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 6512 to ESSPED 6512

Learning objectives from the syllabus are included below. They were not required in semester conversion and fill in the course request.

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 6512
Course Title Orientation and Mobility Special Topics Seminar
Transcript Abbreviation Special Topics O&M
Course Description Highlights strategies for adaptations for early childhood and geriatric populations in the area of orientation and mobility. Considerations encountered in working with both types of populations explored.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 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
Grading Basis Letter Grade
Repeatable No
Course Components
Grade Roster Component
Credit Available by Exam
Admission Condition Course
Off Campus
Campus of Offering

Prerequisites and Exclusions
Prerequisites/Corequisites
Prereq: 6511 (EDUTL 6511)

Exclusions

Cross-Listings

Subject/CIP Code
Subject/CIP Code
13.0402

Previous Value
13.0101

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral

Previous Value
Masters, Professional

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

Course Details
Course goals or learning objectives/outcomes
• Understand psychosocial implications of vision loss.
• Explore creative teaching approaches and ideas for making O&M instruction both meaningful and enjoyable for students of all ages.
• Recognize the steps of conducting a functional vision assessment (FVA) and apply these steps into student evaluations.
• Understand and meet the unique O&M needs of infants and preschoolers and their families.
• Understand the aging process and implement adapted O&M techniques and instructional strategies for older persons who are visually impaired.
• Assist adults with visual impairments to understand the concept of being a “non-driver” and explore efficient transportation alternatives.

Previous Value

Content Topic List
• Early Childhood and geriatric populations
• Unique considerations in O&M
• Adapted techniques and methods
• Safety and Independence for early childhood and geriatric populations
Attachments

- ESSPED 6512.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 12:48 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Odum, Sarah A.</td>
<td>09/30/2016 12:48 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Malone, Helen Irene</td>
<td>09/30/2016 01:58 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
<td>09/30/2016 01:58 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
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 6512
Orientation and Mobility Special Topics Seminar – 2 credit hours
Description:
This course highlights special topics in the area of orientation and mobility (O&M), including functional vision assessment, psychosocial aspects of blindness and adaptation strategies for early childhood and geriatric populations in the area of O&M.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered, and general information:
This 2 credit graduate level course will be offered on-line during Summer One (Maymester).
The course is required for students pursuing licensure in Pupil Services: Orientation and Mobility through the Orientation and Mobility licensure program. Prerequisites for this course are EDUTL 6510 – O&M Intermediate Seminar and EDUTL 6511 – O&M Advanced Seminar. This course must be taken prior to the Orientation and Mobility Internship. 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:
- Understand psychosocial implications of vision loss.
- Explore creative teaching approaches and ideas for making O&M instruction both meaningful and enjoyable for students of all ages.
- Recognize the steps of conducting a functional vision assessment (FVA) and apply these steps into student evaluations.
- Understand and meet the unique O&M needs of infants and preschoolers and their families.
- Understand the aging process and implement adapted O&M techniques and instructional strategies for older persons who are visually impaired.
- Assist adults with visual impairments to understand the concept of being a “non-driver” and explore efficient transportation alternatives.

Required Texts:

Additional Course Readings: (Provided in the Content Section of Carmen)


Grading Plan:
- Discussion Board Postings (160 points) - Eight (8) postings at 20 points each.
- Early Intervention Quiz (50 points) – 25 questions at 2 points each
- Solutions for Success Quiz (20 points) – 10 questions at 2 points each
- In-Service Training Workshop (200 points)
- Final Examination (100 pts.) On-line comprehensive written examination.

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:
Due to the condensed nature of this Maymester course, the readings and topics are divided into eight (8) sessions that will last a total of three (3) days each. Students participating in the Maymester course are expected to access Carmen on a daily basis to provide feedback to the discussion board and check for regular updates.

Session One: Self Esteem and Adjusting with Blindness

Readings:
TT – Chapters 1 & 2

Assignments:
Discussion Board: When confronting physical or social traumas, an individual experiences some, if not all, of several adjusting phases enroute toward self-acceptance and self-esteem. Using the discussion board, list and explain any three (3) phases of adjustment presented within the readings and discuss how these phases can affect the self-esteem of an individual who is blind or visually impaired. Respond to at least three (3) postings of your peers.

Session Two: Teaching Orientation and Mobility (O&M)

Readings:
FP – Chapter One

Assignment:
Discussion Board: Why is knowledge of the curriculum, the student and the travel environment all important for successful O&M instruction? Citing examples from the readings, post your response to this question to the discussion board. Respond to at least three (3) postings of your peers.

Session Three: Functional Vision Assessment for Neurotypical Adults and Older Children

Readings:
FVA – Chapters 4 & 6

Assignments:
Discussion Board: Evaluation of functional vision can be undertaken by certified orientation and mobility specialists (COMS), to determine and implement methods that allow clients with low vision to participate more fully in O&M experiences. This evaluation includes assessment of visual acuity, visual fields, contrast sensitivity, light sensitivity, color vision, oculomotor control, visual perceptual skills and visual skills for everyday tasks. Using the discussion board, for each of these eight (8) steps, list why it is important to evaluate each given area and one method that you would use to assess that area. Respond to at least three (3) postings of your peers.

Session Four: O&M for Early Childhood Years

Readings:
BWW – Volume Two: Chapter Seven
TS – Chapter One
Chen – Chapter Five

Assignments:
Discussion Board: Citing examples from the assigned readings, list at least three (3) unique aspects of services for infants and preschoolers who are visually impaired or blind. Explain how and why functional vision assessments with young children differ from functional vision assessments for older children and adults. Respond to at least three (3) postings of your peers.

Additional Resource: Visit the Ohio Coalition for Deafblind Resources. Review Kay Clarke’s publication, “Hold Everything! Twenty Stay Put Play Spaces for Young Children with Sensory Impairments and Other Special Needs.”

Extra Credit: Choose one Stay Put Play Space from Dr. Clarke’s publication. Post the name, a brief description of your choice and list how this Play Space could be used in the evaluation of an infant or preschool student during a functional vision assessment.

See Carmen for Due Date

Session Five: Developmentally Appropriate Orientation and Mobility (O&M)

Readings:
Anthony – Sessions Four and Five

Assignments:
Open Book Quiz: Using the material(s) presented in the Anthony readings for Session Five, complete the Early Intervention Quiz posted in Carmen.

See Carmen for Due Date

Discussion Board: Choose and watch one (1) video from the Family Connect website at www.familyconnect.org. Post responses to the following:

- Which video did you choose?
How did the parents in the video handle having a child with a visual impairment?

If you were assigned as the COMS for this child, on what skills would you focus? Write an O&M goal that addresses these skills.

Respond to at least three (3) postings of your peers.

Session Six: O&M for Older Persons with Visual Impairments

Readings:
OR – Lessons One, Two, Four & Five
GG – Chapters One, Three & Nine

Assignments:
Open Book Quiz: Using the material(s) presented in the OR readings for Session Six, complete the Solutions for Success Quiz posted in Carmen.
See Carmen for Due Date

Discussion Board: Post, based on your readings, your responses to the following questions:

- What are the most common types of vision loss for older persons?
- What are your thoughts on how teaching O&M to older persons who are blind and visually impaired differs from strategies in early intervention? How are they the same?
- What are at least three (3) environmental adaptations that may help an older client to function more independently and safely within his or her home environment?
- What is one (1) of your most pressing questions about serving persons who are older?

Respond to at least three (3) postings of your peers.

Session Seven: Finding Wheels

Readings:
CR: Section One

Assignments:
Discussion Board: Read the four (4) case studies presented in Section One of Finding Wheels. Discuss why finding wheels is an important topic for non-drivers and strategies that you will use, as a COMS, to encourage independent travel with your O&M clients.
Respond to at least three (3) postings of your peers.

Session Eight: Wrap Up/Final Examination

Readings: None

Assignments:
Final Exam: On-Line Final Examination
See Carmen for Due Date

Discussion Board: Final reflections - based on all you have learned throughout the year – both through readings and personal experiences, post how your perspectives have changed and developed, with regard to orientation and mobility training.
Respond to at least three (3) postings of your peers.

Final Project: In-Service Training Workshop
Please upload to Carmen – see Carmen for Due Date
Assignment Details – Description, format, due dates, evaluation criteria, examples, (some of this may be provided as the quarter progresses)

Discussion Board Postings (160 points) – 8 postings @ 20 points each.
Due dates for discussion boards are posted in the outline above; all posts must address the assigned topic and be posted on-time to receive full credit. Students are expected to actively participate in discussion boards; in addition to posted requirements, students are expected to read all posts for each given topic.

In-Service Training Workshop (200 points)
Students will choose from one of the following topics:
1) O&M for Infants & Preschoolers
2) O&M for Older Individuals who are Visually Impaired
3) O&M for Learners with Low Vision
4) O&M in the School System
5) O&M for Learners with Additional Disabilities

Student will develop a one-hour presentation based on research, readings, course materials and discussions. This presentation should be designed to teach workshop participants about the topic of choice and provide information on how participants can take an active role when working with clients who are visually impaired. The in-service presentation should include:
1) Presentation summary – no more than 200 words (25 points)
   a. This would be the “description” of your presentation that would be submitted for a program schedule
2) Agenda (25 points)
   a. A separate hand-out for participants that outlines the breakdown of your presentation
3) Power Point presentation (100 points)
4) Relevant hand-out(s) for participants (25 points)
   a. Hand-out(s) that support your topic; not a printed copy of your Power Point presentation
5) Resource list of citations and references used in your presentation (25 points)

This project is the largest portion of your final grade. Upon completion, this project should be comprehensive and professional enough to share with fellow colleagues at a professional conference, such as AER, CEC or ACB.

Your grade will reflect the time and effort devoted to the project.

Early Intervention Quiz: (50 points) Using the readings for Session Five, complete the Early Intervention Quiz posted in Carmen.

Solutions for Success Quiz: (20 points) Using the readings for Session Six, complete the Solutions for Success Quiz posted in Carmen.

Final Examination (200 points) On-line comprehensive written examination.

Policies for Missed Exams/Quizzes/Assignment Due Dates
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. 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 shortened time frame and the “hands-on” nature of this course, active participation in class discussions is required. Make-up of missed course material 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](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/](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:**
Students are required to be familiar with the use of email and CARMEN and will access the internet to gather resources to complete class assignments.

**Email:**
Students are expected to check your OSU account on a daily basic for the Maymester course. 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:**  2.4; 3.1; 4.1; 4.2; 4.3; 4.4; 5.2; 8.1; 8.3; 9.2; 9.3; 10.1; 10.2; 11.1; 11.2; 12.1; 13.1; 13.2
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.

<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><strong>Orientation and Mobility Courses</strong></td>
<td></td>
<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>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>EDUTL 6511</td>
<td>Course change</td>
<td>ESSPED 6511</td>
</tr>
<tr>
<td>EDUTL 6512</td>
<td>Course change</td>
<td>ESSPED 6512</td>
</tr>
<tr>
<td>EDUTL 6520</td>
<td>Course change</td>
<td>ESSPED 6520</td>
</tr>
<tr>
<td>EDUTL 6521</td>
<td>Course change</td>
<td>ESSPED 6521</td>
</tr>
<tr>
<td>EDUTL 5191</td>
<td>New course</td>
<td>ESSPED 5191</td>
</tr>
<tr>
<td>EDUTL 7189</td>
<td>Course revision</td>
<td>ESSPED 8189.04</td>
</tr>
</tbody>
</table>

**Hearing Impairment Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Action</th>
<th>New Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUTL 5557</td>
<td>Course change</td>
<td>ESSPED 5557</td>
</tr>
<tr>
<td>EDUTL 7550</td>
<td>Course change</td>
<td>ESSPED 7550</td>
</tr>
<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