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 6511 to ESSPED 6511

Learning Objectives included in the syllabus are listed below. These were not required in semester conversion and now filled.

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
6511

Course Title
Orientation and Mobility Advanced Seminar

Transcript Abbreviation
O&M ADV Seminar

Course Description
Presents important background information for Orientation and Mobility practitioners upon which techniques for instruction may be based. Unique characteristics of environments and principles for accessing them are presented.

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 Change Request

**6511 - Status: PENDING**

- **Last Updated:** Malone, Helen Irene  
  **09/30/2016**

### Course Components
- **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
- **Previous Value:** 6510 (EDUTL 6510)

#### Exclusions
- None

### Cross-Listings

- **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

- **•** Describe the various service delivery models for providing O&M services.
- **•** Explain potential personal safety concerns for clients/students and O&M instructors and strategies for ensuring optimal safety while out in the community.
- **•** Demonstrate an understanding of a variety of organizational and professional issues related to the role of an O&M specialist.
- **•** Explain how to analyze, sequence and monitor street crossings at a variety of types of intersections and with various methods of traffic control, including complex intersections.
- **•** Describe the unique characteristics of small business, gas station, mall, department store, supermarket, airport, rural, urban and railroad crossing environments.
- **•** Demonstrate an understanding of the array of public transportation options for clients/students and how to access them.
- **•** Understand the impact of various disabilities and health conditions on travel.
- **•** Adapt O&M techniques and instructional methods for individuals with additional disabilities, including those who are deaf-blind, have cognitive disabilities, are physically impaired or have other health conditions.

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**Previous Value**
## Content Topic List
- Analyzing, sequencing, and monitoring street crossings
- Unique characterizations of indoor and outdoor environments
- Personal safety concerns and strategies for clients
- Service delivery options for O&M services
- Role of perception in O&M

## Attachments
- ESSPED 6511.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
- uploaded per Drs. Paul and Malone (by Odum,Sarah A. on 09/30/2016 12:43 PM)

## Workflow Information

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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 6511 Orientation and Mobility Advanced Seminar 3 semester hours

Description:
This course presents important background information upon which techniques instruction may be based. Information on analyzing, sequencing and monitoring street crossing lessons at various types of intersections and involving a variety of methods of traffic control are presented, along with an analysis of complex intersections, such as roundabouts, intersections without traffic control, and actuated signals. Personal safety concerns and strategies for clients/students and O&M instructors are highlighted, along with service delivery models for the provision of O&M services. Highlights regarding the diversity of travelers who are visually impaired and the impact of additional disabilities and health conditions on individuals’ travel skills are discussed, providing students with opportunities to learn about psychosocial implications of disabilities, as well as an array of adapted O&M techniques and methods to enable optimal safety and independence for clients.

U,G Level, Credits, Class time distribution, prerequisites and general information:
This 3-credit graduate level course will be offered on-line during the spring semester. The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility and is intended to be taken concurrently with the O&M Techniques and Methods II course. Prerequisites for this course are Visual Processes, Basics of Orientation and Mobility and Orientation and Mobility Intermediate Seminar. This course must be taken prior to the Orientation and Mobility Special Topics 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 be able to:

- Describe the various service delivery models for providing O&M services.
- Explain potential personal safety concerns for clients/students and O&M instructors and strategies for ensuring optimal safety while out in the community.
- Demonstrate an understanding of a variety of organizational and professional issues related to the role of an O&M specialist.
- Explain how to analyze, sequence and monitor street crossings at a variety of types of intersections and with various methods of traffic control, including complex intersections, such as roundabouts and intersections with no traffic control or with actuated signals.
- Describe the unique characteristics of small business, gas station, mall, department store, supermarket, airport, rural, urban and railroad crossing environments.
- Demonstrate an understanding of the array of public transportation options for clients/students and how to access them.
- Understand the impact of various disabilities and health conditions on travel.
Adapt O&M techniques and instructional methods for individuals with additional disabilities, including those who are deaf-blind, have cognitive disabilities, are physically impaired or have other health conditions.

**Required Text(s) and Course Materials:**


**Provided by Instructor:**


**Websites Used:**

[www.sauerburger.org/Dona](http://www.sauerburger.org/Dona)
[http://www.ecu.edu/cs-educ/ci/sped/dbproject/Mini-Modules.cfm](http://www.ecu.edu/cs-educ/ci/sped/dbproject/Mini-Modules.cfm)
[http://www.exploratorium.edu/learning_studio/cow_eye/](http://www.exploratorium.edu/learning_studio/cow_eye/)

**Grading Plan:**

- **Midterm Exam:** 100 points
- **Written Final Exam:** 200 points
- **Discussion Board Postings:** 210 points - 14 postings @ 15 points each

  The Discussion Board due date policy is as follows:
  - Initial posts are due by 11:59pm on Thursday of the assigned week
  - Responses to posts are due by 11:59pm on Saturday of the assigned week
  - All posts must be read by 11:59pm on Monday of the following week
  - If these criteria are not met, points will be deducted according to the Policy for Missed Assignments.

  **Intersection Description Project:** 50 points
Draw a diagram and/or take a photo (in your local community) of each of the following five types of intersections: (10 points each - for the photo and description)

1. Basic “+” Intersection
2. “T” Intersection
3. Offset Intersection
4. Intersection with a Traffic Island
5. Roundabout

Describe what is unique about each intersection and strategies for instruction.

Intersection Analysis Project:  
150 points
- Choose a traffic light controlled intersection within your local community. Using proper terminology, describe the area, the traffic flow of the intersection, crossings, signals, timing and traffic volume. (50)
- Take several pictures of the intersection for clarification of your description; you may also download an overhead view from Google Maps, if available. (25)
- Using the forms, “Determining the Risks of Crossing” by Dona Sauerburger and “Intersection Information” by Janet Barlow and Jennifer Graham (both are posted in the content section of CARMEN) analyze the intersection and the risks of crossing at this intersection. (25)
- Create a student vignette of a client who is required to cross the street at this intersection. (25)
- Develop a lesson plan that explains how you would teach this client to cross at this particular intersection. (25)

O&M Instructional Kit for Clients who are Deaf-Blind:  
40 points
Based on readings, discussions and resources gathered through this course, students will develop a kit that may be used in their future work with O&M clients/students who are deaf-blind.

Included in this kit will be:

1) Sample communication system that may be used by students/clients for interacting with the public and/or using public transportation (10 points)
2) Public information card (that may be shared with persons in the community) that explains primary principles for respectfully and effectively interacting with persons who are deaf-blind in travel situations (10 points)
3) List of potential sources for ASL translators and/or other persons to assist with communication during O&M lessons (10 points)
4) List of additional vendors and resources for obtaining O&M assessment and instructional materials for clients/students who are deaf-blind (10 points)

Grading Scale:

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

Topical Outline - Schedule of Topics, Readings, Assignments:

Week One: Special Travel Situations and Conditions

Readings:
BWW – Volume Two: Chapter 15 (Teaching O&M for Adverse Weather Conditions)
Jacobson – Pages 306-310 (Adverse Weather; Night Travel)
Pages 280-284 (No Sidewalks; Alleyways, Lots, Gas Stations & RR)
Pages 289-296 (Elevators; Escalators; Revolving Doors)

Assignment:
1. Post your answers to the following questions:
a. If you have a student who needs instruction with night time travel, is it necessary to schedule the lesson at night? Is a blindfold lesson during the day an adequate substitute for a night lesson? Why or why not?
b. What are some important considerations and adaptations for teaching students to travel in snow, rain and extreme heat?
c. Respond to at least three (3) postings of your classmates.

Week Two: O&M for Persons with Cognitive Impairments and Vision Loss
Readings:
BBW – Volume Two: Chapter 19

Assignment:
Post your response, as an O&M specialist, to the following:
“Describe how independence in O&M is on a continuum, and that, regardless of
cognitive disabilities, all visually impaired persons are entitled to, and will benefit
from O&M services.” Respond to at least three postings of your classmates.

Week Three: O&M for Students with Cortical Visual Impairment
Readings:
BBW – Volume Two: Chapter 20

Assignment:
Using the internet, search the web for sites that provide information on Cortical
Visual Impairments. Using the discussion board, list three sites that you find helpful
in learning about this condition.

Discuss: As an O&M specialist, “How can CVI affect the travel patterns of a
student? Give an example of a lesson modification or accommodation that can be
used to adapt lessons for students with CVI.” Respond to at least three postings of
your classmates.

Week Four: O&M for Persons with Low Vision
Readings:
BWW – Volume One: Chapter Three
BWW – Volume Two: Pages 61-70 (Functional Low Vision Mobility Evaluation)
Jacobson – p. 66-71 (visual skills; use of devices)
p. 130 (adaptations for protective techniques)
p. 160-161 (cane use)
p. 229-230 (outdoor travel)

Assignment:
Discuss: As a COMS, how will lessons differ between those with clients who have low
vision and clients who have no vision? (List a minimum of three differences.)
What is a Functional Vision Assessment and why is it important for a COMS to complete a
FVA with clients?
Respond to at least three postings of your classmates.

Week Five: A Look at Common Types of Intersections
Readings:
BWW – Volume One, Pages 349-373 (Accessibility of Sidewalks and Street Crossings)
Jacobson – Pages 219-226 (Street Corner Familiarization)
Power Point Presentation: Intersections: The Times, They are A ‘Changing

Assignment:
Intersection Description Project:
1. Draw a diagram and/or take a photo (in your local community) of each of the following
five types of intersections:
   a. Basic “+” Intersection
b. “T” Intersection  
c. Offset Intersection  
d. Intersection with a Traffic Island  
e. Roundabout  

2. Describe what is unique about each intersection and strategies for instruction.  
3. Post information from your readings on two of these intersection types, including challenges presented when attempting to cross, environment in which they are located and any other aspects that are significant to the type of intersections you have selected.  
4. Respond to at least three postings of your classmates.  

**Week Six:** A Look at Common Types of Traffic Control and Crossing Strategies  
Reading:  
Jacobson – Page 244-258 (Street Crossings)  
Power Point Presentations:  
Where’s the Street? Detectable Warnings on Curb Ramps  
By Janet Barlow  
Accessible Pedestrian Signals: Description of Current Technology, Guidelines and Usage  
By Janet Barlow & Jennifer Graham  

Assignment:  
1. Post your reflections on how the information on traffic control devices and street crossing strategies in these readings are similar and/or different than what you are learning in your Techniques course. What aspects from the readings would you incorporate into your practice as an O&M specialist?  
2. Post the name and contact information of a traffic engineer in your local community. Formulate three (3) questions that you would ask a traffic engineer regarding environmental accessibility and how it relates to the visually impaired traveler.  
3. Respond to at least three (3) postings of your classmates.  
4. Extra Credit – Contact the traffic engineer, ask your questions and post a summary of the responses that you receive.  

**Week Seven:** Sequencing Street Crossing Lessons and Monitoring for Safety and Effectiveness  
Reading:  
Jacobson – Chapter 8 (Intermediate Outdoor Orientation and Mobility Skills)  
Knott – Pages 112-114 (General Considerations)  
Visit: www.sauerburger.org/Dona and read the article on “Street Crossings: Analyzing Risks, Developing Strategies and Making Decisions”  

Assignment:  
Post suggestions from your readings regarding the physical positioning and actions of an O&M specialist in order to monitor students for safety and proper execution of street crossings. Respond to at least three (3) postings of your classmates.  

**Week Eight:** Complex Intersections & Crossings  
Reading:  
BWW – Volume Two: Chapter Twelve (Teaching Travel at Complex Intersections)  

Assignments:  
2. Read both of these papers.
3. **Post** four (4) or more key ideas that stood out to you from each article that would be important for you to incorporate into your practice as an O&M specialist and two (2) or more questions that each article raised for you.

4. **Respond** to at least three (3) postings of your classmates.

5. Intersection Analysis Project:
   a. Choose a traffic light controlled intersection within your local community. Using proper terminology, describe the area, the traffic flow of the intersection, crossings, signals, timing and traffic volume. (50)
   b. Take several pictures of the intersection for clarification of your description; you may also download an overhead view from Google Maps, if available. (25)
   c. Using the forms, “Determining the Risks of Crossing” by Dona Sauerburger and “Intersection Information” by Janet Barlow and Jennifer Graham (both are posted in the content section of CARMEN) analyze the intersection and the risks of crossing at this intersection. (25)
   d. Create a student vignette of a client who is required to cross the street at this intersection. (25)
   e. Develop a lesson plan that explains how you would teach this client to cross at this particular intersection. (25)

**Midterm Exam – Refer to Carmen for Dates**

**Week Nine:** A Review of Eye Anatomy and Physiology

**Readings:**
Low Vision Foundations – Chapters 5 & 6

Using the following on-line resources, explore each of the sites as follows:

- Visit the Cleveland Clinic website at: [http://www.clevelandclinic.org/eye/patient_info/](http://www.clevelandclinic.org/eye/patient_info/)
  Under the topic of “Patient Education” review the materials presented in “Take a Tour of the Eye” and “Test your Vision.”
- Connect to the Exploratorium web site at [http://www.exploratorium.edu/learning_studio/cow_eye/](http://www.exploratorium.edu/learning_studio/cow_eye/)
  - While this site is primarily designed for children, it is a wonderfully informative site that addresses eye anatomy in a functional manner. Explore the site, reading through the glossary and explore the cow eye dissection.
- Click on and print the: [Specific Eye Conditions with Corresponding Adaptations Chart](http://www.clevelandclinic.org/eye/patient_info/)

Choose one (1) eye condition that affects vision. Using the discussion board, list the parts of the eye that are affected, the role of those eye parts and how the vision of an individual with this condition may be affected, as a result. As an orientation and mobility specialist, what are two accommodations that you would teach to a client with this type of eye condition to assist in his/her independent travel?

**Respond** to at least three postings of your classmates.

**Week Ten:** Transportation Basics

**Readings:**
BBW – Volume Two: Chapter 13 (Teaching the Use of Transportation for O&M)
Jacobson - Pages 296-306 (Private Transportation; Bus; Taxi; Rapid Rail; Air)
Knott - Pages 115-122 (Bus)

**Assignment:**
Post the components and steps involved in teaching a student to use public bus transportation. Indicate at least one question you have about this process.

**Respond** to at least three postings of your classmates.
Week Eleven: Understanding Unique Environments

Readings:
Jacobson - Pages 266-267 (Small Business)
Page 271-272 (Intermediate Business)
Pages 272-274 (Downtown)
Pages 275-278 (Malls; Stores: Rural; Parking Lots; Gas Stations; RR)
Pages 278-279 (Rural Travel)
Knott - Pages 105-111 (Supermarket)

Post the response you would give to your student who wants to know the unique aspects of each of the following travel environments:

a. Small Business
b. Intermediate Business
c. Downtown/Metropolitan
d. Malls
e. Parking Lots
f. Gas Stations

2. Respond to at least three postings of your classmates.

Week Twelve: O&M for Persons who are Deaf blind

Readings:
BBW – Volume Two: Chapter 17
Huebner – Modules 2, 18, 19

Assignments:
Using the discussion board, post your response to Learning Activity Seven on page 563 of BWB, Volume Two:
“Without proper intervention and training, many people who are deaf blind become reluctant to interact with the public. Why does this happen, and what can the O&M specialist do to prevent it?”

Discuss one possible concern that you may have when working with a client who is deaf blind. Respond to at least three postings of your classmates.

O&M Instructional Kit for Working with Students/Clients who are Deaf blind
Based on readings, discussions and resources gathered through this course, students will develop a kit that may be used in their future work with O&M clients/students who are deaf blind. “Details regarding this assignment will be provided by Mary Swartwout.”

Week Thirteen: O&M for Persons with Visual, Physical and Health Impairments

Readings:
BBW – Volume Two: Chapter 18 (Pages 564-595)
Knott – p. 91 (emergency preparedness)

Assignment:
Choose an additional disability discussed in the reading; refer to page 565 in the text for examples. Using the discussion board on Carmen, collaborate with your classmates to list your choice and ensure that there are no duplicate choices.

Using the discussion board, post a description of the disability you selected, five (5) resources of information regarding the disability and implications for O&M training. Upon completion of your assignment, read and respond to at least three
postings of your classmates. Feel free to print and share your postings among each other, so that the information may be used for future reference.

Week Fourteen:  O&M for Persons with Ambulatory Aids

Readings:
BBW – Volume Two:  Chapter 18 (Pages 595-623)
Knott – Chapter Eight

Assignment:
Refer to the section titled, “O&M for Visually Impaired Wheelchair Users - Affiliated Blind of Louisiana” for printed information relating to this Webcast.

Post an outline of suggested strategies for working with persons who use a variety of ambulatory aids, including wheelchairs. Respond to at least three postings of your classmates.

Comprehensive Final Exam – Refer to Carmen for dates

Policies for Missed 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/discussion topics regarding the course readings and content each week, responding to a minimum of three (3) 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.

Off-Campus Field Experiences:
NA

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 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 Included: 2.1; 2.2; 2.4; 4.1; 4.2; 4.4; 5.1; 5.2; 8.1; 8.3; 8.5; 8.6; 8.7; 8.8; 8.9; 8.10; 9.6; 10.1; 10.2; 11.1; 11.2; 14 A-1; 14 C-5; 14D-2; 14D-5; 14E-1
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]

Dr. Christian Faltis
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**

| EDUTL 5557 | Course change | ESSPED 5557 |
| EDUTL 7550 | Course change | ESSPED 7550 |
| EDUTL 6556 | Course change | ESSPED 6556 |

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