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 6520 to ESSPED 6520

Learning objectives were not required in semester conversion as part of the course request. They have been included below based on the attached syllabus.

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: 6520
Course Title: Orientation and Mobility Techniques and Methods I
Transcript Abbreviation: Methods 1
Course Description: Covers introduction of the long cane, adaptive mobility devices, indoor travel, indoor orientation skills, route travel and residential travel skills. Practical instruction under a blindfold is a major component.
Semester Credit Hours/Units: Fixed: 2

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 Less than 50% at a distance
Grading Basis: Letter Grade
Repeatable: No
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: ESSPED 5510 (EDUTL 5510) and EDUTL 5507.
Previous Value
Prereq: 5510 and 6507.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details
Course goals or learning objectives/outcomes

• Demonstrate the knowledge and understanding of the construction, assembly, maintenance and storing of the long cane and adaptive mobility devices, the nomenclature of the cane and its parts, and awareness of resources for procuring long canes.

• Demonstrate an understanding of the techniques for using adaptive mobility devices for children and adults in indoor environments: in hallways; stair travel; going through doors; examining objects; and use with a human guide.

• Demonstrate the ability to perform, teach & critique the following cane skills: cane grip, placement and manipulation; cane use with a human guide; cane use with trailing; contacting and examining objects; cane use on stairs; diagonal technique;

• constant contact; two-point touch; three-point touch; touch and slide; and shore lining.

• Demonstrate the ability to perform, teach and critique the following indoor orientation and travel skills: route planning (shapes/patterns; mapping skills; compass directions); direction-taking; time-distance judgment; and use of clues, cues,

• landmarks, use of environmental features, search patterns, numbering systems, and familiarization to indoor environments and recovery techniques.

• Demonstrate the ability to select appropriate indoor travel environments for instruction.

• Demonstrate the ability to use and teach cane techniques within a residential area; travel straight line, "L", "U" routes and around a city block; locate curbs; react to grass lines when veering; & select residential travel areas for instruction

• Demonstrate the ability to perform, teach and critique cane skills within a residential to business area.

• Demonstrate the ability to perform, teach and critique the following outdoor orientation and travel skills: route travel; labeling and using directional corners; recovering from driveways or sidewalks;

• use of outdoor clues and landmarks; map use skills; and use of compass directions.

• Demonstrate the ability to select appropriate residential, transition to business and business travel environments for instruction, an understanding of unique characteristics of each, and appropriate sequencing of lessons.

• Demonstrate the ability to discuss, perform and teach a residential "drop off" lesson.

Previous Value

Content Topic List

• Long Cane
• Adaptive Mobility Devices
• Indoor Travel Environments
• Indoor Orientation Skills
• Route Travel
• Residential Travel Skills
• Blindfold Instruction

Attachments

• ESSPED 6520.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

- Please check on prerequisite of 6507. I did not see it in the course bulletin.

-uploaded per Drs. Paul and Malone (by Odum,Sarah A. on 09/30/2016 12:57 PM)

Workflow Information

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Faculty Lead
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Course Number, Title and Description, Credit Hours
ESSPED 6520
Orientation and Mobility Techniques and Methods I - 2 semester hours

Description:
This hands-on course covers introduction to the long cane and adaptive mobility devices, indoor travel environments, indoor orientation skills, route travel and introduction to residential travel skills.

U,G Level, Credits, Class time distribution, prerequisites, quarters offered and general information:
This 2-hour graduate level course will be offered face-to-face within small group sessions, as scheduled by individual techniques instructors. Classes will meet for a total of 30 hours of direct instruction as a requirement for students pursuing licensure in Pupil Services: Orientation and Mobility. It is anticipated that the course will be offered once per year during Fall Semester and is intended to be taken concurrently with the O&M Intermediate Seminar 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 be able to:
• Demonstrate the knowledge and understanding of the construction, assembly, maintenance and storing of the long cane and adaptive mobility devices, the nomenclature of the cane and its parts, and awareness of resources for procuring long canes and other devices.
• Demonstrate an understanding of the techniques for using adaptive mobility devices for children and adults in indoor environments: in hallways; stair travel; going through doors; examining objects; and use with a human guide.
• Demonstrate the ability to perform, teach and critique the following cane skills: cane grip, placement and manipulation; cane use with a human guide; cane use with trailing; contacting and examining objects; cane use on stairs; diagonal technique; constant contact; two-point touch; three-point touch; touch and slide; and shore lining.
• Demonstrate the ability to perform, teach and critique the following indoor orientation and travel skills: route planning (shapes/patterns; mapping skills; compass directions); direction-taking; time-distance judgment; and use of clues, cues, landmarks, use of environmental features, search patterns, numbering systems, and familiarization to indoor environments and recovery techniques.
• Demonstrate the ability to select appropriate indoor travel environments for instruction.
• Demonstrate the ability to use and teach cane techniques within a residential area; travel straight line, “L”, “U” routes and around a city block; locate curbs; react to grass lines when veering; and select residential travel areas for instruction.
• Demonstrate the ability to perform, teach and critique cane skills within a residential to business area.
• Demonstrate the ability to perform, teach and critique the following outdoor orientation and travel skills: route travel; labeling and using directional corners; recovering from driveways or sidewalks; use of outdoor numbering system to reach specific goal; soliciting information; use of outdoor clues and landmarks; map use skills; and use of compass directions.
• Demonstrate the ability to select appropriate residential, transition to business and business travel environments for instruction, an understanding of unique characteristics of each, and appropriate sequencing of lessons.
• Demonstrate the ability to discuss, perform and teach a residential “drop off” lesson.

Required Text(s) 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:

Grading Plan/Grading Rubric:
• AMD Construction and Evaluation Assignment - 50 points
• Techniques Evaluation -80 points
• Techniques and Methods Journal -80 points
• Discussion Board Postings – 50 points
• Final Exam (on-line) - 100 points
• Final Group Session – 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

1) Orientation to the O&M Techniques Program - 3 hours
   Review Human Guide
   Introduction to the Long Cane – Etiquette & Storage
     1) Cane Grip, Placement & Manipulation
     2) Cane Use with a Human Guide
     3) Cane Use with (Hand) Trailing
     4) Diagonal Technique
        a. Contacting and Examining Objects
        b. Locating and Traveling through Closed Doors
        c. Trailing a Wall

   Related Readings:
   Jacobson – Pages 145-166
   TAPS – Pages 80-82

2) Background on Long Cane Techniques/Rationale/ Demonstration – 3 hours
   5) Ascending & Descending Stairs
   6) Touch Technique
   7) Constant Contact Technique
   8) Alternate Cane Techniques
      a. Touch and Slide
      b. Three Point Touch
      c. Touch and Drag

   Related Readings:
   Jacobson – Pages 167-191
   TAPS – Pages 83-88

3) Indoor Orientation & Route Travel (Part One) – 3 hours
   9) Selecting an Indoor Travel Environment
   10) Cardinal Directions
   11) Numbering Systems
   12) Indoor Route Travel
   13) Indoor Travel Patterns

   Related Readings:
   Jacobson – Pages 191-203; 208-210
   TAPS – Pages 68-70; 93-97

4) Indoor Orientation & Route Travel (Part Two) – 3 hours
   14) Indoor familiarization/self-familiarization
   15) Direction taking
   16) Time-distance judgment
   17) Use of clues, cues, landmarks, search patterns, environmental features
   18) Recovery techniques
   19) Soliciting and declining assistance

   Introduction to Residential Areas – 3 hours
   20) Selecting a residential travel environment
   21) Applying cane techniques outdoors and dealing with cane sticking
   22) Veering: reacting to grass lines
   23) Locating curbs and judging distance of block
Related Readings:
Jacobson – Chapter 7
TAPS – Pages 314-317; 135-138

5) Introduction to Residential Areas – 3 hours
24) Residential straight line route
25) Travel “L” and “U” routes and around a residential block
26) Veering: Recovering from driveways or sidewalks
27) Labeling and using directional corners

Related Readings:
TAPS – Pages 135-138

6) Introduction to Street Crossing – 6 hours
28) Street crossing alignment w/ parallel grass line
29) Street crossing alignment with perpendicular curb
30) Maintaining line of travel for crossing: parallel and perpendicular alignment with traffic sounds
31) Types of residential intersections
32) Determining and crossing: Stop sign 2-way intersection
33) Determining and crossing: Stop sign 4-way intersection
34) Determining and crossing: Stop sign 3-way intersection
35) Determining and crossing: No control
36) Recovering from veers when crossing street

Related Readings:
Jacobson – Chapter 8
TAPS - Pages 137-149

7) Hands-On Experience in Residential Areas – 6 hours
37) Residential route travel: Map use
38) Traveling “L” and “U” patterns involving street crossings; alternate route planning
39) Locating specific objectives: Use of outdoor numbering systems
40) Residential route travel: soliciting information, clues & landmarks

Related Readings:
TAPS - Pages 151; 314-317

Final Exam Week:
Final Exam Online

Assignment Details – Description, format, due dates, evaluation criteria
- **Techniques & Methods Evaluation – 80 points** Students will be evaluated on their mastery of the 40 major O&M techniques presented in this course @ a possible 2 points each, as recorded on an O&M Techniques Evaluation Sheet for each student. Students will have multiple opportunities to demonstrate each skill until mastered. Due: On-going; Must be completed by the Final Exam session.

- **Techniques and Methods Journal – 160 points** Students will be required to keep a journal of the techniques/methods learned during each session in this course that will include: Technique and description; rationale/applications of technique; instructional methods and adaptations; and references for further information on the technique (4 points each - 1 point for each criteria). Due: Each session for previous session.
• **Discussion Board – 50 points** Throughout the semester, students will be required to post reactions to the hands-on O&M sessions, as indicated on the discussion board. This will act as collaboration between the groups and a way to share the different teaching styles among the instructors. *Please refer to the discussion board for specific due dates.*

• **AMD Construction and Evaluation Assignment – 50 points** Guidelines for assignment will be distributed to students, including: a) designing and constructing an AMD; and b) evaluating the AMD on aspects such as rationale for its design, effectiveness, durability, maneuverability, cost, etc. (based on chart in “Barriers or Enablers” article by Clarke). 25 points possible for constructed device and 25 points for evaluation of device.

• **Written Final Exam - 100 pts.** - On-line comprehensive exam over material from the entire semester

• **Face-to-Face Final Session – 50 Points** - (Pass/Fail) Face-to-Face Session to be held in Columbus, Ohio during the week of final exams (Tentative Date: 12/5/15)
  
  o *This session will allow for a face-to-face meeting of the cohort to wrap-up the semester, discuss questions and/or concerns related to techniques, and provide an informative presentation about topics related to O&M. As noted, this is a pass/fail grade; if you are in attendance as an active participant of the group, you will receive credit for the final session.* Canes and blindfolds are not required as a part of this session; however, please bring them in the event there are questions that require demonstrations.

**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.

Off-Campus Field Experiences:
Students in this class will spend class time within various indoor and outdoor community environments learning O&M techniques through observing instructional methods demonstrated by the course instructor (s), trying out the techniques while wearing blindfolds, and instructing other students who are blindfolded.

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 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.

PROFESSIONAL COMPETENCIES: O&M TECHNIQUES & METHODS I

8. Teach Mobility Skills (ACVREP Competencies)
8.2 Identify and describe basic O&M skills, including protective and human guide techniques, and the rationale for teaching these 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.

8.4 Identify and describe O&M cane skills, (e.g., cane use with a guide, diagonal technique, two-point touch, etc.) and the rationale for teaching these skills.
AER Competencies

Sizing and Maintaining Long Canes and Adaptive Mobility Devices

(AER) Demonstrate knowledge and understanding of the construction, assembly, and maintenance of the long cane and adaptive mobility devices, knows the nomenclature of the cane and its parts, is aware of resources for procuring long canes and other devices, and has demonstrated proficiency in maintaining and repairing canes and adaptive mobility devices. [AER VII-d]

(AER) Demonstrate knowledge and understanding of the techniques for using adaptive mobility devices for children and adults in indoor environments. [AER VIII-d]: in hallways; stair travel; going through doors; examining objects; using with a human guide.

Cane Skills/Techniques:
1. Cane grip, placement and manipulation
2. Cane use with a human guide
3. Cane use with (hand) trailing
4. Diagonal Technique
   a. Contacting and examining objects
   b. Locating & traveling through closed doors
   c. Trailing a wall
5. Ascending/descending Stairs
6. Touch Technique
7. Constant Contact Technique
8. Alternate Cane Techniques
   a. Touch and Slide
   b. Three Point Touch
   c. Touch and Drag

8. Teach Mobility Skills (ACVREP Competencies)
8.4 Identify and describe O&M cane skills, (e.g., cane use with a guide, diagonal technique, two-point touch, etc.) and the rationale for teaching these skills.

AER Competencies

(AER) Demonstrate knowledge and understanding of the cane techniques and their applications in indoor and outdoor environments including: diagonal cane and touch technique, stair technique, touch technique modifications, including three point touch, touch and slide, touch and drag, constant contact technique, and the use of the cane for shorelining. [AER VIII-c]

(AER) Demonstrate knowledge and understanding of the methods used to handle the long cane including: cane grip, placement, and manipulation; utilizing the cane to contact and examine objects, and handling the cane when switching from one side of a human guide to another. [AER VIII-e]

Indoor Orientation & Route Travel:
9. Selecting an indoor travel environment
10. Cardinal directions
11. Numbering systems
12. Indoor route travel
13. Indoor travel patterns
15. Direction-taking
16. Time-distance judgment
17. Use of clues, cues, landmarks, search patterns, environmental features
18. Recovery techniques
19. Soliciting and declining assistance

Residential Travel
20. Selecting a residential travel environment
21. Applying cane techniques outdoors and dealing with cane sticking
22. Veering: reacting to grass lines
23. Locating curbs and judging distance of blocks
24. Residential straight line route
25. Travel “L” and “U” routes & around a residential block
26. Veering: recovering from driveways or sidewalks
27. Labeling & using directional corners
28. Street crossing alignment: parallel with grass line
29. Street crossing alignment: perpendicular with curb
30. Maintaining line of travel for crossing: parallel and perpendicular alignment with traffic sounds
31. Types of residential intersections
32. Determining and crossing: Stop sign 2-way intersection
33. Determining and crossing: Stop sign 4-way intersection
34. Determining and crossing: Stop sign 3-way intersection
35. Determining and crossing: No control
36. Recovering from veers when crossing streets
37. Residential route travel: Map use
38. Traveling “L” and “U” patterns involving street crossings; alternate route planning
39. Locating specific objectives: Use of outdoor numbering systems
40. Residential route travel: Soliciting information, clues & landmarks

7. Teach Orientation Strategies and Skills (ACVREP Competencies)
7.1 Develop orientation skills through the use of environmental features (e.g., sun, sounds, slopes, etc.). [ACV7.1]
7.2 Facilitate optimal development of the consumer’s spatial organization skills using strategies such as cognitive mapping and spatial updating. [ACV7.2]
7.3 Assist the consumer in route planning using various approaches such as route shapes, mapping skills, and compass directions. [ACV7.3]
7.4 Teach problem-solving strategies related to establishing and maintaining orientation while traveling, using instructional approaches such as drop offs, re-orientation, planning alternative routes, hypothesis testing, etc. [ACV7.4]
7.5 Familiarize consumer to novel environments using techniques appropriate for persons with various frames of reference (object-to-object, self-to-object). [ACV7.5]

AER Competencies
(AER) Demonstrate knowledge and understanding of orientation and travel skills including: route planning, direction taking, distance measurements and estimations, utilization of compass directions, recovery techniques, analysis and identification of intersections and traffic patterns, use of traffic control devices, techniques for crossing streets, techniques for travel in indoor environments, outdoor residential, small business and business districts, mall travel, and travel in rural areas. [AER VIII-h]

(AER) Demonstrate knowledge and understanding of techniques used for familiarization to indoor and outdoor environments including: the use of landmarks, clues and cues, search patterns, and numbering systems. [AER VIII-f]
Demonstrate knowledge and understanding of the techniques used for soliciting assistance and declining assistance, when necessary. [AER VIII-g]

For each technique, students will be provided with opportunities to:

**Learn About It**
- Rationale for technique/purpose(s)
- "How To" perform/teach technique (and variations/adaptations)
- Application(s) of techniques
- Appropriate monitoring distances and positions, based on technique and student skill level
- Finding an appropriate environment for teaching/learning the technique

**Observe It**
- Observe instructor demonstration/simulation
- Observe other university student(s) in “real” environment

**Try It**
- Perform technique under blindfold
- Perform technique under simulator goggles

**Teach It/Adapt It**
- Simulate teaching of other university student(s)
- Determine appropriate environment(s) for teaching
- Establish appropriate monitoring distance and position, based on technique and student skill level
- Determine appropriate adaptations/modifications for diverse students
- Identify resources for additional information/learning about technique

**Critique It**
- Critique other university student(s) performance of technique
- Critique own performance of technique
- Critique own teaching of technique to other university student(s)
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.

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<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>Old Course Name</th>
<th>Type of Change</th>
<th>New Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUTL 5557</td>
<td>Course change</td>
<td>ESSPED 5557</td>
<td></td>
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<td>EDUTL 7550</td>
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<td>EDUTL 6556</td>
<td>Course change</td>
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</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