship to the field of O&M.
- Conceptualize the steps in the process of planning, skill assessment, goal setting, designing and sequencing individualized O&M instructional programs for students/clients.
- Understand the relationship of concept development to O&M and develop strategies for concept instruction.
- Appropriately construct maps and understand strategies for teaching students to use maps for O&M purposes.
- Understand issues related to the process of selecting mobility systems/devices to be used by specific clients/students and on working with dog guide users.
Required Texts and Course Materials:


(TAPS) Pogrund, R. et.al (2012). Teaching age-appropriate purposeful skills. An orientation & mobility curriculum for students with visual impairments (3rd Ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

Additional Recommended Text(s) and Course Materials:


Websites Used:
ACVREP: www.acvrep.org
Ohio Help Me Grow: www.ohiohelpmegrow.org
Educational Resources Ohio: www.edresourcesohio.org
Ohio Rehabilitation Services: www.rsc.ohio.gov
Texas School for the Blind and Visually Impaired: www.tsbv.edu
Guiding Eyes for the Blind: www.guidingeyes.org
The Seeing Eye: www.seeingeye.org
Guide Dogs for the Blind: www.guidedogs.com
Leader Dogs for the Blind: www.leaderdog.org
Pilot Dogs: www.sites.google.com/site/pilotdogs

Grading Plan:
Midterm Written Exam – 100 points
Final Written Exam – 200 points
Discussion Board Postings – 140 points (total)
O&M Assessment List – 50 points
Lesson Plan – Diagonal Technique – 50 points

Grading Scale:
A 93-100%  B+ 87-89  C+ 77-79  D+ 67-69
A- 90-92  B  83-86  C  73-76  D  60-66
   B-  80-82  C-  70-72  E  59% or less

Topical Outline - Schedule of Topics, Readings, Assignments:
Week 1: History of the field of O&M – U.S. and the World
Readings:
BWW – Volume One: Chapters 13, 14 & 15
Assignment:
Using the discussion board, list 3 key events/persons that you found most interesting, the significance of each and why you chose each event/person. Read the posts of your classmates and respond at least three (3) times to these postings.

Week 2:  ACVREP O&M Certification requirements and the O&M Code of Ethics
Federal Laws and Regulations and O&M

Readings:
BWW – Volume One: Pages 389-393 (Stopping at Service Delivery Options)
Articles provided by instructor:
Joffee – p. 3-17; 38-52; 120-142; 143-158 (ADA)
Knott – p. 6-8 (Federal Laws/Regulations)

Assignments:
1. Visit www.acvrep.org
   a) Read about the purpose of ACVREP
   b) Read all sections on Orientation and Mobility certification. Download and print out the O&M Certification Handbook for your personal use.
   c) Read and print out the section on the Code of Ethics for O&M Specialists.

2. Select one of the following laws/regulations: a) ADA; or b) IDEA (reauthorization)
   a) Research the law/regulation via your readings and/or the internet
   b) Post the major points regarding the law/regulation on the discussion board, along with your questions about it.
   c) Post your answer to the following question: How does this law/regulation impact the provision of O&M services and independent travel for persons who are blind/visually impaired? Read the posts of your classmates and respond at least three (3) times to these postings.

Week 3:  Step 1: Planning for O&M Assessment

Readings:
BWW – Volume One: Pages 413-429
FP – p. 1-17 (Planning for Assessment)
Articles Provided by Instructor:
GW – Ch. 3 (Preparation for Assessment)
Knott – p. 29-36 (Referral and Prep for Assessment)

Assignment:
Post your response to the following question: As an O&M specialist, what are the specific steps/tasks necessary to plan/prepare for conducting an O&M assessment? Read the posts of your classmates and respond at least three (3) times to these postings.

Week 4:  Step 2: Initial O&M Assessment

Readings:
BWW – Volume One: Pages 413-429
   Individualized Assessment and O&M Instructional Planning
Jacobson - Chapter 2 – Assessment: O&M Skills and Concepts

Assignments:
1. Compile an initial list of/samples of 10 O&M-related assessment instruments and/or checklists that you read about in your readings (or other sources). For each, indicate:
   a. What aspect(s) of O&M it is intended to assess
b. Where you found it and/or ordering information for it if it is a published instrument.

2. Visit: [www.edresourcesohio.org](http://www.edresourcesohio.org) and read over the Evaluation Team Report form used for preschool and school age students’ evaluations every three years. Print off a copy of it if you are not already familiar with it and keep it for future reference.

3. Post your response to the following questions: As an O&M specialist, what areas would you assess for a comprehensive O&M assessment for a client? What other team members could be included in the assessment process and what would their roles be? Read the posts of your classmates and respond at least three (3) times to these postings.

**Week 5:**

Step 3: O&M Goal/Objective Setting and the IFSP/IEP/IPE

**Readings:**

BWW – Pages 429-432 – Individualized Program Planning

**Article Provided by Instructor:**

Knott – Ch. 4; p. 227-236 (The IEP; O&M Sample Objectives)

**Assignments:**

1. **Select one** of the following documents:
   a) Individual Family Service Plan (IFSP – for Infants/Toddlers and Families)
   b) Individualized Education Program (IEP – for Preschoolers and School-Age Students)
   c) Individual Plan for Employment (IPE) – for rehabilitation clients working toward employment.
   
   **If you have extensive knowledge in one or more of these areas, choose the one with which you have the least experience**

2. **Download:**
   a) IFSP form from: [www.ohiohelpmegrow.org](http://www.ohiohelpmegrow.org)
   b) IEP form from: [www.edresourcesohio.org](http://www.edresourcesohio.org)
   c) IPE form from: [www.rsc.ohio.gov/bvrbsviformsandpublications/GuideforDevelopingYourIPE.doc](http://www.rsc.ohio.gov/bvrbsviformsandpublications/GuideforDevelopingYourIPE.doc)

3. **Familiarize** yourself with the form you have chosen and written instructions that accompany the form that explain how to complete it.

4. **Post** your questions about your chosen form and how to complete it, along with your comments on how O&M instruction/goals would be included within the form. Read the posts of your classmates and respond at least three (3) times to these postings.

**Week 6:**

Step 4: Planning for O&M Instruction

**Readings:**

FP – Ch. 2 & 6; p. 22-24 (O&M plan basics; Selecting environments)

**Assignments:**

1. **Write** a Lesson Plan – see Carmen for due date.
2. Based on the suggested steps for preparing for an O&M lesson in FP (“Weekly Lesson Plans” section on p. 34-40), write up your Lesson Plan for **initially** introducing a student to using the Diagonal Cane Technique. Include the following:
   a) Goals and objectives of lesson (10 points)
   b) Location of lesson (5 points)
   c) Instructional materials (5 points)
   d) Introduction to lesson (10 points)
2. **Post** at least three questions about this process on the discussion board and respond to others’ questions. Read the posts of your classmates and respond at least three (3) times to these postings.

Week 7: Step 5: Principles for Implementing O&M Instruction

*Midterm Exam – See Carmen for dates*

**Readings:**
- BWW – Volume One: Chapter Seven
- Jacobson – Chapter One: The Teaching of Orientation and Mobility
- FP - Chapters 3 & 5; Pages 21-22

**Assignment:**
- Post 5 ideas from your readings on teaching ideas/approaches that you found to be particularly interesting or creative and that you might plan to use in your practice of O&M on the discussion board to share with your classmates. Read the posts of your classmates and respond at least three (3) times to these postings.

Week 8: Concept Development and O&M

**Readings:**
- FP – Ch. 4 (Teaching concepts)
- Jacobson – Pages 71-78

**Assignment:**
- Instructional strategies for successful concept development should encompass a variety of integrated approaches that are based on the individual's age and ability level. Using instructional practices that are outlined in Chapter 2 of Fazzi & Petersmeyer, list five (5) strategies that can be easily incorporated into a high-quality concept development program.

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

Week 9: Principles for Map-Making and Use/Orientation (Including Auditory Maps)

**Readings:**
- BWW – Volume One: Chapter 10
- Jacobson – Pages 325-327
- FP – Ch. 7 (Maps & models)

**Article provided by instructor:**
- Knott – Pages 129-137 (Orientation aids)

**Assignments:**
1. Based on guidelines within your readings, design and create a simple map or model that may be used the residential concept of either a city block or a basic intersection.

2. **Post** a photo and a critique of your map or model on the discussion board upon completion, including answers to the following questions:
   a) What are 5 guidelines from your readings that you incorporated into your map/model?
   b) What are the strengths of your map/model?
   c) What would you modify or do differently the next time?

Read the posts of your classmates and respond at least three (3) times to these postings.
Week 10: Adaptive Mobility Devices

**Readings:**
- BWW – Volume One: Pages 248-250
- TAPS – Pages 75-79; 271-286

**Assignments:**
Using the internet, research Adaptive Mobility Devices and list three facts that you are able to locate about these devices and how they are used in the area of O&M. **Read** the posts of your classmates and **respond** at least three (3) times to these postings. **Use the remainder of this week to complete your AMD project due for Techniques.**

Week 11: Matching Mobility Systems/Devices with Specific Clients/Students

**Readings:**
- BWW – Volume One: Chapter Nine
- Volume One: Chapter Eight
- Volume Two: Chapter 16
- Pages 248-250
- Jacobson – Pages 133-141, 159-162, 310-318

**Article Provided by Instructor:**
- Knott – Pages 137-142

**Assignments:**
1. **Join** the O&M List Serve at orientationandmobility@yahoogroups.com
2. **Use** the O&M List Serve and/or talk with an O&M Specialist that you know.
3. **Ask** list serve members/an O&M specialist how they determine what type of mobility system or systems (cane; specific type of cane; alternative mobility device; dog guide; ETD) may be good matches for their clients/students. In other words, what factors and/or decision-making process do they use in making these decisions?
4. **Post** responses you receive to share with your classmates.
5. **Post:**
   a) Potential pros and cons of using/recommending these pieces of technology
   b) Sources for obtaining these pieces of technology, including contact information
   c) Sources for additional training in using these devices.

Week 12: O&M Service Delivery Models and Logistical Professional Issues

**Readings:**
- BWW – Volume One, Pages 389-413 (through Individualized Assessment & O&M Instructional Planning)
- Jacobson – Chapter 12 (Professional Issues)
- FP - Chapter 8 (Working with Others: Collaboration, Professional Development and Public Relations)

**Articles:** (Provided by Instructor)
- Knott – Chapter 9 (Professional and Strategic Issues)
Assignments:
Post answers to the following questions on the discussion board:

a) What are the service delivery options discussed in your readings for providing O&M services and, of these, what do you think (at this point) would be a good fit for you—and why?

b) What are two specific concerns in the O&M field regarding liability? For each one you named, indicate how you could minimize your liability risks as an O&M specialist?

c) What are two ideas for ensuring optimal safety for yourself and your students when working on O&M skills out in the community?

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

Week 13: Perception and O&M
Readings:
BWW – Volume One: Chapter One
Volume Two: Chapter One

Assignments:
The O&M specialist not only is teaching mobility techniques and orientation procedures, but is also teaching students with visual impairments how to use perceptual skills to understand the environment when vision is not available.

Post three learning situations where perception may affect the traveler and suggestions for adaptive teaching strategies that will enable the traveler to overcome these obstacles. In addition, post one question that you have about perception as explained in your readings. Respond at least three times to the postings of your classmates.

Week 14: Audition and O&M
Readings:
BWW – Volume One: Chapter Four
Volume Two: Chapter Four

Assignment:
Post your reflections from your BWW readings on one of the following:

a) Auditory skills used by pedestrians who are blind
b) Sound localization
c) Traffic sounds
d) Echolocation

Specifically, what is the skill? How is it used? What are some challenges to using it? Include any questions you have about the skill. Read the posts of your classmates and respond at least three (3) times to these postings.

Finals Week: Final Exam will be available on-line – refer to Carmen for dates

Assignment Details:
- Midterm Exam – 100 points
  o On-line exam over first four sessions
- Final Exam – 200 points
  o On-line comprehensive exam over material from the entire quarter
- Weekly Discussion Board – 140 points
Participation will be monitored each week for 14 weeks. Weekly postings will be worth 10 points each, for a total of 140 points. Areas of critique will include:

- Completing weekly discussion board assignments:
  - Initial postings must be completed by 11:59pm on Wednesday of each week. Two (2) points will be deducted for each day that an initial posting is late.
  - Three (3) follow-up postings must be completed by 11:59pm on Saturday of each week. Two (2) points will be deducted for each day that the follow-up postings are late.
  - All postings must be read by 11:59pm on Monday of the next week.
- Quality of initial postings, including appropriate graduate-level grammar, punctuation and spelling
- Responses to postings
- Please do not use attachments for the discussion board postings, unless specified.
  If you choose to write your initial postings using another program, please copy and paste your response into the Carmen system, versus using an attachment.

- O&M Assessment List/Samples – 50 points
  - Compilation of 10 O&M assessment citations and/or samples with explanation of what each is intended to assess and source of instrument/checklist. 5 points each, for a total of 50 points.

- Lesson Plan Assignment – 50 points
  - Plan for teaching a lesson on the Diagonal Technique to a student, following the required guidelines, as noted in Week Six (6).

Policies for Missed Assignments/Exams/Quizzes:
All assignments are due by the dates indicated on the syllabus. Three (3) points will be deducted for each day that an assignment is received by the instructor past the due date, up to three days. After three days, no points will be received for the assignment. 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:
Students are expected to actively participate in on-line discussions (via the discussion board) by posting questions regarding the course readings and content each week, responding to other students’ postings and providing answers to weekly assignment questions.

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 an online course. 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 regularly. 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 Included:
Know Professional Information
1.1 Identify and describe basic laws and regulations that affect O&M services, e.g., IDEA (Individuals with Disabilities Education Act), Rehabilitation laws, ADA (Americans with Disabilities Act), Medicare, etc.

1.3 Identify and describe professional resources pertinent to the O&M profession, e.g., AFB (American Foundation for the Blind), JVIB (Journal of Visual Impairment & Blindness), AER (Association for Education and Rehabilitation of the Blind and Visually Impaired), ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals), etc.

1.4 Identify and describe the major historical events and persons responsible for the establishment of the O&M profession as it exists today.

Plan and Conduct O&M Assessment
4.1 Develop a plan for O&M assessment that includes obtaining and interpreting medical, education, and rehabilitation reports; interviewing the consumer and relevant others; and selecting appropriate assessment tools, materials, activities, and settings.

4.2 Assess the consumer’s present level of functioning in each of the following areas as related to O&M: vision, senses, orientation and mobility skills, social/emotional issues, concepts/cognition, medical and physical limitations, and personal goals.
4.3 Based on the O&M assessment, determine the consumer’s O&M needs and/or make recommendations for services, mobility devices and/or systems (e.g., long cane, etc.), and additional assessments.

4.4 Describe the roles of related professionals (OT, PT, low vision specialists, rehabilitation specialists, optometrists, teachers, ophthalmologists, etc.) who provide relevant O&M assessment information.

4.5 Conduct ongoing assessment to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient to graduate or move on.

Plan O&M Programs
5.2 Develop O&M goals and objectives/benchmarks for individualized programs.

Teach O&M Related Concepts
6.3 Provide instruction to facilitate the development of O&M-related concepts (e.g., body, environmental, and spatial, etc.).

Teach Orientation Strategies and Skills
7.2 Facilitate optimal development of the consumer’s spatial organization skills using strategies such as cognitive mapping and spatial updating.

7.3 Assist the consumer in route planning using various approaches such as route shapes, mapping skills, and compass directions.

7.6 Compare and contrast approaches for orienting dog guide handler to new environments versus long cane users.

Teach Mobility Skills
8.3 Determine appropriate mobility device and/or system by considering advantages, disadvantages, and consumer’s needs and preferences, including, but not limited to human guide, long cane, dog guide, ETA, functional vision, and AMD.

8.5 Apply appropriate sequence of street crossing instruction, i.e., simple to complex.
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]
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.

<table>
<thead>
<tr>
<th>EDUTL course</th>
<th>Type of request in curriculum.osu.edu</th>
<th>ESSPED course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Mobility Courses</td>
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<td></td>
</tr>
<tr>
<td>EDUTL 5510</td>
<td>Course change</td>
<td>ESSPED 5510</td>
</tr>
<tr>
<td>EDUTL 6510</td>
<td>Course change</td>
<td>ESSPED 6510</td>
</tr>
<tr>
<td>Course Code</td>
<td>Action</td>
<td>New Course Code</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------------------</td>
</tr>
<tr>
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<td>Course change</td>
<td>ESSPED 6511</td>
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<tr>
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<td>Course change</td>
<td>ESSPED 6521</td>
</tr>
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<tr>
<td>EDUTL 7189</td>
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**Hearing Impairment Courses**

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</tr>
</thead>
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<td>Course change</td>
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<tr>
<td>EDUTL 7550</td>
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<td>ESSPED 7550</td>
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<tr>
<td>EDUTL 6556</td>
<td>Course change</td>
<td>ESSPED 6556</td>
</tr>
</tbody>
</table>

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