Instructor: Dr. Emily Sweitzer  
Phone: 724-938-4438  
 e-mail: sweitzer@cup.edu  
Time: Mondays: 6:00-8:45  
Room: LRC 240  
Office Hours: M/T/W: 2:00-3:45 in WAC 201

Catalogue Description:

This course is designed for the non-teaching educational specialist to assist them in gaining a fundamental understanding of Pennsylvania’s K-12 curriculum standards and the basic principles of instructional design. Specific academic and behavioral strategies will be examined, as they relate to curriculum based assessments, the development of evaluation reports, and the implementation of IEP recommendations. Students will also examine a variety of theoretical frameworks that focus on the specific components of instructional design, consultation, and staff development. Throughout the course, students will review, analyze, and develop, such specific design components as: subjects, needs assessment, instructional content, objectives, sequencing, media system, assessment, feedback, and evaluation.

Course Objectives:

1. Students will be able to observe, identify, compare, and contrast instructional models as they are presented within a variety of instructional contexts

2. Students will be able to review professional articles that address the advantages and limitations of various instructional designs

3. Students will be able to select an instructional topic for the development of a course, workshop, program, or unit plan.

4. Students will be able to write objectives for a course, workshop, program, or unit plan.

5. Students will be able to develop or select evaluation instruments that are consistent with the objectives identified in the theoretical model of instruction.

6. Students will be able to develop and/or select instructional materials and activities that are consistent with the identified objectives and evaluation instruments.

7. Students will be able to develop a management package consisting of a syllabus and instructor’s guide for the operation of a course, workshop, program, or unit plan.

8. Students will be able to develop a plan for feedback that is consistent with the overall instructional design.

9. Students will be able to examine the identified curriculum standards adopted by the Pennsylvania State Board of Education.
10. Students will be able to review and practice various instructional strategies that focus on diversity in gender, age, culture, etc. as it relates to the remediation of Behavior Disorders, specific academic achievements, and personal growth areas.

11. Students will be able to review and practice various instructional strategies that focus on diversity in gender, age, culture, etc. as it relates to the enhancement of specific academic achievements and personal growth areas.

12. Students will be able to examine the elements of a portfolio assessment and begin constructing individual portfolios in preparation for evaluation during the certification and internship phases of the School Psychology Program.

Course Assignments:

- Students are expected to participate in weekly activities

- Students will observe and evaluate an instructional classroom at a site of their choice. Evaluations will include instructional and media variables. Forms will be provided by the instructor (25pts)

- Students will develop a three week instructional design for a population and issue of their choice. Students will present their instructional designs to the class on the dates below (15 minutes). Attached are the criteria that must be included in the instructional design (225pts)

- 2 exams will be given on the designated dates below. Each exam will consist of multiple choice, true-false, matching, and/or short answer questions. (50pts each).

Course Calendar

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<thead>
<tr>
<th>Wednesday</th>
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<tbody>
<tr>
<td>1-10</td>
<td>Introduction, Learning, and Instructional Theory</td>
</tr>
<tr>
<td>1-17</td>
<td>No Class/Holiday</td>
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<tr>
<td>1-24</td>
<td>Design Models/Needs Assessment</td>
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<tr>
<td>1-31</td>
<td>Work session 1 Needs Assessment/Research Based Interventions</td>
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<tr>
<td>2-7</td>
<td>Goals, Objectives, Sequential Instruction</td>
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<tr>
<td>2-14</td>
<td>Guest Speaker 1 Kinestetic Instruction/Work Session 2</td>
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<tr>
<td>2-21</td>
<td>Observation of Instructional Site</td>
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<td>2-28</td>
<td>Exam 1</td>
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<tr>
<td>3-7</td>
<td>Spring Break</td>
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<tr>
<td>3-14</td>
<td>No Class</td>
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<td></td>
<td>Assessment, Process and Product</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>3-21</td>
<td>Guest Speaker 2 Special Education Curricula/Work Session 3: Instr: techniques, media, syllabus</td>
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<tr>
<td>3-28</td>
<td>No Class/Holiday</td>
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<td>4-4</td>
<td>Evaluation and Feedback</td>
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<tr>
<td>4-11</td>
<td>Guest Speaker 3 Program Evaluation/Work Session 4</td>
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<tr>
<td>4-18</td>
<td>Design Presentations</td>
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<tr>
<td>4-25</td>
<td>Design Presentations</td>
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<tr>
<td>5-2</td>
<td>Final</td>
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**Grading**

**Attendance is expected for the completion of in-class activities, and discussion purposes**

**Exams:** 100 pts. (50 each) True/false, multiple-choice, matching, short answer, and/or fill in the blank

**Observation** 25 pts.

**Instructional Design** 225pts.

**Grading is commensurate with the identified University standards**

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**STUDENTS WITH DISABILITIES**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.

- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.

- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations.

- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
Requests for approval for reasonable accommodations should be directed to OSD. Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner. The OSD is located in the Azorsky Administration Building – the phone number is (724) 938-5781.

**Instructional Design Criteria**

*Instructional Designs must contain the following:*

- Title page
- Table of Contents

**Section 1 Design Overview (100 pts)**
- Rationale/Research for Design (3-4 pages)
- Defined Population with research linked to rationale (2-3 pages)
- Course Content (this is your design in written form)
- Assessment Strategies and Techniques
- Delivery System
- Process for Feedback
- Process for Evaluation

**Section 2 Course Design (75 pts)**
- Your 3wk course content (daily activities)

**Section 3 (50 pts)**
- Instructional Appendices/Supplementary Materials
- Course Syllabus
- Course Calendar
- Equipment/Supply List

- Your design must be maintained in a loose leaf binder.
Observation 1

Describe the learning environment by typing a 1 paragraph description for each question.

1. What learning theory was evident or referenced in the instruction? Describe how the theory was employed in the instruction.

2. How did the instructor arrange the environment for learning?

3. Ask to see a syllabus or lesson plan. What taxonomy concepts were used? Describe how they were employed in the lesson.

4. How was attention (student focus) developed?

5. How was student motivation maintained?

6. What instruction tools did the instructor use to enhance and/or deliver their instruction?

7. How was learning demonstrated?

8. Did the assessments (questions, activities) match the chosen learning theory used in the instructional delivery process? How or how not? What would you have done to ensure consistently between delivery and assessment?
References


