

Example 3, Curriculum project

Project Type: SoTL Research or Curriculum

1. **Project Title:** Interprofessional Collaborative Education in a Remote Format
2. Date of Application:
3. Project Funding Dates:
4. **Abstract (3-5 sentence summary of project):**

The Early Intervention summer program involves a sequenced, 3-course design which will prepare students to work with and provide services for diverse children, families, and professionals under Part C of the Individuals with Disabilities Education Act. One course, SEIP 429: Methods in the Natural Environment, will help students implement collaborative, systematic, evidence-based responsive interactions, varied interventions, and instructional methods to support infants', toddlers', and preschoolers' with special needs learning. The purpose of this research and curriculum project is to learn how to design a new online course (SEIP 429) to teach interprofessional collaborative practices in an online context.

5. SOTL: Purpose of your project study:
 - **Curriculum: What needs is this curriculum project meeting (department, students, etc.)?**

This project will benefit the students and two departments. The Early Intervention (EI) summer program involves a sequenced, 3-course design which will prepare students to work with and provide services for diverse children, families, and professionals under Part C of the Individuals with Disabilities Education Act (IDEA). Students will learn to employ effective strategies for interprofessional collaboration in assessment and educative interventions for young children with special needs and their families. The EI program is based in the Department of Special Education and Inclusive Practices (SEIP) and open to students majoring in Special Education and Unified Elementary Middle (UEM). The courses will provide UEM majors add-on licensure for Early Childhood Special Education (ECSE). One course, SEIP 429: Methods in the Natural Environment, will help students implement systematic, evidence-based responsive interactions, varied interventions, and instructional methods to support infants', toddlers', and preschoolers' with special needs learning. Exploration of these youth's needs also span a wide range of developmental domains to be pursued in partnership with families and other professionals. In addition, students will learn to facilitate equitable access and participation for children and families in natural and inclusive environments through culturally responsive practices and relationships. Further, students will use data-based decision-making to plan for, adapt, and improve the continuum of child- and family-based interactions, interventions, and instruction to ensure fidelity of implementation. Within the purview early childhood intervention, an interprofessional collaborative approach is integral to providing services to children with disabilities, developmental delays, and those at-risk for developmental delays, including their families. Additionally, interprofessional collaborative practice (IPCP) is actualized when professionals from different disciplines offer integrated support for high-quality services in healthcare and education systems (American Speech- Language-Hearing Association [ASHA],

n.d.). Given such, ASHA (n.d.) and the Division for Early Childhood of the Council for Exceptional Children (DEC, 2014) emphasize urgency for collaborative practice.

6. SOTL: Research Question:

- **Curriculum: Type N/A in this field**

7. SOTL: Study Design:

- **Curriculum: Provide a detailed plan for the anticipated steps in the curriculum development.**

Work with CETL to provide training to student collaborators to learn the course design process, transparent design framework, video creation, page and assignment creation in Canvas, and rubric development. Faculty will work with the students to fine tune their skills in course design and research needed to create the online course. Students will break up the work and work in teams meeting with the faculty regularly to share ideas, work, and ask questions.

8. SOTL: Assessment of the Project:

- **Curriculum: What standards are you basing your curriculum development on? (Professional National or State standards, Course Design standards - OSCQR, UWEC Department Standards, Honors Standards, Other. Please list.)**

To compile a more comprehensive understanding of how best to inform ongoing faculty development of this sequenced course design, we will use the OSCQR SUNY Online Course Quality Review Rubric and Process—a tool designed to assess the quality and accessibility of online courses. This research tool will enable this study's researchers to systematically collect data to further inform course design and effectiveness of research goals. Using disparate aspects of the tool's scorecard, faculty and student researchers will measure progress and results of the course design.

9. References (at least two):

10. Student(s) Activities and Roles:

11. Faculty Roles:

12: Plan for Dissemination of the Results: