

## 2017-2018 Intervention Specialist Course Descriptions

### Intervention Specialist - Early Childhood

**ISE 320 Intervention Specialist Methods.** This course focuses on the selection, adaptation, and the use of instructional strategies to promote young children's learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISE 380 Applied Behavioral Analysis for Intervention Specialist Teachers.** This course considers theories, basic principles and procedures of classroom structure and behavior management in preschool and primary school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISE 440 Intervention Specialist Assessment and Literacy Practices.** This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for young children with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with a young child is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

### Intervention Specialist – Mild/Moderate

**ISM 320 Intervention Specialist Methods.** This course focuses on the selection, adaptation, and the use of instructional strategies to promote elementary, middle school and high school student learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220 and Admission into the Teacher Education Program. 4 Semester Hours.

**ISM 380 Applied Behavioral Analysis for Intervention Specialist Teachers.** This course considers theories, basic principles and procedures of classroom structure and behavior management in elementary, middle and high school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISM 440 Intervention Specialist Assessment and Literacy Practices.** This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for older students with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with an older student is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

### Intervention Specialist

**ISP 220 Development and Characteristics of Typical and Atypical Learners.** This course based on standards set by the Council for Exceptional Children (CEC), includes a focus on the cognitive, social, and behavioral development of typical and atypical learners. An understanding of the relationship of special education to schools, school systems, and other agencies is emphasized. Field experience is required in order to complete course assignments. Prerequisite: EDU 150 or MUS 150. 4 Semester Hours.

**ISP 225 American Sign Language.** This is a course for students with no prior knowledge of American Sign Language (ASL). This course is designed to develop the students' receptive skills, and secondarily to develop their expressive and conversational sign language skills in everyday situations with a focus on vocabulary development, grammatical features, syntax, and structure. American Deaf culture and history are also studied with an emphasis on making comparisons and connections to one's own culture, values, and social norms. ISP 225 and courses in American Sign Language may not be used to meet the foreign language proficiency requirement. Prerequisite: EDU 150 or permission of the instructor. 4 Semester Hours.

**ISP 404 Intervention Specialist Professional Practices, Research and Preclinical Practice.** This course focuses on research, ethical and professional practice standards. Candidates engage in professional activities and in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Extensive field experience is required in order to complete course assignments. In this course the candidate spends 12-13 hours per week for 7-8 weeks (90 hours) in a special education setting observing and applying theories, principles, and methods of teaching related to the candidate's major field of study. Prerequisite: ISP 220, ISE 320 or ISM 320, ISE 380 or ISM 380, and Admission into the Teacher Education Program. 4 Semester Hours.

**ISP 470 Clinical Practice-Intervention Specialist.** The candidate assumes all responsibilities of teaching in a special education setting. This course is graded S/U and is required for the Intervention Specialist teaching licensure. Group seminars to enable collaboration, evaluation, and reflection are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (MRDD or public school), age range, and diverse or non-diverse will be opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours

### Middle Childhood

**MCH 205 Foundations of Middle Childhood Education.** The course emphasizes the role of the teacher in the middle school and the relationship between the diverse needs of the young adolescent and the curriculum. Field experience is required in order to complete course assignments. Prerequisite: EDU 150 or MUS 150. 2 Semester Hours.

**MCH 315 Teaching Social Studies in the Middle School.** This course includes a study of the objectives, content, materials and methods of instruction essential for teaching social studies in the middle school. A focus on Ohio history is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 320 Teaching Mathematics in the Middle School.** A national and state standards-based study of the goals, content, materials, technology and methods of teaching mathematics in the middle school is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 325 Teaching Language Arts in the Middle School.** This course focuses on the theories, issues, purposes, materials, technology and processes for teaching the language arts with special attention to narrative reading and writing in the middle school. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 335 Teaching Science in the Middle School.** A national and state standards-based study of objectives, content, materials, technology and methods of teaching science in the middle school is emphasized. . Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 345 Content Area Reading and Writing in Middle School.** Emphasis is placed on the development, purpose, methods, materials, technology, and processes of teaching reading and writing and study skills, applicable to the content areas in the middle school curriculum. A firm knowledge base and skills in planning, instruction, and assessment, based on the Ohio Department of Education's Competency-Based Language Arts Model curriculum and Association of Middle Level Educators (AMLE) Standards, is developed. The understanding of reading and writing, as well as the other language arts strands as interactive processes influenced by various factors and sensitive to individual differences of young adolescents (e.g., diversity, exceptionality), is emphasized. Special attention is devoted to understanding collaboration in designing interdisciplinary teaching units appropriate for a diverse population of young adolescents. Thirty clock hours of field experience are required. When taken concurrently with another middle school methods courses sixty field experience hours are required. Prerequisite: Admission to the Teacher Education Program. 4 Semester Hours.

**MCH 404 Middle Childhood Professional Practices, Research and Preclinical Practice.** This course focuses on professional, ethical, and professional practice (NMSA) standards, as well as "best practice" research through professional activities, research, and scholarship. The course also focuses on such topics as classroom management, collaborating in teams to create and teach interdisciplinary units appropriate for a diverse population, and advising middle school students. Candidates spend 12-13 hours per week for 7-8 weeks (90 hours) in a middle school grade setting daily observing and applying theories, principles, and methods of teaching related to Middle Childhood Education. Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 440 Middle Childhood Assessment and Literacy Practices.** This course explores theories of literacy and multiple forms of current literacy assessment and instruction for middle school grades. The field experience includes an intensive case study, which incorporates reading assessment as a function of interdisciplinary content, as well as diagnosis and remediation of a school-aged student. Prerequisite: MCH 325 or MCH 345. Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 470 Clinical Practice-Middle Childhood.** The candidate assumes full responsibilities of teaching in a middle school setting, with placement in two areas of emphasis. A special emphasis is on self-reflection, professional development and a commitment to lifelong learning. This course is graded S/U and is required for the middle childhood licensure. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or nondiverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.