

# ISLE - Intervention Services and Leadership in Education

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

## **ISLE 150. Special Topics (0.5-6).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 150A, 150B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

## **ISLE 150A. Who Are the Latin/Hispanic?: The Cosmic Population (0.5).**

Addresses the social, racial, political, oppression and diversity among different Latino groups and demographic issues of Latinos in the United States. Who are the Latina/o/e/x and what is the difference between the different terms? This class is a must for anyone who wants to learn more about this cosmic race. *Course includes diversity content.*

## **ISLE 150M. Foundations of Latine Culture and Identity (3).**

An introduction to the foundation of preparing Latine students for college through an abundance of cultural immersion activities, Spanish language enhancement, college credit opportunities, and pathways to success through their senior year of high school. This course allows students to explore their heritage and give students the confidence to ultimately excel in college while retaining and enhancing their authentic selves. *Course includes diversity content.*

## **ISLE 300. ISLE Badge Courses DSP Training (1).**

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 300BA, 300BC). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course. *Course includes diversity content.*

## **ISLE 300BA. Direct Support Professional Badge: Basic Certificate Part I (1).**

Introduces the student to basic knowledge of the skills required to become a direct support professional. Specifically, the class provides an overview of four general types of developmental disabilities (nervous system disabilities, sensory-related disabilities, metabolic disorders and degenerative disorders) and their most common causes. This course covers content in the areas of intellectual and developmental disabilities, history of services to people with disabilities, ethics on the frontline, supporting health and safety, and explain the importance of direct support professionals as a teacher. This course is part one of a two-course sequence for the basic certificate in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. DSPaths credentialing requires 30 hours of classroom instruction for the basic certificate in their credentialing program. This course includes 15 hours of classroom instruction (1-credit hour) of the required 30 hours of classroom instruction. Graded Bg/NBg. *Course includes diversity content.*

## **ISLE 300BB. Direct Support Professional Badge: Basic Certificate Part II (1).**

Introduces students to basic knowledge of the skills required to become a direct support professional. This class continues to review effective behavioral support and service planning for individuals with the following developmental disabilities: intellectual disabilities, cerebral palsy, autism spectrum disorders, down syndrome and epilepsy. This course covers content in the following areas: individual service planning, fundamentals of effective documentation, providing positive behavioral supports and principles of positive intervention culture,

unusual incidents, major unusual incidents and incident report writing, and providing personal care with dignity. This course is part two of a two-course sequence for the basic certificate in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. DSPaths credentialing requires 30 hours of classroom instruction for the basic certificate in their credentialing program. This course includes 15 hours of classroom instruction (1-credit hour) of the required 30 hours of classroom instruction. Graded Bg/NBg. *Course includes diversity content.* Prerequisite(s): ISLE 300BA.

## **ISLE 300BC. Direct Support Professional Badge: Certificate of Initial Proficiency Part I (1).**

Provides an overview of DSPaths and introduce students to the importance of understanding and utilizing assessments. The course provides training on augmented alternative communication systems and discusses the importance of self-determination and interpersonal communication. Includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of initial proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. *Course includes diversity content.* Prerequisite(s): ISLE 300BA and ISLE 300BB.

## **ISLE 300BD. Direct Support Professional Badge: Certificate of Initial Proficiency Part II (1).**

Provides an overview of community living skills and supports, and introduces students to facilitating and supporting community living and inclusion. Students learn how to facilitate team dynamics and communication, support individuals through achieving vocational goals, and understand the broad profession of direct support in disability services. This course includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of initial proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. Prerequisite(s): ISLE 300BA, ISLE 300BB and ISLE 300BC.

## **ISLE 300BE. Direct Support Professional Badge: Certificate of Advanced Proficiency Part I (1).**

Provides an overview of DSPaths certificate of advanced proficiency, and discusses the importance of advocacy and participant empowerment. In this course, students learn how to promote self-determination and the importance of networking and promoting community service. This course includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of advanced proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. Prerequisite(s): ISLE 300BA, ISLE 300BB, ISLE 300BC and ISLE 300BD.

## **ISLE 300BF. Direct Support Professional Badge: Certificate of Advanced Proficiency Part II (1).**

Discusses how to provide vocational, educational and career support for individuals with disabilities. In addition, students review crisis intervention strategies and organizational and planning processes for direct support providers. This course includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of advanced proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. Prerequisite(s): ISLE 300BA, ISLE 300BB, ISLE 300BC, ISLE 300BD and ISLE 300BE.

**ISLE 300BG. Direct Support Professional Badge: Certificate of Advanced Proficiency Part III (1).**

Emphasizes the importance of knowing the preferred learning styles, communication and sensory preferences of the individual before designing teaching and learning experiences. The course teaches students how to complete a procedural task analysis, develop flow charts and trauma response strategies for individuals with disabilities. Students in this class discuss the common characteristics of types of autism and learn to identify and discuss strategies to assist individuals receiving support to participate in the recruitment, training and management of support staff. This course includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of advanced proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. Prerequisite(s): ISLE 300BA, ISLE 300BB, ISLE 300BC, ISLE 300BD, ISLE 300BE and ISLE 300BF.

**ISLE 300BI. Direct Support Professional Badge: Certificate of Advanced Proficiency Part IV (1).**

Reviews strategies to assist people receiving support to participate in the recruitment, training and management of support staff. The course teaches students conflict resolution and problem-solving strategies and reviews the role of being a mentor and leader for other direct support professionals. This course includes 15 hours of classroom instruction (1-credit hour) of the required 60 hours of classroom instruction for the certificate of advanced proficiency in DSPaths credentialing training through the Ohio Alliance of Direct Support Providers (OADSP) curriculum. Graded Bg/NBg. Prerequisite(s): ISLE 300BA, ISLE 300BB, ISLE 300BC, ISLE 300BD, ISLE 300BE, ISLE 300BF and ISLE 300BG.

**ISLE 523. Workforce Readiness and Preparation (3).**

Cross-listed as CSD 523, PSY 523. Designed for neurodivergent college students who are interested in developing pre-employment skills in a simulated work environment. *Course includes diversity content.*

**ISLE 615. Learning and Reading Strategies (3).**

Students are provided with an understanding of the development of learning and reading strategies and explore instructional approaches for guiding elementary and secondary students in those strategies and their use in content areas. This course covers principles and strategies used in effective instruction, including comprehension, reading and writing skills needed to become more literate in content areas. *Course includes diversity content.*

**ISLE 704. Assessment and Methods K-1 (3).**

Provides knowledge, skills and dispositions for candidates working with families and young children from kindergarten through first grade. Covers theory, methodology, screening, evaluation, assessment and instructional practices including adaptations and modifications for all young children, including English language learners and those with and without delays/diagnosed disabilities. Features information on dyslexia and the science of reading as well as early detection of reading related difficulties. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 705. Science of Reading (2).**

Provides a scientifically-based foundation in the cognitive, socio-cultural, linguistic and motivational influences on literacy and language development. The course presents the key scientifically-based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an

introduction to the most effective approaches to teaching reading across the grade levels. An overview of structured literacy and dyslexia is also provided. *Course includes diversity content.* Prerequisite(s): admission to graduate school and the program.

**ISLE 711. Diversity and Inclusion (2).**

Participants examine organizational and professional access and equity in the contexts of culture, ethnicity, race, sexual orientation, exceptionality and gender—viewing these contexts through connections among divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education and values. In addition to the challenges related to diversity, participants also explore aspects of diversity as potential assets in creating rich and productive professional environments. Students then apply the knowledge they gain from these explorations to the framing, analysis and generation of solutions to contemporary educational problems. *Course includes diversity content.* Prerequisite(s): admission to MAT ECU program.

**ISLE 712. Health, Movement and Physical Activity (2).**

Provides the prospective elementary teacher with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to elementary education classroom expectations and requirements aligned with elementary education unified K-6 program standards. Content includes understanding of the foundations of general, special, and inclusive education, development and characteristics of all learners including those with disabilities. The purpose is to develop a blending of curriculums and techniques to support positive academic growth. The use of multiple intelligences, integration techniques, classroom management, health standards, and curriculum and technology supports the goal of this course. Prerequisite(s): admission to the MAT ECU program.

**ISLE 714. Reading Instruction and Assessment (3).**

Covers literacy assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students, including those with reading and/or writing disabilities (e.g., dyslexia). The course focuses on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction. A focus on knowledge of diverse reading profiles, including dyslexia, assessment (diagnostic, progress monitoring, screening and curriculum-based measures), and structured literacy instruction, focusing on phonological and phonemic awareness, phonics and word recognition, oral reading fluency, vocabulary, listening and reading comprehension, and writing. Course expectations for undergraduate vs. graduate students are differentiated through assessment measures such as exams, written assignments, learning tasks, etc. Graduate expectations include advanced learning through additional, more complex readings, course facilitation or experiential activities. *Course includes diversity content.*

**ISLE 733. Assessment and Methods Grades 2-3 (3).**

Provides knowledge, skills and dispositions for candidates working with families and young children in second and third grade. Covers theory, methodology, screening, evaluation, assessment and instructional practices, including adaptations and modifications for all young children, including English language learners and those with and without delays/diagnosed disabilities. Features information on dyslexia and the science of reading. Also provides candidates with research on early identification and effective pedagogy to use with students who have reading-related difficulties. *Course includes diversity content.* Prerequisite(s): admission to MAT ECU program.

**ISLE 734. Interventions for Dyslexia and Other Reading Related Disorders (3).**

Addresses principles and practices of evidence-based literacy intervention for students with dyslexia, including the varied challenges

that students may encounter as they develop literacy, effective intervention in various components of literacy, and the issues involved in designing a comprehensive literacy intervention program. Covers intervention strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. The course focuses on how teachers and reading specialists participate in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction. *Course includes diversity content.* Prerequisite(s): admission to the Graduate School and the reading specialist program.

**ISLE 736. Dyslexia and the Brain: Serving as a Literacy Leader (2).**

Addresses dyslexia's neurobiological origins, its effect on language and literacy development, and the variations in the processing and development of the various elements of language and literacy among students with and without dyslexia. The course also addresses linguistic structures of and historical influences on the English language as well as how to communicate information about reading to various groups, develop literacy curricula, participate in or lead professional development programs, participate in or conduct research, collaborate or supervise other literacy practitioners, communicate assessment results, and engage in professional activities. *Course includes diversity content.* Prerequisite(s): admission to Graduate School and the reading specialist program.

**ISLE 738. Methods and Assessment: ELA and Social Studies (3).**

Focuses on teaching and assessment methodology in English language arts and social studies for effective instruction in early childhood and elementary classrooms. Explores the keys to successful integration of language arts and social studies into the elementary curriculum. Candidates learn structures of the English language arts (reading, writing, speaking, listening and language) as well as the science of reading, phonology, morphology, syntax, semantics, orthography and pragmatics. Candidates also learn the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics, and government). Additionally, candidates explore integrated curriculum, as well as individual performance data to plan, implement and assess language arts learning experiences for all learners taking into account personalized learning needs and supports through application of UDL principles, technology and intensive intervention as individually appropriate. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 739. Methods and Assessment: Math and Science (3).**

Focuses on teaching and assessment methodology in mathematics and science for effective instruction in early childhood and elementary classrooms. Explores the keys to successful integration of math and science in the elementary curriculum. Candidates learn the structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation n base ten and fractions, measurement and data, geometry, ratios and proportional relationships, and statistics and probability). Candidates also learn scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement and assess learning experiences that engage all elementary students in curiosity, exploration, sense-making, conceptual development and problem-solving. Additionally, candidates explore integrated curriculum, as well as individual performance data to plan, implement and assess language arts learning experiences for all learners taking into account personalized learning needs and supports through application of UDL principles, technology and intensive intervention as individually appropriate. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 740. Universal Design for Learning (1).**

Candidates are provided with an introduction to Universal Design for Learning (UDL). Emphasis is placed on the three principles of UDL: multiple means of presentation, action and expression, and engagement for instructional planning and implementation. Candidates are asked to apply these principles within an educational setting including curriculum, behavior support systems and environment. Candidates examine the education unified profession and how UDL is a proactive plan for creating an inclusive environment in which all students receive personalized learning experiences. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 741. Learning and Educational Assessment (2).**

Examines individual and group approaches to assessment, evaluation and the basic concepts of standardized and non-standardized educational assessment. Students learn the appropriate methods for selection, administration and interpretation of assessments. Research and statistical concepts such as reliability, validity and standard error of measurement are introduced. This course pays special attention to needs assessments that can be used in an educational setting, particularly in determining student learning needs. Formative assessments and curriculum-based assessments are reviewed. Discussions include historical perspectives regarding assessment, assessment ethics and use of instruments with diverse populations. Language specific to performance based assessments are introduced. Candidates use a variety of assessment instruments, procedures and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring and technology considerations. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 742. Integrating Learning Through the Arts and Movement (2).**

The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the arts (music, visual arts, dance and/or theatre) to plan, implement and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity and collaborative problem solving. This course also provides candidates with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to early childhood and elementary education classroom expectations and requirements aligned with KSDE standards. Content includes understanding of the foundations of general, special and inclusive education, development and characteristics of all learners including those with disabilities. The purpose is to develop a blending of curriculums and techniques to support positive academic growth. The use of multiple intelligences, integration techniques, classroom management, health standards, and curriculum and technology support the goal of this course. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 743. Master of Arts in Teaching Unified Internship I (1).**

In the MAT early childhood unified residency licensure program, the internship courses fulfill the field experiences required for initial teaching licensure. Students in the MAT unified residency program work in an educational setting under the supervision of a classroom teacher. The focus of the internship courses include: 1) use of effective pedagogy, 2) relevant, culturally appropriate assessment, 3) working with families and other professionals, 4) aligning instruction with standards, 5) implementation of UDL principles, 6) behavior and classroom management, 7) planning instruction based on individual learner characteristics across developmental domains and content areas, 8) technology in the classroom, 9) the science of reading, and 10) reflective, ethical and professional practices. *Course includes diversity content.* Prerequisite(s): admission to the MAT ECU program.

**ISLE 744. Masters of Arts in Teaching Unified Internship II (1).**

In the MAT unified residency licensure program, the internship courses fulfill the field experiences required for initial teaching licensure. Students in the MAT unified residency program work in an educational setting under the supervision of a classroom teacher. The focus of the internship courses include: 1) use of effective pedagogy, 2) relevant, culturally appropriate assessment, 3) working with families and other professionals, 4) aligning instruction with standards, 5) implementation of UDL principles, 6) behavior and classroom management, 7) planning instruction based on individual learner characteristics across developmental domains and content areas, 8) technology in the classroom, 9) the science of reading, and 10) reflective, ethical and professional practices. *Course includes diversity content.* Prerequisite(s): ISLE 743 and admission to the MAT ECU program.

**ISLE 748. Masters of Arts in Teaching Unified Internship III (1).**

In the MAT unified residency licensure program, the internship courses fulfill the field experiences required for initial teaching licensure. Students in the MAT unified residency program work in an educational setting under the supervision of a classroom teacher. The focus of the internship courses include: 1) use of effective pedagogy, 2) relevant, culturally appropriate assessment, 3) working with families and other professionals, 4) aligning instruction with standards, 5) implementation of UDL principles, 6) behavior and classroom management, 7) planning instruction based on individual learner characteristics across developmental domains and content areas, 8) technology in the classroom, 9) the science of reading, and 10) reflective, ethical and professional practices. *Course includes diversity content.* Prerequisite(s): ISLE 744 and admission to the MAT ECU program.

**ISLE 749. Masters of Arts in Teaching Unified Internship IV (1).**

In the MAT unified residency licensure program, the internship courses fulfill the field experiences required for initial teaching licensure. Students in the MAT unified residency program work in an educational setting under the supervision of a classroom teacher. The focus of the internship courses include: 1) use of effective pedagogy, 2) relevant, culturally appropriate assessment, 3) working with families and other professionals, 4) aligning instruction with standards, 5) implementation of UDL principles, 6) behavior and classroom management, 7) planning instruction based on individual learner characteristics across developmental domains and content areas, 8) technology in the classroom, 9) the science of reading, and 10) reflective, ethical and professional practices. *Course includes diversity content.* Prerequisite(s): ISLE 748 and admission to the MAT ECU program.