



Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project

Stanly Community College Student Survey Summary

Fall and Spring Semesters 2015-2016

The faculty from Stanly Community College (SCC) and the University of North Carolina at Charlotte (UNC Charlotte) are collaborating to infuse early intervention and early childhood special education content, instruction, and practices into early childhood education coursework within the Associate in Applied Science (AAS) degree program in Early Childhood Education offered online through SCC. On March 18, 2015, the SCC Vice President, the Associate Vice President of Health and Public Services, the Director of Institutional Research & Planning, and the Dean of Health and Human Services met to discuss the framework and process of the ACCEPT Project with a UNC Charlotte ACCEPT Team member. Following that meeting, SCC instructors and UNC Charlotte ACCEPT Infusion Team members partnered to select SCC Early Childhood courses that would be infused both in the fall and the spring and “point people” that would lead infusion efforts for each course. Collaboration included creating, for each infused course, a syllabus providing information on resources and activities with special education content, instruction, and practices infused before and after the implementation of the ACCEPT Project.

Method

At the beginning of the Fall 2015 semester, a survey was administered to scholars ($n = 219$) in seven infused early childhood courses to provide baseline data for evaluating the effect of infusion on “perceived preparedness” to provide high quality and recommended early childhood practices in 22 competency areas. The survey was re-administered to scholars ($n=109$) at the end of the semester to provide a comparison of scholar perceptions of their perceived preparedness.

The same process was used in the spring; scholars in four courses received the survey at the beginning of the semester ($n = 186$) and at the end ($n = 101$). At the time of the fall post-test, a total of seven courses in the program had been infused with resources and activities providing special education content, instruction, and practices. Four more were added in the spring (see Appendix A). In addition to survey items addressing special education content, demographic information questions were also included to provide a basis for describing the scholars registered for the targeted SCC Early Childhood coursework.

Usable responses were received from 214 (97.7% of the scholars (97.7% of completed surveys) at the beginning of the fall semester and 108 scholars (99.0% of completed surveys) at the end of the semester. Usable responses were received from 183 and of the scholars (97.3% of completed surveys) at the beginning of the spring semester and 98 scholars (97.0% of completed surveys) at the end of the semester. In light of traditionally low rates of community college course completion, far fewer scholars were enrolled in the infused courses at the beginning of the semester than at the end of the semester.

Participants

Fall Pre-Test. Ninety-six percent ($n=206$) of the participating pre-test respondents were female and enrolled in at least one of the seven early childhood courses within the AAS degree program to be chosen for fall infusion at SCC (see Appendix A). A description of each of these courses may be found in Appendix A.

Individuals providing selected demographic information were between the ages of 16 and 24 (29.4%, $n = 62$) and 70.6% ($n = 149$) were older than 25 years of age. Ethnicity of the respondents included 64.5% ($n = 136$) White or

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Caucasian, 30.8% ($n = 65$) African American or Black, 0.5% ($n = 1$) Hispanic or Latino, 1.9% ($n = 4$) Asian or Pacific Rim, and 0.9% ($n = 2$) American Indian or Alaska Native; 1.4% ($n = 3$) were from other ethnic backgrounds.

Responses to the question, “*Before entering this community college, what was your highest level of education?*”, indicated that 31.9% ($n = 68$) of the scholars had earned a high school diploma, 44.6% ($n = 95$) had taken some college coursework, 7.5% ($n = 16$) had an Associate’s (2-year) degree, 5.6% ($n = 12$) had earned a Bachelor’s (4-year) degree, 8.9% ($n = 19$) had a certificate, 1.5% ($n = 3$) had less than a high school diploma. Responses to the question regarding number of semesters the scholars had attended SCC indicated that 42.1% ($n = 90$) had attended 1-2 semesters, 33.6% ($n = 72$) 3-4 semesters, and 24.3% ($n = 52$) 5 or more semesters. Participant responses also indicated that 42.3% ($n = 91$) completed 0-3 courses at SCC, 20.0% ($n = 43$) completed 4-6 courses, 21.9% ($n = 47$) 7-9 courses, and 15.8% ($n = 34$) completed 10 or more courses.

Of scholars responding to the question about their current job environment ($n = 214$), 17.8% ($n = 38$) reported that they worked with young children. Of scholars working with young children ($n = 38$), 74.7% ($n = 27$) were working at a center, 12.1% ($n = 5$) were in a family child care or group child care home, 7.4% ($n = 3$) were at a facility other than those listed, 4.2% ($n = 2$) were in a public school setting, and 1.6% ($n = 1$) was at a Head Start Center. Responding to the question asking if they intended to earn an associate’s degree in early childhood from SCC, 83% ($n = 176$) answered “yes,” 13% ($n = 28$) were undecided, and 4% ($n = 9$) answered “no.” When asked if they planned to transfer to a four-year institution, 37.4% ($n = 80$) answered “yes,” 36.9% ($n = 79$) were undecided, and 25.7% ($n = 55$) answered “no.”

Fall Post-Test. Ninety-five percent ($n = 103$) of the participating post-test respondents were female and enrolled in at least one of the seven early childhood courses within the AAS degree program to be chosen for fall infusion at SCC (see Appendix A). A description of each of these courses may be found in Appendix A.

Individuals providing selected demographic information were between the ages of 16 and 24 (20.4%, $n = 22$) and 79.6% ($n = 86$) were older than 25 years of age. Ethnicity of the respondents included 55.6% ($n = 60$) White or Caucasian, 35.8% ($n = 38$) African American or Black, 1% ($n = 1$) Hispanic or Latino, 1% ($n = 1$) Asian or Pacific Rim, and 0.0% ($n = 0$) American Indian or Alaska Native; 5.6% ($n = 6$) were from other ethnic backgrounds.

Responses to the question, “*Before entering this community college, what was your highest level of education?*” indicated that 23.4% ($n = 25$) of the scholars had earned a high school diploma, 50.5% ($n = 54$) had taken some college coursework, 6.5% ($n = 7$) had an Associate’s (2-year) degree, 12.1% ($n = 13$) had earned a Bachelor’s (4-year) degree, 7.5% ($n = 8$) had a certificate, 0.0% ($n = 0$) had less than a high school diploma. Responses to the question regarding number of semesters the scholars had attended SCC indicated that 52.3% ($n = 56$) had attended 1-2 semesters, 29.0% ($n = 31$) 3-4 semesters, and 18.7% ($n = 20$) 5 or more semesters. Participant responses also indicated that 53.8% ($n = 57$) completed 0-3 courses at SCC, 17.9% ($n = 19$) completed 4-6 courses, 17.9% ($n = 19$) 7-9 courses, and 10.4% ($n = 11$) completed 10 or more courses.

Of scholars responding to the question about their current job environment ($n = 107$), 11.2% ($n = 12$) reported that they worked with young children. Of scholars working with young children ($n = 12$), 75% ($n = 9$) were working at a center, 8.3% ($n = 1$) was in a family child care or group child care home, 8.3% ($n = 1$) was at a facility other than those listed, 8.3% ($n = 1$) was in a public school setting, and 0.0% ($n = 0$) were at a Head Start Center. Responding to the question asking if they intended to earn an associate’s degree in early childhood from SCC, 85.3% ($n = 93$) answered “yes,” 11.0% ($n = 12$) were undecided, and 3.7% ($n = 4$) answered “no.” When asked if they planned to transfer to a four-year institution, 39.8% ($n = 43$) answered “yes,” 35.2% ($n = 38$) were undecided, and 25.0% ($n = 27$) answered “no.”

Although about half of the number of scholars responding to the pretest responded to the posttest, demographic information was similar.

Spring Pre-Test. Of the 181 students responding to the question of gender, 98% percent ($n = 178$) were female and 2% ($n = 3$) were male and enrolled in at least one of the four early childhood courses within the AAS degree program to be chosen for spring infusion at SCC (see Appendix A).

Individuals providing selected demographic information ($n = 182$) were between the ages of 16 and 24 (32.8%, $n = 60$) and 67.2% ($n = 123$) were older than 25 years of age. Ethnicity of the respondents included 63.2% ($n = 115$) White or Caucasian, 32.4% ($n = 59$) African American or Black, 2.2% ($n = 4$) Hispanic or Latino, 0.0% ($n = 0$) Asian or Pacific Rim, and 0.0% ($n = 0$) American Indian or Alaska Native; 2.2% ($n = 4$) were from other ethnic backgrounds.

Responses to the question, *“Before entering this community college, what was your highest level of education?”*, indicated that of the 183 scholars responding, 37.7% ($n = 69$) had earned a high school diploma, 37.2% ($n = 68$) had taken some college coursework, 5.5% ($n = 10$) had an Associate’s (2-year) degree, 8.7% ($n = 16$) had earned a Bachelor’s (4-year) degree, 8.2% ($n = 15$) had a certificate, 1.6% ($n = 3$) had less than a high school diploma and 1.1% ($n = 2$) had earned a Master’s degree. Of the 178 responses to the question regarding number of semesters the scholars had attended SCC, 57.9% ($n = 103$) of scholars indicated that they had attended 1-2 semesters, 21.9% ($n = 39$) 3-4 semesters, and 20.2% ($n = 36$) 5 or more semesters. Participant responses ($n = 183$) also indicated that 58% ($n = 106$) completed 0-3 courses at SCC, 19.1% ($n = 35$) completed 4-6 courses, 9.8% ($n = 18$) 7-9 courses, and 13.1% ($n = 24$) completed 10 or more courses.

Of scholars responding to the question about their current job environment ($n = 181$), 13.8% ($n = 25$) reported that they worked with young children. Of scholars working with young children ($n = 25$), 80% ($n = 20$) were working at a center, 8% ($n = 2$) were in a family child care or group child care home, 4% ($n = 1$) were at a facility other than those listed, 8% ($n = 2$) were in a public school setting, and 0.0% ($n = 0$) were at a Head Start Center. Of the scholars responding to the question asking if they intended to earn an associate’s degree in early childhood from SCC ($n = 183$), 75.4% ($n = 138$) answered “yes,” 14.2% ($n = 26$) were undecided, and 10.4% ($n = 19$) answered “no.” When asked if they planned to transfer to a four-year institution, 31.6% ($n = 58/183$) answered “yes,” 38.3% ($n = 70$) were undecided, and 30.1% ($n = 55$) answered “no.”

Spring Post-Test. Of the 96 students responding to the question of gender, one hundred percent ($n = 96$) were female and enrolled in at least one of the four early childhood courses within the AAS degree program to be chosen for spring infusion at SCC (see Appendix A).

Individuals providing selected demographic information ($n = 97$) were between the ages of 16 and 24 (22.7%, $n = 22$) and 77.3% ($n = 75$) were older than 25 years of age. Ethnicity of the respondents included 59.4% ($n = 57$) White or Caucasian, 38.5% ($n = 38$) African American or Black, 0.0% ($n = 0$) Hispanic or Latino, 0.0% ($n = 0$) Asian or Pacific Rim, and 0.0% ($n = 0$) American Indian or Alaska Native; 2.1% ($n = 2$) were from other ethnic backgrounds.

Responses to the question, *“Before entering this community college, what was your highest level of education?”*, indicated that of the 97 scholars responding, 36.1% ($n = 35$) had earned a high school diploma, 34.0% ($n = 33$) had taken some college coursework, 8.2% ($n = 8$) had an Associate’s (2-year) degree, 12.4% ($n = 12$) had earned a Bachelor’s (4-year) degree, 7.2% ($n = 7$) had a certificate, 0.0% ($n = 0$) had less than a high school diploma and 2.1% ($n = 2$) had earned a Master’s degree. Of the 97 responses to the question regarding number of semesters the scholars had attended SCC, 48.4% ($n = 47$) of scholars indicated that they had attended 1-2 semesters, 22.7% ($n = 22$) 3-4 semesters, and 28.9% ($n = 28$) 5 or more semesters. Participant responses ($n = 98$) also indicated that 41.8% ($n = 41$) completed 0-3 courses at SCC, 22.4% ($n = 22$) completed 4-6 courses, 17.4% ($n = 17$) 7-9 courses, and 18.4% ($n = 18$) completed 10 or more courses.

Of scholars responding to the question about their current job environment ($n = 98$), 13.8% ($n = 8$) reported that they worked with young children. Of scholars working with young children ($n = 8$), 75% ($n = 6$) were working at a center, 0.0% ($n = 0$) were in a family child care or group child care home, 12.5% ($n = 1$) were at a facility other

than those listed, 12.5% ($n = 1$) were in a public school setting, and 0.0% ($n = 0$) were at a Head Start Center. Of the scholars responding to the question asking if they intended to earn an associate's degree in early childhood from SCC ($n = 97$), 64.9% ($n = 63$) answered "yes," 18.6% ($n = 18$) were undecided, and 16.5% ($n = 16$) answered "no." When asked if they planned to transfer to a four-year institution, 29.9% ($n = 29/97$) answered "yes," 30.9% ($n = 30$) were undecided, and 39.2% ($n = 38$) answered "no."

Procedure

A comprehensive review of early childhood competency-focused literature in both general and special education was conducted and 44 competency items were identified. The ACCEPT Project research team reviewed the pool of items to document any overlapping or duplicate content. The survey was refined by content reviewers with at least 35 years of experience in early childhood-special education among them. The reviewers provided feedback on (a) adequacy of overall coverage, (b) distinctiveness of each item, (c) clarity of each item, and (d) whether any items needed to be added or deleted. This activity was followed with a pilot study in which one instructor and scholars in a Language and Literacy course provided an additional level of feedback and opinions regarding item coverage and comprehensiveness. After each of the content validity checks, the survey instrument was refined to a final version consisting of 22 items representing 8 standard topics (see Table 1).

Instrument. The survey used Likert-type scale ratings with the stem: "Please provide a rating for each item based on your perceived preparedness." The response choices were (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. The pre-test survey was disseminated online via a *SurveyShare* link embedded in the scholar's Moodle course. Instructors informed scholars to complete the survey once and multiple responses were not allowed from the same email address. To obtain summary scores for subsequent analyses, we averaged responses across items within each topic. Fall pre-test ($r_{xx} = .98$) and post-test ($r_{xx} = .98$) total internal consistency reliability estimates based on standardized items (i.e., when all scale items are standardized to have equal means and variances) were high.

Results

Fall pre-test rating summaries including means and standard deviations reflecting "perceptions of preparedness" are in Table 2. The mean for each item was above 3.00, indicating that most scholars agreed or strongly agreed with all items reflecting perceived preparedness on the survey. Statements in which less than 90% or more scholars agreed or strongly agreed included:

- I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.
- I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.
- I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.
- I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.
- I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.
- I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.

Fall post-test rating summaries including means and standard deviations reflecting "perceptions of preparedness" are in Table 3. The mean for all but one statement was 3.30 or above, indicating an increase in the extent to which most scholars agreed or strongly agreed with items reflecting perceived preparedness at the end of the semester. All faculty members at SCC agreed that concepts related to inclusion were more important to teach than categories of disability as defined by IDEA and North Carolina and evidence-based practices

related to each separate category. This emphasis away from information on categorical special education approaches is reflected in the scores for the item *I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA*. It was no surprise that approximately ten per cent of scholars answered “strongly disagree” or “disagree” to that question as instructors intentionally did not often include categorical information in their coursework.

Means, standard deviations, *t*-statistics, and effect sizes comparing fall pre-test and post-test topic scores are in Table 4. Post-test scores were consistently higher than pre-test scores (see Figure 1). Statistically significant differences were observed for four topic areas: (a) Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners; (b) Build student skills to promote successful social interactions; (c) Build child, family, and community relationships that promote child development and learning; and (d) Engage in professional and ethical practice at all times.

Spring pre-test rating summaries including means and standard deviations reflecting “perceptions of preparedness” are in Table 5. The mean for each item was above 3.00, indicating that most scholars agreed or strongly agreed with all items reflecting perceived preparedness on the survey. Statements in which less than 90% or more scholars agreed or strongly agreed included:

- I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.
- I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.
- I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.
- I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.
- I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.

Spring post-test rating summaries including means and standard deviations reflecting “perceptions of preparedness” are in Table 6. The mean for all statements was 3.30 or above, indicating an increase in the extent to which most scholars agreed or strongly agreed with items reflecting perceived preparedness at the end of the semester. All faculty members at SCC agreed that concepts related to inclusion were more important to teach than categories of disability as defined by IDEA and North Carolina and evidence-based practices related to each separate category. This emphasis away from information on categorical special education approaches is reflected in the scores for the item *I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA*. It was no surprise that approximately ten per cent of scholars answered “strongly disagree” or “disagree” to that question as instructors intentionally did not often include categorical information in their coursework.

Means, standard deviations, *t*-statistics, and effect sizes comparing fall pre-test and post-test topic scores are in Table 7. Post-test scores were consistently higher than pre-test scores (see Figure 1). Statistically significant differences were observed for three topic areas: (a) Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities; (b) Develop and use instructional strategies to meet the needs of individual learners; and (c) Build skills to promote child development and learning and lead to life and school success.

Lessons Learned

Positive outcomes in pre-test scores to post-test scores were encouraging in that some early childhood coursework was rich with content and activities before the infusion process. Successfully reviewing all coursework to find content and activities that could be replaced or enhanced with more current inclusive

practices took time and the fact that post-test scores were higher in every ACCEPT Standard Topic Area reflects the level of fidelity of implementation across the program demonstrated by SCC instructors.

Positive gains in student perceived preparedness reflected SCC instructors' request for a focus on resources preparing scholars for inclusionary practices. They specifically sought practical information that would help their scholars teach any child in a diverse general education setting. Collaborating with UNC Charlotte ACCEPT faculty, SCC instructors infused content and skills within the topics of Universal Design for Learning, Routines-Based Approach in Early Intervention, Formative Assessment, Teaming and Collaboration, and Use of Assistive Technology, among others across their core courses. These topic areas provided information on and opportunities for scholars to practice evidence-based strategies and interventions educators use in inclusive settings. Whole group face-to-face professional development provided training in the use of websites, videos, modules, and other resources containing content and activities related to these topics. These resources included the CONNECT Modules, Early Childhood Technical Assistance Center (ECTA), Results Matter Video Library, The IRIS Center, Head Start for Inclusion, National Professional Development Center on Inclusion, Quality Inclusive Practices: Resources and Landing Pads, Universal Design for Learning, Center for Inclusive Childcare, National Center on Accessible Instructional Materials, Tots-n-Tech, and Center for Parent Information and Resources Library. Infused course calendars were available on the website so less time was spent finding resources and more time was spent exploring resources and talking about how they would be used and activities that would indicate scholar change. In some cases, whole units were created for instructors to place on Moodle as they SCC instructors were no longer using textbooks. Unlike our first two collaborating colleges, scholars were expected to read articles of interest from journals like *Young Exceptional Children* and describe practical applications of the content.

Table 1
Student Survey

Topic	Item
<p>Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.</p>	<ol style="list-style-type: none"> <li data-bbox="722 357 1469 472">1. I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders. <li data-bbox="722 483 1469 598">2. I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices. <li data-bbox="722 609 1469 714">3. I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.
<p>Develop and use instructional strategies to meet the needs of individual learners.</p>	<ol style="list-style-type: none"> <li data-bbox="722 724 1469 861">4. I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. <li data-bbox="722 871 1469 987">5. I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. <li data-bbox="722 997 1469 1102">6. I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.
<p>Build skills to promote child development and learning and lead to life and school success.</p>	<ol style="list-style-type: none"> <li data-bbox="722 1113 1469 1207">7. I am prepared to build early cognitive skills including oral communication and literacy skills. <li data-bbox="722 1218 1469 1354">8. I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. <li data-bbox="722 1365 1469 1449">9. I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.
<p>Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.</p>	<ol style="list-style-type: none"> <li data-bbox="722 1459 1469 1638">10. I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). <li data-bbox="722 1648 1469 1774">11. I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

Topic	Item
<p>Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.</p>	<p>12. I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).</p>
	<p>13. I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.</p>
	<p>14. I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.</p>
<p>Build student skills to promote successful social interactions.</p>	<p>15. I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).</p>
	<p>16. I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.</p>
	<p>17. I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.</p>
<p>Build child, family, and community relationships that promote child development and learning.</p>	<p>18. I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.</p>
	<p>19. I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.</p>
	<p>20. I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.</p>
<p>Engage in professional and ethical practice at all times.</p>	<p>21. I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.</p>
	<p>22. I am prepared to participate as a team member to enhance communication and problem-solving.</p>

Table 2

Summary of Fall 2015 Student Survey Pre-Test Responses

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.	Perceived Preparedness Rating					
	SD	D	A	SA	M	SD
Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.						
I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	5.1	8.8	51.4	34.7	3.16	0.79
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	4.2	11.2	47.4	37.2	3.18	0.79
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	2.8	8.5	50.2	38.5	3.24	0.73
Topic 2: Develop and use instructional strategies to meet the needs of individual learners.						
I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	2.8	2.3	54.7	40.2	3.32	0.66
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	4.7	18.3	47.9	29.1	3.01	0.82
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	4.2	7.0	52.3	36.4	3.21	0.75
Topic 3: Build skills to promote child development and learning and lead to life and school success.						
I am prepared to build early cognitive skills including oral communication and literacy skills.	2.3	2.8	51.2	43.7	3.36	0.66
I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	3.8	9.9	44.8	41.5	3.24	0.78
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	3.3	.9	50.0	45.8	3.38	0.67

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

SD D A SA M SD

Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.

I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).

2.4 1.4 52.4 43.9 3.38 0.64

I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

2.8 1.9 53.2 42.1 3.35 0.66

Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.

I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).

2.8 3.3 51.9 42.1 3.33 0.68

I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.

2.4 1.9 53.8 42.0 3.35 0.64

I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

2.8 .5 53.3 43.5 3.37 0.64

Topic 6: Build student skills to promote successful social interactions.

I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).

3.3 1.4 45.2 50.0 3.42 0.69

I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

2.4 2.9 46.7 48.1 3.40 0.67

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness
Rating

SD D A SA M SD

I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.

2.4 5.7 50.9 41.0 3.31 0.69

Topic 7: Build child, family, and community relationships that promote child development and learning.

I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.

2.8 6.1 49.3 41.8 3.30 0.71

I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.

2.8 1.4 46.5 49.3 3.42 0.66

I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.

3.3 4.7 46.7 45.3 3.34 0.72

Topic 8: Engage in professional and ethical practice at all times.

I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.

3.3 1.4 42.3 52.4 3.44 0.69

I am prepared to participate as a team member to enhance communication and problem-solving.

3.4 1.0 44.9 50.7 3.43 0.69

Table 3

Summary of Fall 2015 Student Survey Post-Test Responses

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.	Perceived Preparedness Rating					
	SD	D	A	SA	M	SD
Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.						
I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	0.0	5.6	57.0	37.4	3.32	0.58
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	0.0	5.5	56.0	38.5	3.33	0.58
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	0.0	1.9	52.3	45.8	3.44	0.54
Topic 2: Develop and use instructional strategies to meet the needs of individual learners.						
I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	0.0	0.0	50.9	49.1	3.49	0.50
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	1.9	8.4	54.2	35.5	3.23	0.68
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	1.9	1.9	52.3	43.9	3.38	0.62
Topic 3: Build skills to promote child development and learning and lead to life and school success.						
I am prepared to build early cognitive skills including oral communication and literacy skills.	0.0	1.0	45.7	53.3	3.52	0.52
I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	0.9	2.8	47.7	48.6	3.44	0.60
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	0.0	00.9	44.0	55.0	3.54	0.52

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

SD D A SA M SD

Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.

I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).

0.0 0.9 44.3 54.7 3.54 0.52

I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

0.0 1.9 39.3 58.9 3.57 0.53

Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.

I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).

0.0 0.9 44.0 55.0 3.54 0.52

I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.

0.0 0.9 38.9 60.2 3.59 0.51

I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

0.0 0.9 42.6 56.5 3.56 0.52

Topic 6: Build student skills to promote successful social interactions.

I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).

0.0 1.9 36.1 62.0 3.60 0.53

I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

0.0 0.9 42.2 56.9 3.56 0.52

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

	SD	D	A	SA	M	SD
I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.	0.0	1.9	48.1	50.0	3.48	0.54
Topic 7: Build child, family, and community relationships that promote child development and learning.						
I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.	0.0	1.8	47.7	50.5	3.49	0.54
I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	0.0	0.0	41.7	58.3	3.58	0.50
I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.	0.0	1.8	45.0	53.2	3.51	0.54
Topic 8: Engage in professional and ethical practice at all times.						
I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.	0.0	0.0	36.1	63.9	3.64	0.48
I am prepared to participate as a team member to enhance communication and problem-solving.	0.0	0.0	37.7	62.3	3.62	0.49

Table 4

Comparison of Fall 2015 Pre-Test and Post-Test Topic Scores

Topic	Pre-Test (<i>n</i> ≈ 217)		Post-Test (<i>n</i> ≈ 109)		Obtained <i>t</i>	<i>ES</i>
	Mean	SD	Mean	SD		
Laws, Policies, and Procedures	3.16	0.73	3.32	0.57	-2.04	0.22
Instructional Strategies	3.15	0.70	3.30	0.61	-1.89	0.21
Child Development	3.31	0.68	3.44	0.56	-1.71	0.19
Instructional Planning	3.33	0.68	3.50	0.58	-2.28	0.25
Assessment Data	3.33	0.67	3.54	0.52	-2.91 ¹	0.31
Social Interactions	3.31	0.71	3.53	0.52	-2.85 ¹	0.31
Family-Community Relations	3.33	0.68	3.52	0.51	-2.54 ¹	0.28
Professional-Ethical Behavior	3.33	0.78	3.56	0.59	-2.74 ¹	0.29

¹*p* < .01; *ES* = (*M*_{Posttest} - *M*_{pretest})/*SD*_{Pretest}

Table 5

Summary of Spring 2015 Student Survey Pre-Test Responses

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.	Perceived Preparedness Rating					
	SD	D	A	SA	M	SD
Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.						
I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	5.5	5.5	61.2	27.9	3.11	0.74
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	3.3	10.9	57.9	27.9	3.10	0.72
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	4.4	6.0	55.2	34.4	3.20	0.74
Topic 2: Develop and use instructional strategies to meet the needs of individual learners.						
I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	5.1	2.8	55.6	36.5	3.24	0.74
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	4.9	12.6	55.5	26.9	3.04	0.78
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	4.4	8.3	54.7	32.6	3.15	0.75
Topic 3: Build skills to promote child development and learning and lead to life and school success.						
I am prepared to build early cognitive skills including oral communication and literacy skills.	3.8	1.6	54.4	40.1	3.31	0.69
I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	3.9	4.4	55.2	36.5	3.24	0.71
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	4.4	1.1	51.9	42.5	3.33	0.71

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

SD D A SA M SD

Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.

I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).

4.4 2.2 51.9 41.5 3.31 0.72

I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

4.4 0.5 54.1 41.0 3.32 0.70

Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.

I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).

3.8 4.4 53.6 38.3 3.26 0.72

I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.

3.8 1.6 51.6 42.9 3.34 0.70

I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

3.8 2.2 47.0 47.0 3.37 0.71

Topic 6: Build student skills to promote successful social interactions.

I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).

3.8 0.5 51.6 44.0 3.36 0.69

I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

3.9 1.1 50.3 44.8 3.36 0.70

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

	SD	D	A	SA	M	SD
I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.	3.8	4.4	52.7	39.0	3.27	0.72
Topic 7: Build child, family, and community relationships that promote child development and learning.						
I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.	4.4	2.7	51.9	41.0	3.30	0.73
I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	4.4	1.1	47.0	47.5	3.38	0.72
I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.	3.3	3.9	52.5	40.3	3.30	0.70
Topic 8: Engage in professional and ethical practice at all times.						
I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.	3.9	0.6	45.3	50.3	3.42	0.70
I am prepared to participate as a team member to enhance communication and problem-solving.	3.3	00.0	47.8	48.9	3.42	0.67

Table 6

Summary of Spring 2015 Student Survey Post-Test Responses

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.	Perceived Preparedness Rating					
	SD	D	A	SA	M	SD
Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.						
I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	5.1	3.1	40.8	51.0	3.38	0.78
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	5.1	3.1	45.9	45.9	3.33	0.77
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	6.2	2.1	39.2	52.6	3.38	0.81
Topic 2: Develop and use instructional strategies to meet the needs of individual learners.						
I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	4.1	1.0	39.8	55.1	3.46	0.72
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	3.1	7.1	43.9	45.9	3.33	0.74
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	3.2	2.1	49.5	45.3	3.37	0.69
Topic 3: Build skills to promote child development and learning and lead to life and school success.						
I am prepared to build early cognitive skills including oral communication and literacy skills.	5.2	1.0	35.1	58.8	3.47	0.77
I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	6.1	3.1	35.7	55.1	3.40	0.82
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	5.1	1.0	33.7	60.2	3.49	0.76

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness Rating

SD D A SA M SD

Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.

I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).

4.1 0.0 39.2 56.7 3.48 0.71

I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

4.2 0.0 41.1 54.7 3.46 0.71

Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.

I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).

4.1 2.1 36.1 57.7 3.47 0.74

I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.

4.1 1.0 36.7 58.2 3.49 0.72

I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

5.1 1.0 35.7 58.2 3.47 0.76

Topic 6: Build student skills to promote successful social interactions.

I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).

5.2 0.0 37.5 57.3 3.47 0.75

I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

5.2 1.0 37.5 56.3 3.45 0.77

The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it.

Perceived Preparedness
Rating

SD D A SA M SD

I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.

5.2 1.0 37.5 56.3 3.42 0.80

Topic 7: Build child, family, and community relationships that promote child development and learning.

I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.

6.1 1.0 36.7 56.1 3.43 0.80

I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.

4.1 0.0 38.8 57.1 3.49 0.71

I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.

4.1 2.1 39.2 54.6 3.44 0.74

Topic 8: Engage in professional and ethical practice at all times.

I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.

4.3 0.0 37.2 58.5 3.50 0.72

I am prepared to participate as a team member to enhance communication and problem-solving.

4.2 0.0 39.6 56.3 3.48 0.71

Table 7

Comparison of Spring 2016 Pre-Test and Post-Test Topic Scores

Topic	Pre-Test ($n \approx 184$)		Post-Test ($n \approx 98$)		Obtained t	ES
	Mean	SD	Mean	SD		
Laws, Policies, and Procedures	3.12	0.68	3.35	0.75	-2.59 ¹	0.34
Instructional Strategies	3.08	0.74	3.35	0.68	-3.00 ¹	0.36
Child Development	3.24	0.72	3.44	0.75	-2.16 ¹	0.28
Instructional Planning	3.29	0.72	3.44	0.72	-1.61	0.21
Assessment Data	3.30	0.69	3.47	0.73	-1.89	0.25
Social Interactions	3.30	0.69	3.37	0.79	-0.83	0.10
Family-Community Relations	3.29	0.71	3.44	0.73	-1.66	0.21
Professional-Ethical Behavior	3.38	0.71	3.38	0.80	-0.08	0.00

¹ $p < .01$; $ES = (M_{\text{Posttest}} - M_{\text{pretest}}) / SD_{\text{Pretest}}$

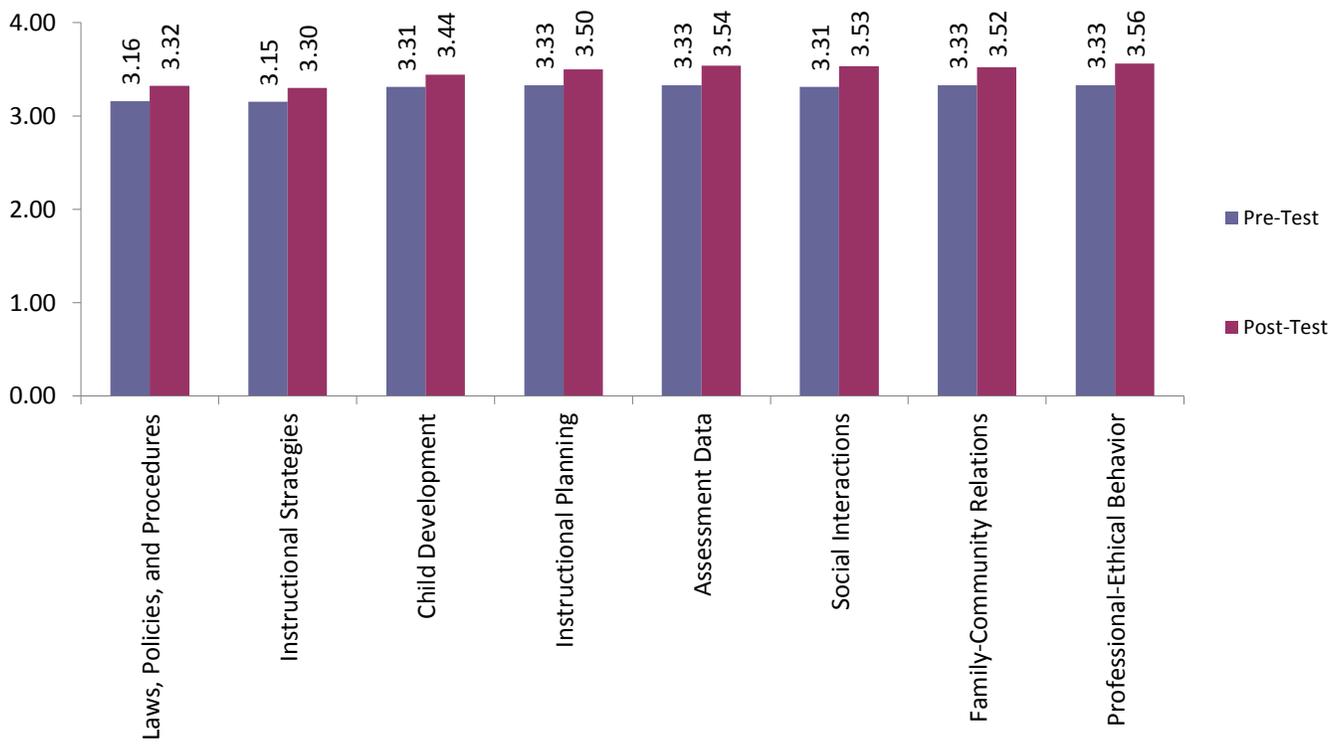


Figure 1. Comparison of average responses across topics fall 2015 SCC student survey.

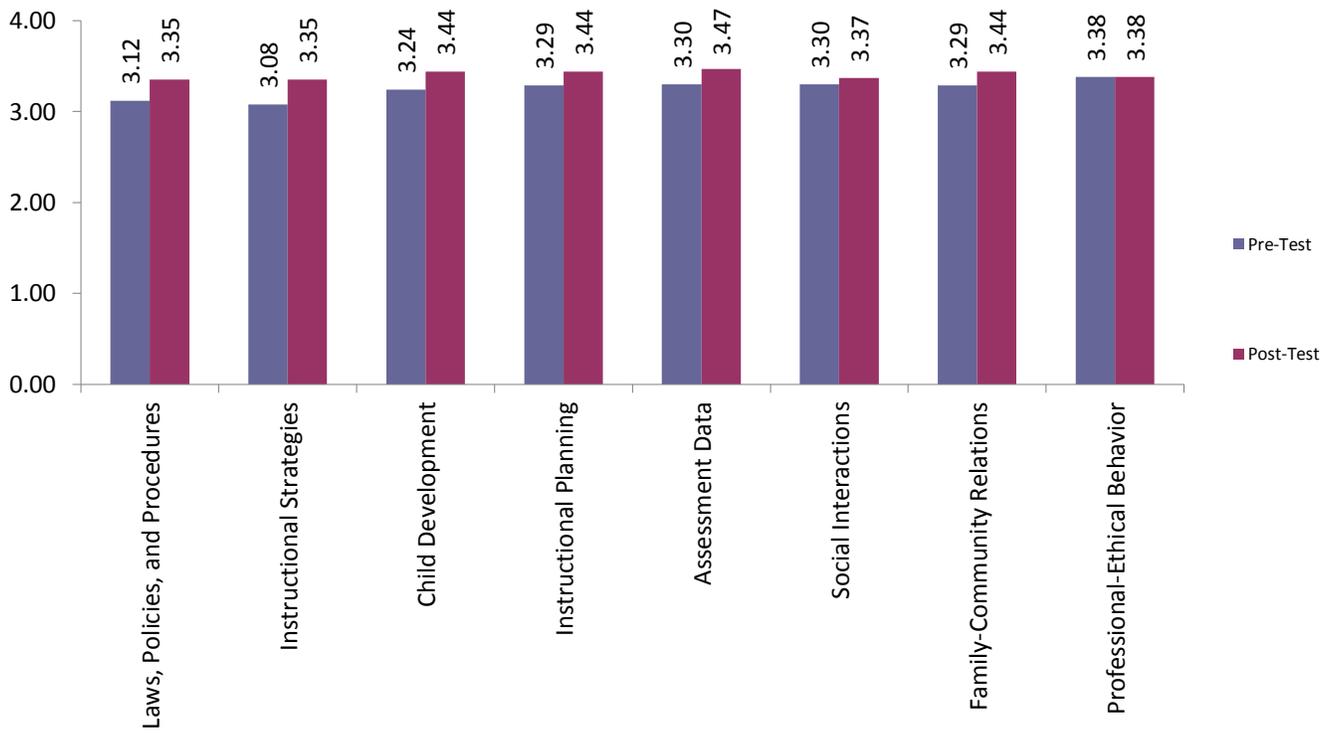


Figure 2. Comparison of average responses across topics spring 2016 SCC student survey.

Appendix A

 Stanly Community College
 2015-2016 Course Infusion

Course	Description
EDU 119 Introduction to ECE Infused Spring, 2016	This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, professionalism, and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to environments and activity plans appropriate for all children.
EDU 131 Child, Family, and Community Infused Fall, 2015	This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.
EDU 144 Child Development I Infused Fall, 2015	This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Upon completion, students should be able to compare/ contrast typical/atypical developmental characteristics , explain environmental factors that impact development, and identify strategies for enhancing development.
EDU 145 Child Development II Infused Fall, 2015	This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Upon completion, students should be able to compare/ contrast typical/atypical developmental characteristics , explain environmental factors that impact development, and identify strategies for enhancing development.
EDU 146 Child Guidance Infused Fall, 2015	This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, and the role of communication and guidance. Upon completion, students should be able to demonstrate strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors such as problem solving, regulating behavior, negotiation, setting limits and recognizing at risk behaviors.

<p>EDU 151 Creative Activities Infused Fall, 2015</p>	<p>This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments.</p>
<p>EDU 153 Health, Safety, and Nutrition Infused Spring, 2016</p>	<p>This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.</p>
<p>EDU 221 Children with Exceptionalities Infused Fall, 2015</p>	<p>This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.</p>
<p>EDU 259 Curriculum Planning Infused Fall, 2015</p>	<p>This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.</p>
<p>EDU 280 Language and Literacy Experiences Infused Spring, 2016</p>	<p>This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.</p>
<p>EDU 157 Active Play Infused Spring, 2016</p>	<p>This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment and materials, and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.</p>

Appendix B

Pretest Demographic Information Comparison

Characteristic	Partner			
	CPC (Urban)	MCC (Suburban)	GC (Rural)	SCC (Rural, Online)
Gender	95% are female.	96% are female.	98% are female.	96% are female.
Age	61% are older than 25 years.	65% are older than 25 years.	44% are older than 25 years.	70% are older than 25 years.
Ethnicity	48% are African American. 37% are White.	23% are African American. 54% are White.	21% are African American 68% are White.	30% are African American. 62% are White.
Level of Education	For 43% of scholars, high school is the highest level of education.	For 48% of scholars, high school is the highest level of education.	For 68% of scholars, high school is the highest level of education.	For 31% of scholars, high school is the highest level of education.
Number of Semesters in the Program	39% of scholars have taken coursework in this program for no more than 1 to 2 semesters.	57% of scholars have taken coursework in this program for no more than 1 to 2 semesters.	56% of scholars have taken coursework in this program for no more than 1 to 2 semesters.	41% of scholars have taken Coursework in this program for no more than 1 to 2 semesters.
Number of Courses Taken in the Program	61% of scholars have taken no more than 3 courses in the program.	79% of scholars have taken no more than 3 courses in the program.	74% of scholars have taken no more than 3 courses in the program.	42% of scholars have taken no more than 3 courses in the program.



Appendix C

Stanly Community College Comparison for Fall/Spring Pre- and Post-Tests

	Fall Pre-Test	Fall Post-Test	Spring Pre-Test	Spring Post-Test
Respondents	97.7% (n=214)	99% (n=108)	97.3% (n=183)	97% (n=98)
Gender	96% are female	95% are female	98% are female.	100% are female.
Age	70.6% are older than 25 years.	79.6%= are older than 25 years.	67.2% are older than 25 years.	77% are older than 25 years.
Ethnicity	30.8% =AA 29.4% = Caucasian 0.5% = H or Latino, 1.9% = Asian or PR, 0.9% = A Indian 1.4% = OEB	35.8% = AA 56.6% = Caucasian 1% = H or Latino 1% = Asian or PR 0% = A Indian 5.6% = OEB	32.4% = AA 63.2% = Caucasian 2.2% = H or Latino, 0% = Asian or PR, 0% = A Indian 2.2% = OEB	38.5% = AA 59.4% = Caucasian 0% = H or Latino, 0% = Asian or PR, 0% = A Indian 2.1% = OEB
Highest Level of Education	31.9% = HS 44.6% = some college 5.6% = Bachelors 8.9% = Cert. 7.5% = Associate 1.5% = less than a HS diploma	23.4% = HS 50.5% = some college 12.1% = Bachelors 7.5% = Cert. 6.5% = Associate 0% = less than a HS diploma	37.7% = HS 37.2% =some college 8.7% =Bachelors 8.2% =Cert. 5.5% = Associate 1.6% =less than a HS diploma 1.1% = Masters	36.1% = HS 34% = some college 12.4% = Bachelors 7% = Cert. 8% = Associate 0% = less than a HS diploma 2.1% = Masters

	Fall Pre-Test	Fall Post-Test	Spring Pre-Test	Spring Post-Test
Number of Semesters in the Program	42.1% = 1 -2 33.6% = 3-4 24.3% = 5 or more	52.3% = 1-2 29% = 3-4 18.7% = 5 or more	57.9% = 1-2 21.9% = 3-4 20.2% = 5 or more	48% = 1-2 23% = 3-4 29% = 5 or more
Number of Courses Taken in the Program	42.3% = 1-3 20% = 4-6 21.9% = 7 -9 15.8% = 10 or more	53.8% =1-3 17.9% = 4-6 17.9% = 7-9 10.4% = 10 or more	58%= 1-3 19.1% = 4-6 9.8% = 7 -9 13.1% = 10 or more	42% = 1-3 22% =4-6 17% = 7-9 18% = 10 or more
Currently working with children ages 0-5	17.8% 74.7% = center 7.4% = other 12.1% = family/group 4.2% = PS 1.6% = Head Start	11.2% 75% = center 8.3% = other 8.3% = family/group 8.3% = PS 0% = Head Start	13.8% 80% = center 4% = other 8% = family/group 8% = PS 0% = Head Start	13.8% 75% = center 12.5% = other 0% = family/group 12.5% = PS 0% = Head Start