

## Example 4, Curriculum project

**Project Type:** SoTL Research or **Curriculum**

1. **Project Title:** Course Development for UEC Summer Course (Infant/Toddler Assessment)
2. Date of Application:
3. Project Funding Dates:
4. **Abstract (3-5 sentence summary of project):**

Using current research for online course design and development, this project will build an effective course for students to learn how to observe and assess infants and toddlers in the natural environment. University students along with faculty will work together to design this online course to align with recommended practices as well as the other 2 courses in this summer program. University students and faculty will assess this study using the OSCQR tool along with a Likert scale and present the findings through various platforms formally and informally across the university.

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

This project will benefit the students in two departments. The Early Intervention (EI) summer program is a 3-course sequence intended to prepare students for working with diverse children, families, and professionals for services in compliance with Part C of the Individuals with Disabilities Education Act (IDEA). Students will learn strategies for interprofessional collaboration in assessment and intervention practices for young children with special needs and their families. The EI program is situated in the Department of Special Education and Inclusive Practices (SEIP) and is open to students majoring in Special Education and Unified Elementary Middle (UEM). The course sequence will provide UEM majors with an add-on license for Early Childhood Special Education (ECSE).

One of the courses in the EI summer program is SEIP 428: Child and Family Assessment in Early Intervention. This course is designed to help students gain knowledge and understanding of the purposes of assessment in early intervention. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Students will analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting. Early assessment is vastly different from the more traditional testing practices that occur for older children and have not been validated or developed for infants and toddlers (Research and Policy Brief, 2010). Three major ideas are clearly identified across the literature that need to continually be considered when completing assessment with young children; purposeful assessment, instructionally aligned assessment, and beneficial assessment (NWEA, 2020 & Research and Policy Brief, 2010). Additionally, when unpacking how to actively engage online learners around these three ideas,

the Online Course Quality Review Rubric (OSCQR Scorecard) will be used a tool to bring together the best practices and accessibility in online teaching throughout the development process.

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.)**

We will use the OSCQR SUNY Online Course Quality Review Rubric and Process (citation), a tool designed to assess the quality and accessibility of online courses, to systematically collect data to inform course design and effectiveness towards the research goal. We will also use pre- and post- survey data developed as part of the work with students. Within the survey, participants will be asked to rate different components of the study, specific to the designed course, using a Likert scale.

9. References (at least two):

10. Student(s) Activities and Roles:

11. Faculty Roles:

12: Plan for Dissemination of the Results: