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 6521 to ESSPED 6521

Learning objectives were not required in semester conversion. Based on the syllabus, they have been included below.

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
Previous Value: Education: Teaching & Learning

Fiscal Unit/Academic Org
Previous Value: School of Teaching & Learning - D1275

College/Academic Group
Previous Value: Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
6521

Course Title
Orientation and Mobility Techniques and Methods II

Transcript Abbreviation
Techniques 2

Course Description
This hands-on course covers O&M techniques and methods for business areas, special travel environments, and public transportation. Practical skill instruction under blindfold is a major component of this course.

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?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Clinical, Lecture
Grade Roster Component: Clinical
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Always
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Prereq: 6520 (EDUTL 6520)
Previous Value: Prereq: 6520.

Exclusions

Cross-Listings

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, Doctoral, Professional

Requirement/Elective Designation

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

Course Details
Course goals or learning objectives/outcomes

• Demonstrate the ability to perform, teach and critique cane skills within a business area.
• Demonstrate the ability to perform, teach and critique the following street crossing skills: aligning parallel with a grassline; aligning perpendicular with a curb; parallel and perpendicular alignment with traffic sounds for crossing; crossing streets with and without traffic control (2-way stop; 3-way stop; 4-way stop; no control); determining and handling light-controlled intersection crossings; and recovering from veers when crossing streets.
• Demonstrate an understanding of travel within gas station and parking lot environments.
• Demonstrate an understanding of travel within gas station and parking lot environments.
• Demonstrate an understanding of and ability to teach skills for indoor business travel (such as a mall environment, a department store and a supermarket)
• Demonstrate the ability to perform and teach skills for seating one’s self in a vehicle with a cane.
• Demonstrate the ability to perform and teach skills necessary to negotiate a small business area route, including locating a specific destination and identifying and negotiating gas stations and parking lots.
• Demonstrate an understanding of characteristics of urban/large business areas and ability to perform and teach skills necessary to negotiate a route an urban area and locate a specified destination, including personal safety strategies.
• Demonstrate the ability to perform, teach and critique travel skills for use of public transportation, including obtaining route information and using a bus and a taxi.
• Demonstrate the ability to perform, teach and critique skills needed to identify and handle challenging street crossing situations, such as complex intersections, roundabouts, and crossings without traffic control.
• Demonstrate the ability to perform, teach and critique travel skills within rural areas, including travel and street crossings without sidewalks.
• Demonstrate the ability to perform, teach and critique travel skills necessary for making railroad crossings.
• Demonstrate the ability to select and use appropriate rural, railroad, public transportation and unusual street crossing travel environments for instruction.

Previous Value

Content Topic List

• O&M travel techniques and methods for business areas
• Special travel environments
• Public transportation

Attachments

• ESSPED 6521.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 01:04 PM)
## Workflow Information

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Course Number, Title and Description, Credit Hours
ESSPED 6521
Orientation and Mobility Techniques and Methods II - 2 semester hours
Description:
This hands-on course covers orientation and mobility techniques and methods for business areas, special travel environments and public transportation.

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 Spring Semester and is intended to be taken concurrently with the O&M Advance Seminar course. Prerequisites for this course are O&M Intermediate Seminar and Orientation and Mobility Techniques and Methods I. 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 ability to perform, teach and critique cane skills within a business area.
- Demonstrate the ability to perform, teach and critique the following street crossing skills: aligning parallel with a grassline; aligning perpendicular with a curb; parallel and perpendicular alignment with traffic sounds for crossing; crossing streets with and without traffic control (2-way stop; 3-way stop; 4-way stop; no control); determining and handling light-controlled intersection crossings; and recovering from veers when crossing streets.
- Demonstrate an understanding of travel within gas station and parking lot environments.
- Demonstrate the ability to analyze, cross and teach skills necessary to handle basic light-controlled intersections, including those with pedestrian signals.
- Demonstrate an understanding of and ability to teach skills for indoor business travel (such as a mall environment, a department store and a supermarket), including orientation to the environment, route travel, making a purchase, soliciting assistance, using escalators, elevators and revolving doors.
- Demonstrate the ability to perform and teach skills for seating one's self in a vehicle with a cane.
- Demonstrate the ability to perform and teach skills necessary to negotiate a small business area route, including locating a specific destination and identifying and negotiating gas stations and parking lots.
- Demonstrate an understanding of characteristics of urban/large business areas and ability to perform and teach skills necessary to negotiate a route an urban area and locate a specified destination, including personal safety strategies.
- Demonstrate the ability to perform, teach and critique travel skills for use of public transportation, including obtaining route information and using a bus and a taxi.
Demonstrate the ability to perform, teach and critique skills needed to identify and handle challenging street crossing situations, such as complex intersections, roundabouts, and crossings without traffic control.

Demonstrate the ability to perform, teach and critique travel skills within rural areas, including travel and street crossings without sidewalks.

Demonstrate the ability to perform, teach and critique travel skills necessary for making railroad crossings.

Demonstrate the ability to select and use appropriate rural, railroad, public transportation and unusual street crossing travel environments for instruction.

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.

Grading Plan/Grading Rubric:
- Techniques Evaluation – 60 points
- Techniques and Methods Journal – 60 points
- Lesson Plan and Instructional Media Project – 125 points
- Comprehensive Lesson – 50 points
- Final Exam - 100 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
(Due to the unpredictability of the weather in the winter months, the order of this outline may be adjusted, as needed, to accommodate the needs of the students and instructors in the program.)

1. Face-to-Face Meeting – see Carmen for date
   - Cane ordering and repair (1)
   - Intersection analysis (6, 9, 12)

   Related Readings:
   H&P – Pages 98-109
   Jacobson – Pages 203; 219; 306-309

2. Travel within Business Areas – 3 hours
   - Orientation to an automobile and seating self in vehicle with cane (2)
   - Characteristics of a business area/sequencing business area lessons (3)
   - Plan and negotiate business area routes: locating specific destinations (4)
   - Identify and negotiate gas stations and parking lots (8)
   - Soliciting assistance (5)

   Related Readings:
3. Business Areas – Intersection Analysis and Street Crossings – **6 hours**
   - Basic traffic light analysis and crossings (6)
   - Veer recovery skills (7)
   - Complex traffic lights: analyzing, crossing and veer recovery (9)

   **Related Readings:**
   H&P – Pages 73-77; 92-93

4. Travel within Urban/Large Business Areas – **3 hours**
   - Introduction to urban/large business areas (10)
   - Plan and negotiate urban/large business area routes: locate specific destinations (11)
   - Intersection analysis: determining types of signal controls (12)
     - Fixed or pre-timed
     - Fully actuated
     - Semi-actuated
   - Revolving doors (13)

   **Related Readings:**
   H&P – Page 90

5. Public Transportation – **6 hours**
   - Bus travel: Planning and route information (14)
   - Bus travel: Using bus to reach a destination (15)
   - Planning for and using a taxi (16)
   - Trains/subways/rapid rail (17)
   - Personal safety strategies (19)

   **Related Readings:**
   H&P – Pages 78-84; 96
   Jacobson – 296-306

6. Special Travel Situations – **3 hours**
   - Introduction to rural areas (20)
   - Rural areas: travel without sidewalks (21)
   - Rural areas: crossings without sidewalks (22)
   - Railroad crossings (24)
   - Night travel (23)
   - Travel in adverse weather conditions: rain, snow, ice (18)

   **Related Readings:**
   H&P – Page 95
   Jacobson – 278-279

7. Community Experiences – **6 hours**
   - Shopping mall orientation and travel (25)
   - Making a purchase (26)
   - Department stores: orientation, travel, soliciting assistance (27)
   - Escalators (28)
- Elevators (29)
- Supermarket: orientation, travel, soliciting assistance (30)

**Related Readings:**
- H&P – Pages 84-89
- Jacobson – 275-2

**Final Exam Week:**
- **Comprehensive Lesson** – *Face-to-Face (scheduled with individual instructors)*
- **Final Exam** – *Online – See Carmen for dates*

**Assignment Details** – Description, format, due dates, evaluation criteria

- **Techniques & Methods Evaluation** – *60 points*  Students will be evaluated on their mastery of the 30 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** – *60 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 (2 points each - 1/2 point for each criteria). Due: Each session for previous session.

- **Lesson Plan and Instructional Media Project** -125 points  – Students will select one of the following O&M instructional areas presented in this course:
  - Negotiating gas stations and parking lots
  - Using public bus transportation
  - Traveling in rural areas without sidewalks
  - Railroad crossings
  - Challenging street crossing situations (turn arrows; roundabouts; no traffic control).

  For the chosen topic, each student will develop a series of five (5) lessons for teaching an O&M student within that area, based on course content and additional research on the topic. One model or other teaching media/material will also be developed to be used to teach the lessons. Point values will be assigned as follows:
  - 10 points for each lesson plan – 50 points total
  - 25 points for systematically organizing lesson plans and steps of instruction
  - 50 points for model and/or teaching media/material

- **Comprehensive Independent Lesson** – *50 points*  – Students will work with a COMS in a one-to-one setting to complete a comprehensive lesson that will include two changes of direction, a bus ride and a purchase. Score will be based on participation, use of appropriate O&M problem solving skills and self-critique.

- **Final Exam** - *100 points* - On-line comprehensive exam covering material from the entire semester

**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 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.

PROFESSIONAL COMPETENCIES: O&M TECHNIQUES & METHODS II

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.

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]

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]

(AER) Demonstrate knowledge and understanding of the techniques used for soliciting assistance and declining assistance, when necessary. [AER VIII-g]

**Professional Competencies: O&M Techniques II**

1. Cane ordering and repair
2. Orientation to an automobile and seating self in a vehicle with cane
3. Characteristics of a business area/sequencing business area lessons
4. Plan and negotiate business area route: locate specific destinations
5. Soliciting assistance
6. Basic traffic light analysis and crossings
7. Veer recovery skills
8. Identify and negotiate gas stations and parking lots
9. Complex traffic lights: analyzing, crossing and veer recovery
10. Introduction to urban/large business areas
11. Plan and negotiate urban/large business area routes: locate specific destinations
12. Intersection analysis: determining types of signal controls
   a. Fixed or pre-timed
   b. Fully actuated
   c. Semi-actuated
13. Revolving doors
14. Public transportation: bus travel – planning and route information
15. Public transportation: bus travel – using bus to reach a destination
16. Public transportation: planning for and using a taxi
17. Public transportation: trains/subways/rapid rail
18. Travel in adverse weather conditions: rain, snow, ice
19. Personal safety strategies
20. Introduction to rural areas
21. Rural areas: travel without sidewalks
22. Rural areas: crossings without sidewalks
23. Night travel
24. Railroad crossings
25. Shopping mall orientation and travel  
26. Making a purchase  
27. Department store: orientation, travel, soliciting assistance  
28. Escalators  
29. Elevators  
30. Supermarket: orientation, travel, soliciting assistance  

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  
- Simulated 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]

[Signature]
29 September 2016

Dr. Caroline Clark  
Curriculum Committee Chair  
College of Education and Human Ecology

Dear Caroline,

I am writing this letter in support of the faculty request to move the Orientation and Mobility program and all affiliated courses, as well as three content courses from the Hearing Impairment program from the Department of Teaching and Learning to the Department of Educational Studies. These courses have all been submitted through the curriculum.osu.edu system, and this memo summarizes the requested changes.

As you know, Dr. Peter Paul moved to the Department of Educational Studies effective Autumn 2016. After meeting with Drs. Anderman and Faltis, it was decided that we would move the Orientation and Mobility program and all of its courses to Educational Studies effective Autumn 2017. It was also decided to move the content courses from the Hearing Impairment program to Educational Studies effective Autumn 2017. The M.Ed. program in Hearing Impairment will remain in Teaching and Learning for this year, as the faculty in the Special Education program discuss revisions to their master’s programs. Program revisions will be submitted for that program in Autumn 2017, with an expected approval for Autumn 2018.

These decisions were made for the following reasons. First, Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

Below is a complete list of courses that are affected by this proposal.

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**Hearing Impairment Courses**

| 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