

**Inclusive Post-Secondary Education
For Diverse Learners:
Supporting Transition**

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Executive Summary

Background

In 2010, Dr. Lynn Aylward from the Acadia University School of Education was approached by Don Glover, Director of Student Services with the Nova Scotia Department of Education to consider developing an inclusive post-secondary option for students with intellectual disabilities at Acadia University. Recognizing the significant need for meaningful and worthwhile post-secondary learning opportunities for students with intellectual disabilities in Nova Scotia, discussions began with representatives from the Department of Education (Student Services and Post-Secondary Disability Services), Acadia University, the Annapolis Valley Regional School Board, the Nova Scotia Association for Community Living, People First Nova Scotia, and the Nova Scotia League for Equal Opportunities.

In the Minister's Review of Programs and Services for Students with Special Needs, Aylward, Farmer, and MacDonald (2007) identified the need for increased post-secondary learning options in Nova Scotia for students with disabilities. Essentially, if transition planning is taking place in secondary schools without sufficient post-secondary and community options to meet student's needs, schools, parents, and students are planning for a transition to nowhere. With this difficult reality in mind, representatives from the above stated groups began to discuss how Acadia University could develop an inclusive post-secondary option for students with intellectual and developmental disabilities that would facilitate continued learning with their peers.

With this program development as the central goal, Dr. Lynn Aylward and Dr. Terry Lane received funding through a special projects grant from Post-Secondary Disability Services (then in the Department of Education) in October 2010. An Inclusive Post-Secondary Education Project Officer was hired with the goal of researching and establishing a plan for beginning an IPSE program at Acadia University, with a view that the Acadia program could be used as a model for other Nova Scotia post-secondary institutions. The Project Officer, Cynthia Bruce, worked in close collaboration with Dr. Lynn Aylward of the School of Education at Acadia University.

Overview of Inclusive Post-Secondary Education

Inclusive post-secondary education (IPSE) is a relatively new concept in higher education; however, it is an approach within which Canadian activists for persons with intellectual and developmental disabilities and Canadian post-secondary institutions have demonstrated leadership (Hughson, Moodie, & Uditsky, 2007; Mosoff, Greenholtz, and Hurtado, 2009; and Weinkauff, 2002). With inclusive post-secondary programs in Alberta leading the way in the early 1990s, Canada has made noticeable strides in providing post-secondary options for students who would not otherwise have access to a college or university experience (Hughson et al, 2007; Mosoff et al, 2009; and Weinkauff, 2002). Unfortunately, the growth in availability of post-secondary options for students with intellectual disabilities is not consistent across the country, and the degree of full inclusion is variable. Alberta and British Columbia, through the collaborative efforts of parents, post-secondary institutions, and not-for-profit organizations, have embraced a model of full inclusion at the post-secondary level that appears to be leading the way to removing this systemic barrier to full citizenship (Hughson et al, 2007; Mosoff et al, 2009 and Weinkauff, 2002). While other Canadian provinces have begun to implement post-secondary options for students with diverse learning needs, programs in provinces east of Manitoba do not appear to embrace full inclusion at the level of programs in British Columbia, Alberta, Saskatchewan, and Manitoba; and inclusive post-secondary options in the Atlantic provinces are not widely available.

Access Acadia – Personalized Education for Diverse Learners

Acadia University's vision, mission, core values, and strategic plan, articulates a commitment to equal access to an Acadia education, to a personalized education for the whole student, to supporting and enhancing lifelong learning, and to promoting a respectful scholarly community. The university has further emphasized the value inherent in creating a close community by citing the importance of "Cultural awareness, the celebration of diversity, affirmation of human differences, and our common humanity" (Acadia University, 2006). Established on the belief that all students have the right to pursue a higher education, Acadia has embraced a system of values that provides a flexible framework within which inclusive post-secondary education can thrive.

Access Acadia Program Overview

- Access Acadia is an inclusive post-secondary education program for students who self-identify as having an intellectual or a developmental disability and who would not meet the current admission criteria set by the university.
- Access Acadia is a certificate program coordinated through the Acadia University School of Education in partnership with Open Acadia.
- Access Acadia students will receive support to engage in the participatory audit of regular classes (with faculty permission), to participate in campus activities, and to engage in social activities with their peers.
- Support will be facilitated and provided by Access Acadia staff, peer mentors, and student volunteers.
- Access Acadia students may attend Acadia for approximately four years.
- Maximum enrollment in any one year will be 5 Access Acadia students.
- Access Acadia students will choose courses in which they are interested and that will relate to individualized learning goals and to potential employment paths.
- Access Acadia students will receive the student identification card necessary for all campus facilities and activities.
- During the summer, Access Acadia students will be supported to seek, obtain, and engage in summer employment opportunities.
- Access Acadia students will have the opportunity to live in residence with their peers.
- After Access Acadia students have completed the courses according to their personalized plans, they will graduate alongside their peers with a certificate of completion: *Certificate in Arts*; *Certificate in Science*; *Certificate in Professional Studies*; or *Certificate in Interdisciplinary Studies*.

Program Resources

The Access Acadia program will require a combination of formal and naturalized support in the form of human resources, fiscal resources, and effective community relationships and partnerships. The following table provides information on specific program components, the required fiscal resources for each component, and the anticipated source of funding.

Program Supports and Resources	Required Fiscal Resources	Anticipated Source of Funding
Access Acadia Coordinator	\$20,000.00 (includes salary and expenses) \$20 per hour*20 hours per week*44 weeks per year	Special projects grant through Post-Secondary Disability Services, Nova Scotia Department of Labour and Advanced Education
Peer Mentors	Peer mentors will be hired as required to provide learning support through the individual disability-related supports	Post-Secondary Disability Services, Department of Labour and Advanced Education
Disability-Related Supports	Costs for disability-related supports, such as assistive technology, adaptation of course materials and outcomes, and tutoring will be determined in the student advising and support planning process	Costs for disability-related supports will be covered by Post-Secondary Disability Services on an individual basis
Student Volunteers	No fiscal Resources Required	
Training, Support, and Professional Development for Faculty and Staff	\$10,000.00	This will be funded through a special projects grant through Post-Secondary Disability Services
Supports for Summer Employment	Costs will be determined by the individual support needs of each student	This will be funded as part of the disability-related supports by Post-Secondary Disability Services and planned in partnership with community agencies.

Program Evaluation

Program evaluation for Axxess Acadia will entail collecting both formal and informal feedback from all program stakeholders. Since a wide variety of people, institutions, and organizations will be involved in this program, information will need to be documented to address varying stakeholder priorities. Evaluation tools will be designed to address government concerns about gains in employment-related skills, student and parent concerns about the appropriateness of this post-secondary option, and university concerns regarding institutional enhancement and potential effects on course delivery.

Conclusions

Acadia University has a clearly articulated commitment to equitable access to higher education and to creating a respectful and diverse campus community (Acadia University, 2006). This commitment to equity and diversity promotes an environment within which inclusive post-secondary education can thrive. Axxess Acadia will enrich the diversity of Acadia's academic and campus experiences by opening doors to a group of students who have not traditionally been able to access the same higher education opportunities as their peers. Axxess Acadia students will have the opportunity to gain essential skills related to employment and community participation, and will be able to engage in a coherent pathway to adult living with their peers.

It is recommended that Acadia follow the steps detailed in this report to implement Axxess Acadia with an initial enrollment of three students to begin in September 2011. Additionally, it is recommended that Acadia investigate ways in which this program can include other post-secondary institutions with particular attention to possibilities for inter-university program collaboration. The inclusive individual support model outlined in this report is intended to provide a framework through which other Nova Scotia post-secondary institutions can develop programs and is a suggested standard against which governments, universities, and colleges in this province can evaluate the extent to which their programs are truly inclusive.

Introduction

Background

This report on inclusive post-secondary education was prepared for the Nova Scotia Department of Education and the senior administration at Acadia University. In 2010, Dr. Lynn Aylward from the Acadia University School of Education was approached by Don Glover, Director of Student Services with the Nova Scotia Department of Education to consider developing an inclusive post-secondary option for students with intellectual disabilities at Acadia. Recognizing the significant need for meaningful and worthwhile post-secondary learning opportunities for students with intellectual disabilities in Nova Scotia, discussions began with representatives from the Department of Education (Student Services and Post-Secondary Disability Services), Acadia University, the Annapolis Valley Regional School Board, the Nova Scotia Association for Community Living, People First Nova Scotia, and the Nova Scotia League for Equal Opportunities.

The Nova Scotia Department of Education has an explicit commitment to providing quality programming for students with special needs through an inclusive approach to the education of all students as stated in the Education Act, Section 64 (I)(D) (Special Education Policy, 2008). “The goal of inclusive schooling is to facilitate the membership, participation, and learning of all students in school programs and activities” (Special Education Policy, 2008, p. 16). This comprehensive document contains a detailed set of policies, guidelines, and procedures to ensure that every attempt is made to meet the individual educational needs of every student. This includes extensive transition planning for any student for whom, through the program planning process, their outcomes have been individualized and an individual program plan (IPP) has been created as part of the strategy to facilitate achievement in public school.

Transition is recognized as being a lifelong process and is defined as the passage from one life stage to another. It is important to consider issues of transition between all stages with particular attention being given to transition from home to school, from grade to grade, from school to school, and from school to community. Moving from school to post-secondary training or education or to community is the traditional path to adulthood and carries with it expectations of independent living, employment, and recreational pursuits (Special Education Policy, 2008). While part of transition planning for high school leaving is to determine and to facilitate appropriate post-secondary and community options, sufficient post-secondary options must exist

for appropriate recommendations to be made. In the recent Minister's Review of Programs and Services for Students with Special Needs, Aylward, Farmer, and MacDonald (2007) identified the need for increased post-secondary options in Nova Scotia for these students. Essentially, if transition planning is taking place without sufficient post-secondary and community options to meet student's needs, schools, parents, and students are planning for a transition to nowhere.

With this difficult reality in mind, representatives from the above stated groups began to discuss how Acadia University could develop and implement an inclusive post-secondary option for students with intellectual and developmental disabilities that would facilitate continued learning with their peers. Dr. Lynn Aylward and Dr. Terry Lane received funding through a special projects grant from Post-Secondary Disability Services, Nova Scotia Department of Education (now part of the Department of Labour and Advanced Education) to support the research and development of this program. In October 2010, an Inclusive Post-Secondary Education Project Officer was hired with the goal of researching and establishing a plan for launching a program at Acadia University. The Project Officer, Cynthia Bruce, worked in close collaboration with Dr. Lynn Aylward of the School of Education at Acadia University.

Overview of Inclusive Post-Secondary Education

Inclusive post-secondary education (IPSE) is a relatively new concept in higher education; however, it is an approach within which Canadian activists for persons with intellectual and developmental disabilities and Canadian post-secondary institutions have demonstrated leadership (Hughson, Moodie, & Uditsky, 2007; Mosoff, Greenholtz, and Hurtado, 2009; and Weinkauff, 2002). With inclusive post-secondary programs in Alberta leading the way in the early 1990s, Canada has made noticeable strides in providing post-secondary options for students who would not otherwise have access to a college or university experience (Hughson et al, 2007; Mosoff et al, 2009; and Weinkauff, 2002). Unfortunately, the growth in availability of post-secondary options for students with intellectual disabilities is not consistent across the country, and the degree of full inclusion is variable. Alberta and British Columbia, through the collaborative efforts of parents, post-secondary institutions, and not for profit organizations, have embraced a model of full inclusion at the post-secondary level that appears to be leading the way to removing this systemic barrier to full citizenship (Hughson et al, 2007; Mosoff et al, 2009 and Weinkauff, 2002).

In recent years, Canadian disability advocacy groups have worked to move the discussion of disability issues into the realm of human rights and full citizenship. In particular, advocates for persons with intellectual disabilities have emphasized the realization of full citizenship for this systemically marginalized group. Participation in higher education and employment are two key components of achieving full participation as citizens and as members of civil society (Greenholtz, Mosoff, & Hurtado, 2007)

While access to post-secondary education has improved greatly for many students with disabilities in North America, those with intellectual or developmental disabilities have not seen the same level of improvement in access as their peers without those labels (Stodden & Whelley, 2004). The need for increased opportunities for diverse learners to acquire life and work skills that will facilitate transition to the community has been clearly documented in Canadian jurisdictions (Aylward, Farmer, & MacDonald, 2007; Greenholtz et al, 2007; and Mosoff et al, 2009). However, for this systemically excluded segment of our population, life goals and dreams continue to be oppressed because special educators and transition teams do not usually present going to college or university as a viable option for continued learning after high school (Hart, Grigal, Sax, Martinez, & Will 2006 and Hughson et al, 2007). In fact, it is not uncommon to see students with intellectual disabilities remain in public school settings until the age of twenty-one while their peers without disabilities go on to a variety of post-secondary settings (Casale-Giannola and Wilson Kamens, 2006).

While this may be due in part to the lack of available post-secondary options for students with intellectual disabilities, it is the perpetuation of systemic and institutional barriers that leads to continued exclusion of diverse learners. Firstly, standardized entrance criteria based on previous academic achievement mean that students with intellectual disabilities are denied access to post-secondary settings and programs of study. Another barrier pertaining to the provision of appropriate supports exists because individualized supports are not usually available in a post-secondary setting. Finally, when educators assume that universities and colleges are only meant to educate the “best and the brightest”, a persistent intellectual barrier exists (Hafner, 2008).

In reality, students with intellectual disabilities can benefit from post-secondary education and experiences as much as any other student (Casale-Giannola & Wilson Kamens, 2006; Hafner, 2008; Hart et al, 2006; and Weinkauff, 2002). Benefits to students have consistently been observed in the areas of improved academic and personal skills, employment outcomes, self confidence, self advocacy, transition to community, and independence (Bowman

& Weinkauff, 2004; Casale-Giannola & Wilson Kamens, 2006; Hafner, 2008; Hart et al, 2006; Hughson et al, 2007; Stodden and Whelley, 2004; Thompson, 2008; and Weinkauff, 2002). Further to these student benefits, recent studies contain evidence that IPSE programs have a positive influence on institutional structures and on faculty, staff, and students (Hafner, 2008).

Inclusive post-secondary education has its roots in Alberta, and programs in Canada and the United States strive to support students with intellectual and developmental disabilities who wish to pursue further education in typical college and university environments (Greenholtz et al, 2007; Mosoff et al, 2009; Thompson, 2008; and Weinkauff, 2002). Students who enter IPSE programs are those who would not normally have access to college and university courses because they would not meet the standardized entrance criteria of the institutions. Viewed as adult learners, students are not assessed for admission to IPSE programs based on previous academic performance, diagnostic criteria, or psychometric or medical documentation of an intellectual disability. There is variability in who can participate in specific IPSE programs, but students will generally have a wide range of labels, conditions, or diagnosis that impact cognitive functioning and would prevent them from meeting the standardized entrance criteria of a post-secondary institution (Mosoff et al, 2009; and Hafner, 2008).

IPSE represents a new model of adult education for students with intellectual and developmental disabilities. No longer is it seen as necessary to isolate diverse learners from their same-aged peers so they can continue their education after high school. By providing individualized supports so diverse learners can take regular university and college courses alongside their peers, IPSE allows them to follow the same path to adulthood and citizenship as their peers (Bowman and Weinkauff, 2004; Greenholtz et al, 2007; Mosoff et al, 2009; and Weinkauff, 2002).

While specific definitions of IPSE programs will vary, researchers and program staff generally define IPSE as a set of practices that enables students with diverse learning needs to access generic college and university experiences rather than specialized programs that target persons with intellectual and developmental disabilities (Hafner, 2008 and Mosoff et al, 2009). Motivation to learn is the principle criterion for admission, and individualized supports are provided in a way that will facilitate a post-secondary experience that is relatively the same as that of their peers. It is important to note that IPSE is not an end in itself. It is a pathway to adulthood that facilitates the achievement of socially valued roles where adults with diverse learning needs are viewed as valued members of society (Bowman & Weinkauff, 2004;

Greenholtz et al, 2007; and Mosoff et al, 2009). The aim is to support students to continue learning, to develop relationships, and to pursue their interests in a post-secondary environment (Greenholtz et al, 2007). Eventually, through the inclusion of diverse learners in mainstream college and university classes, the presence of students with intellectual disabilities will be an unremarkable aspect of a diverse college or university community (Mosoff et al, 2009).

Researchers have found that successful initiatives tend to be small, individualized, and personalized with student numbers in natural proportions to the general population (Hafner, 2008 and Hughson et al, 2007). Equally important to success is the necessity to protect IPSE students from being seen by faculty and students as subjects of either research or practica (Hughson et al, 2007). While IPSE offers excellent reciprocal learning opportunities, social role valorization will only occur if student experiences are coherent with those of their peers (Bowman & Weinkauf, 2004). In a North American society where post-secondary indicators of achievement and even post-secondary participation in general, tend to provide opportunities to achieve status as a valued member of one's community, staying away from power structures such as researcher and subject or pre-service professional and practicum subject is critical (Bowman and Weinkauf, 2004).

Bowman and Weinkauf (2004) have also emphasized the importance of examining the way in which IPSE programs are administered. This is another critical aspect of achieving socially valued roles. IPSE programs, to the greatest extent possible, are imbedded within post-secondary institutions. While parent involvement and inter-agency cooperation are important elements, this organizational alignment allows IPSE students and services to be an integral part of the campus community.

Weinkauf (2002), through his involvement in IPSE in Alberta, has articulated eleven principles that have guided IPSE since its inception. These principles ensure that IPSE programs are available to any adult with an intellectual disability and that no academic or physical criteria will prevent access to the programs. Individual student supports are provided in a manner that will facilitate a completely inclusive experience that is coherent with that of other students. Support is also provided to faculty and staff, and family involvement is encouraged as a critical component of facilitating the achievement of socially valued roles. As adult learners, IPSE students are included in all decisions that involve them and are encouraged to lead increasingly self-determined lives. For a comprehensive list of these principles, see appendix A.

Supported by the principles outlined above, researchers and program staff have identified a number of specific components for successful inclusion of IPSE students (Bowman & Weinkauff, 2004; Greenholtz et al, 2007; Hafner, 2008; Hart et al, 2006; Mosoff et al, 2009; Thompson, 2008; and Weinkauff, 2002).

- Natural Proportions – It is important that IPSE initiatives are small, individualized, and personalized with student numbers consistent with natural proportions. This allows the program to maximize natural supports and avoid a program-centered approach to planning.
- Coherent Experiences – Students are educated in regular classes in the same age groupings available to all other students and are welcomed into shared university experiences that are generally attended by students without disabilities – both social and academic.
- On Campus Housing – In order for IPSE students to have the opportunity for a completely coherent experience, they must have the same option to live on campus as their peers without disabilities.
- Motivation to Learn – Students must be motivated to learn and have individual goals that are consistent with the offerings of the post-secondary institution. The likelihood of success should not be judged in relation to the characteristics of their disability. Motivation to learn and level of interest should be seen as the greatest predictors of success.
- Individualized Supports – IPSE students must be supported year-round to pursue course work and employment opportunities. Supports are constructed through a person-centered process that values the voice and goals of the student. This process facilitates the identification of individual learning goals and a course of study that will facilitate achievement of those goals.
- Inclusion Facilitators – Critical to success is the employment of inclusion facilitators. Their role is facilitation of peer mentor relationships, adaptation of course curriculum or material, and supporting all involved in IPSE programs – students, mentors, faculty, and family.
- Peer Mentors – These are similar aged students who act as companions to facilitate the development of respectful, meaningful, and reciprocal relationships. In this reciprocal

learning process, peer mentors can receive course credit, but IPSE staff must ensure that IPSE students are not being viewed or treated as subjects of practica.

- Employment Opportunities – IPSE students must be supported to explore employment options through paid summer employment.
- Inter-Agency Cooperation – Post-secondary facilities must develop community partnerships that will support student growth and assist in the transition of IPSE students from college or university to further education, community living, and employment.
- Reflective Practice and Parental Involvement – This is important in ensuring that IPSE programs remain true to the purpose of IPSE. Frequent communication among all stakeholders is critical. This can include a representative advisory board.
- Universal Design in Teaching – While course adaptation is completed by IPSE staff, faculty are encouraged to explore and implement teaching methods that will make course content accessible to the widest possible array of learners.

Models of Inclusive Post-Secondary Education

Transition from public school to community and to employment is frequently identified as an issue that must be addressed for students with intellectual and developmental disabilities. It is a gap that exists in many jurisdictions, and it is often identified by parents and advocates as the most prevalent barrier to community inclusion. Attempts to address this gap in support have led to a number of post-secondary programs in a variety of settings. Hart et al (2006) have identified the following salient models of IPSE programs:

1. Mixed or Hybrid Model – In this model, students participate in social activities or academic classes (for audit or credit) with their same-aged peers without disabilities. Additionally, they participate in classes with other students with disabilities – classes that provide life skills training and transition options. Within this model, students gain experience in employment, either on or off campus.
2. Substantially Separate Model – In this model, students participate only in classes with other students with disabilities. These are frequently referred to as life skills classes or transition programs. Students may or may not be offered the opportunity to participate in regular campus activities. Employment experience in this model tends to be provided in a way that rotates students through a set of predetermined jobs either on or off campus.

3. **Inclusive Individual Support Model** – In this model, students receive individualized support to take college courses, certificate programs, or degree programs either as audit students or for credit. Supports might include educational coaching, tutoring, assistive technology, or naturalized supports. The individual supports are determined by the student’s vision and career goals. There is no program base on campus because the focus is on establishing a student-driven goal that will direct the course of study and employment experience.

More recently, the dual enrollment option has been extended to students with intellectual disabilities. This option is typically one in which high school students in their final two years are simultaneously enrolled in secondary and college/university programs. Through a collaborative agreement between public high schools and colleges and universities, students have the opportunity to earn college or university credit for some of their high school courses.

For students with intellectual disabilities between the ages of eighteen and twenty-one still receiving transition services from the public school system, this option has been adapted to provide an opportunity to participate in a wide range of college or university experiences. These are chosen and facilitated so they relate to the goals in their Individual Program Plans (IPP). This option is usually initiated by parents or by school support staff; and either the school administers it or support services staff (Martinez and Queener, 2010).

Inclusive Post-Secondary Education in Canada

As noted above, there are several models of post-secondary options for students with disabilities in North America. The dominant model used is the mixed or hybrid model in which students participate in both generic and specifically targeted classes and experiences (Hart et al, 2006). In provinces across Canada, there are examples of all three models. This section contains a scan of the inclusive post-secondary initiatives by province. Information was gathered and synthesized to provide an overview of the inclusive post-secondary trends in each province where information was available. Specific programs are mentioned as examples, but this overview does not represent a comprehensive list of Canadian post-secondary options.

British Columbia

Steps Forward – BC Initiative on Inclusive Post-Secondary Education is a not-for-profit agency that supports students with intellectual disabilities on four Campuses in BC. It was

initiated in 2001 by parents wanting to create campuses where students with developmental disabilities would be ordinary members of a diverse campus community, regardless of the nature of the disability. Admission to the Steps Forward program is guided by the following criteria:

- Prospective students have a self-defined developmental disability
- Prospective students have a desire to become a college or university student
- Prospective students wish to study a subject offered by the college or university
- Prospective students are willing to make campus experience a priority for four to five years
- There must be staff resources available to meet support requirements
- Admission will not be based on the level of complexity of the disability, on reading or math level, or on the current level of any other skill

This program receives funding support from the BC Ministry of Advanced Education and from Community Living BC. Staff members provide support to both students and faculty to enable participation in all aspects of the course. They employ a process of participatory auditing in which students access course material, which is adapted by Steps Forward staff to meet individual learning needs. While IPSE students do not receive traditional grades or degrees, they do receive a certificate of completion from the university or college.

Alberta

Inclusive Post-Secondary Education programs have been in existence in Alberta for almost twenty years. IPSE programs in Alberta are based on eleven fundamental principles that guide an approach consistent with the inclusive individual support model identified by Hart et al (2006). Students in Alberta have a wide variety of post-secondary options in numerous college and university settings. While the governance structures vary across programs, adherence to full inclusion principles is guided and supported by an Alberta Association for Community Living provincial network (Hughson et al, 2006). Students have access to a coherent post-secondary experience through academic classes, recreational experiences, and campus activities. Inclusion facilitators provide support in course adaptation as well as to faculty and to peer mentors. All students who participate in IPSE programs must be eligible for supports from the Persons with Developmental Disabilities (PDD) program of the Alberta government. The PDD program is the way in which the government of Alberta provides supports and funding to adults with

developmental disabilities. Students who are eligible for PDD funding can receive support to attend IPSE programs for up to four years.

Inclusive Post-Secondary Education is currently available at the following Alberta campuses:

- Athabasca University
- Augustana College, University of Alberta
- Bow Valley College
- Grant MacEwan University – Campus Connections
- Concordia University College of Alberta
- Grande Prairie Regional College
- Keyano College
- Kings University College
- Lakeland College
- Lethbridge College
- Mount Royal University
- Norquest College
- Northern Alberta Institute of Technology
- Olds College
- Red Deer College
- St. Mary's University College
- University of Alberta – On Campus Program
- University of Calgary

Saskatchewan

Campus for All at the University of Regina is a partnership among The University of Regina, the Regina and District Association for Community Living, and People First of Regina. It provides a post-secondary option to adults with developmental disabilities aged twenty-two or older. Campus for All students can audit classes, improve literacy, and develop connections with other students. At the University of Regina, students have access to campus facilities and services, can participate in student campus activities, can design individualized literacy plans

with Campus for All staff, and can receive literacy tutoring from non-disabled classmates. This program is most closely aligned with the inclusive individual support model.

Manitoba

Since 2004, the University of Manitoba, Faculty of Education, has been offering an inclusive post-secondary program called “Campus Life”. Faculty, staff, and student volunteers have been supporting students with intellectual disabilities to take regular courses, to engage in social activities, and to be a part of the life of the University of Manitoba campus. Students are supported to audit courses in multiple faculties and departments, and the typical student will take one to three courses per term over a four to five year period.

Prospective students make application to Campus Life by contacting the program coordinator to indicate their interest in continued learning in the University of Manitoba setting. Since demand for the program is high, potential students are put on a waiting list until a place becomes available. Once an opening exists, applicants are contacted to attend an interview with the coordinator to determine appropriateness for the program - ensuring student interests match what the university can offer. At this time students also complete an overview of their support needs to establish the level of support required to engage in campus courses and activities. Students are then registered to audit courses and receive support to participate in all aspects of university life.

The program maintains an enrolment total of six Campus Life program students who typically take one to three courses per term. Campus Life students have the opportunity to complete a 30 hour non-credit certificate; and in the spring 2011, Campus Life students will graduate in convocation ceremonies with their peers upon completion. The program employs a part-time coordinator for twenty hours per week, forty-four weeks per year. In addition to the coordinator, there are three educational assistants who support the students in course work and campus activities (T. Freeze & R. Freeze, personal communication, March 29).

Ontario

The Ontario college system has created a post-secondary option for students with developmental or intellectual disabilities. Community Integration through Co-Operative Education (CICE) is a two-year full-time program in which students take a combination of regular college courses and core life skills courses with other CICE students. Depending on the

college campus, students complete the program and receive either an Ontario College diploma or certificate. Regular college courses are adapted to meet individual learning styles, and academic support is provided in the classroom and through tutorials. Students in this program are required to have a certain level of independence, and supports are not provided outside the academic arena. Course work includes a variety of field placements to allow students to gain valuable work-related skills. These programs appear to be consistent with the mixed or hybrid model.

Quebec

Inclusive post-secondary programs from which information was available exist in four English CEGEP programs in Montreal. Only one program (Adam's P.A.C.E. at Champlain College) had information available on their website. There are similar programs at Dawson College, John Abbott College, and Vanier College, but it is virtually impossible to find any published information (M. Bresba, personal communication, March 24).

Adam's P.A.C.E. is a partnership between Champlain College and the Riverside School Board in St. Lambert Quebec. The acronym stands for Post-secondary Alternative Community-based Education. Intended for students with intellectual disabilities and/or pervasive developmental disabilities, this program is an opportunity to gain post-secondary experience through multiple learning opportunities. Program components include community-based instruction, parent involvement, job training, regular college classes and activities, transition planning, and inter-agency collaboration. In order to be admitted, students must be between the ages of eighteen and twenty-one with a coded pervasive developmental disability and/or developmental disability. They must also be able to use public transit, be able to function with minimal supervision in college and work environments, be willing to learn from a variety of experiences, and exhibit appropriate social skills – no severely disruptive behaviours.

New Brunswick

Since 2001, the New Brunswick Association for Community Living and the New Brunswick Community College have worked in partnership to increase the participation of students with intellectual disabilities in post-secondary education. A four year pilot project that ended in 2005 led to the development of a special admissions process for students with intellectual disabilities to access a limited number of seats in NBCC programs across the

province. Students who do not meet the entrance criteria are considered for special admission if they have:

- A high school diploma or if they are in their final year of high school;
- A strong desire to attend college;
- An attainable career goal that relates to the chosen program of study;
- And an ability to succeed with the help of others.

Students work with college staff to develop an individualized learning plan that will include adaptation of the course work in the program. They are required to attend class on their own with the provision of appropriate accommodations. Instructors are trained in teaching alternative learning strategies, and tutorial services are also offered. Upon completion, students receive a certificate of participation along with a profile that outlines the skills they have acquired as a result of their participation in the program.

Prince Edward Island

The University of Prince Edward Island (UPEI) offers a program called Adult Connections in Education (ACE). In the ACE program, students with intellectual disabilities engage in university classes, extra curricular activities, time with peers, and work experience opportunities that are intended to provide academic enhancement and personal growth. Admission is based on compatibility between the goals of the student and the goals of the ACE program. The admission process involves a committee consisting of program staff, a UPEI faculty member, and an ACE program peer volunteer student. Students will be considered for admission if they meet the following criteria:

- Are eighteen years of age or older;
- Have a psychological diagnosis of an intellectual disability;
- Are interested in continuing their education in a university environment;
- And have the support and interest of family members

Newfoundland and Labrador

The college of the North Atlantic has made a commitment that ensures all campuses provide inclusive programming to all students who are accepted. Through their department of disability services, they have a four level model of service delivery based on individual student need. The first level recognizes that some students with disabilities will neither require nor

request accommodation. This level encompasses all programs of the college and is intended for students who can access programs without supports. Level two is intended for students who meet college entrance criteria but self-identify as having a disability on their application. They may require some support to access regular courses, programs, and curriculum, but there is no modification or deletion of course or program objectives or requirements.

In level three, modification of courses, programs, or curriculum is facilitated for students who do not meet entrance criteria and self-identify as having a disability on an application form. A program services planning team develops an individualized curriculum involving modification of course material and curriculum objectives, and students receive a record of achievement that documents competencies upon completion. The final level is an alternate college service, which addresses student needs on an individual basis. Students who inquire about alternate programs such as life and work skills will consult with the Coordinator of Disability Services. They will either be referred to the most appropriate community agency or to one of the modified programs of the college.

Nova Scotia

In the province of Nova Scotia, there is clear recognition that increased post-secondary and transition options for students with disabilities must be developed (Aylward et al, 2007). The Nova Scotia Community College has implemented a special admissions process for students who do not meet the entrance requirements of the college and may require program modification. Students are admitted to a program of study, and their individual learning needs are accommodated through the development of an individualized learning plan. After three to six weeks in their chosen program, they participate in a progress review meeting. It is at this time that a program would be modified if the review shows they are not making appropriate progress. Students who have their program modified will graduate in one year with a certificate of accomplishment, which contains a list of achieved skills and is attached to their transcript .

In addition to the special admissions process, the Strait area campus has developed a program called “Strait to Work”. It is a one year transition program for youth with disabilities between the ages of eighteen and twenty-one who graduated from high school with an IPP (individualized program plan), a transition plan, or the equivalent. The program offers students an opportunity to discover their strengths and establish career goals, to prepare for transition to adulthood, to increase independence and decision making, to become more employment-ready

and improve future employment options, and to explore post-secondary options after completion of the Strait to Work program. The criteria for entry into the program include:

- Students must be able to function in the college environment without in-class support such as an educational assistant;
- Students must have the potential to transition to paid employment upon completion of the program;
- Students must be able to manage their own personal care and demonstrate appropriate behavior for a college environment;
- And students must have the capacity to function in a group environment without one-on-one support.

Strait to Work is a partnership among NSCC, Strait Area Campus, the Strait Regional School Board, The Department of Education, and the Department of Community Services.

A program that is similar to Strait to Work is offered in the Halifax Regional Municipality. Access to Community Education and Employment (ACEE) is a program of Independent Living Nova Scotia. It is delivered in partnership with Affirmative Industries and the Halifax Regional School Board, and is funded by the Nova Scotia Departments of Community Services and Education. ACEE is a one year transition program for students between the ages of eighteen and twenty one with a disability who face barriers to moving into post-secondary education or community employment. This program takes place on the Akerley campus of the Nova Scotia Community College, but students attend only classes and workshops that are core components of the ACEE program.

During the program, students attend workshops pertaining to independent living skills, career exploration, and career orientation. At the beginning of the program, participants attend a twelve week employment assessment at the two businesses run by Affirmative Industries, and staff prepares a report at the end of this period, which outlines employment readiness, and recommendations for required supports in community employment. Additionally, students must demonstrate progress toward their employment or educational goal to continue in the program. When students complete the program, they are given a skills summary and a resource portfolio. In order to be considered for admission, students must meet the following standards:

- Identified as a student with very challenging academic and social needs throughout high school;
- Completed high school on an IPP with a transition plan;

- Graduated with a high school diploma and be between the ages of eighteen and twenty-one – they may also be referred by the Department of Community Services or by community agencies;
- Demonstrated the potential to work independently after a period of instruction;
- Demonstrated the ability to work in a variety of settings with minimal supervision;
- Have the goal of further education or community employment;
- Have a commitment from parents or care givers to participate in the transition process;
- Be responsible for transportation to the ACEE program and to work placements;
- And be willing to work flexible schedules, including weekends

Access Acadia – Personalized Education for Diverse Learners

Acadia University’s vision, mission, core values, and strategic plan, articulates a commitment to equal access to an Acadia education, to a personalized education for the whole student, to supporting and enhancing lifelong learning, and to promoting a respectful scholarly community. The university has further emphasized the value inherent in creating a close community by citing the importance of “Cultural awareness, the celebration of diversity, affirmation of human differences, and our common humanity” (Acadia University, 2006). Established on the belief that all students have the right to pursue a higher education, Acadia has embraced a system of values that provides a flexible framework within which inclusive post-secondary education can thrive. The inclusion of students with diverse learning needs on Acadia’s campus will enrich the diverse nature of the community of learners and will move Acadia toward a diversity that is truly representative of the community in which it operates.

Access Acadia is a program built on the principles of full inclusion outlined in Appendix A. It adheres to the inclusive individual support model with the goal of providing a post-secondary experience that is coherent with that of similar aged peers. Access Acadia students will engage in a personalized student advising process that will support course selection, determination of required supports, and facilitation of implementing those supports. Supports will be determined by each student’s individual needs, and Access Acadia staff will facilitate full inclusion by supporting students, faculty, staff, peer mentors, and student volunteers throughout the post-secondary experience. The following sections provide program details that will guide the implementation of Access Acadia.

Program Overview

Axcess Acadia is an inclusive post-secondary education program for students with diverse learning needs who self-identify as having an intellectual or a developmental disability. In particular, students for whom this program is designed include those who would not meet the current admissions criteria set by the university. As Axcess Acadia students, they will receive support to engage in a participatory audit of regular classes, enabling participation in class discussions and activities, the option to complete assignments, to participate in campus activities, and to engage in social activities with their peers. Support will be facilitated and provided by Axcess Acadia staff, peer mentors, and student volunteers.

In order to ensure a completely coherent experience, students may attend Acadia for approximately four years. They will choose courses in which they are interested and that relate to individualized learning goals and to potential employment paths. Through an administrative process similar to English for Academic Purposes (EAP) students, Axcess Acadia students will receive a student identification card that ensures access to all campus facilities and activities. During the summer, students will be supported to seek, obtain, and engage in summer employment opportunities. Rounding out the coherent student experience will be the opportunity for Axcess Acadia students to live in residence with their peers. After students have completed the courses according to their personalized plans, they will graduate alongside their peers with a certificate of completion.

Axcess Acadia will be a certificate program supported by the Acadia University School of Education and delivered through Open Acadia – Acadia’s distance and continuing education division. Students will engage in a participatory audit of regular courses and pay regular audit fees. Faculty will be encouraged, but not required, to facilitate student engagement in class activities and to provide feedback on academic progress. A five to eight member advisory committee will oversee the program to ensure it remains consistent with the goals and principles of an inclusive individual support model of IPSE. This committee will consist of at least one School of Education faculty member, the Axcess Acadia Coordinator, at least one member of an advocacy organization such as People First Nova Scotia or Nova Scotia Association for Community Living, and a member of the Student Services division of either the Nova Scotia Department of Education or the Annapolis Valley Regional School Board.

Program Goals and Objectives

- To provide an inclusive post-secondary option for diverse learners that recognizes individual choice in a personalized educational environment;
 - Students' individual learning goals will be determined through a personalized student planning process that encourages students to choose courses that relate to their interests and goals.
 - Available courses will be in a variety of subject areas and disciplines to meet individual interests and strengths.
 - Summer employment will be facilitated in areas of interest to Axxess Acadia students.
- To facilitate a culture of inclusion and lifelong learning in which Axxess Acadia students can enjoy a coherent university experience;
 - Students will have full access to all campus programs and facilities.
 - Students will have the opportunity to live in residence.
- To provide opportunities to increase skills that will facilitate transition to future education, employment, and community engagement;
 - Students with diverse learning needs will be provided with the opportunity to complete a thirty hour certificate that will enhance skills development and employment readiness.
 - Students will be supported to participate in regular course activities.
 - Students will be supported to complete class assignments.
 - Students will receive a record of skills and achievements upon completion.
 - Students will receive peer mentoring to maximize opportunities for social interaction, academic growth, and class participation.
 - Personalized supports to facilitate learning may include the following:
 - Adaptation of course material;
 - Assistance with note taking;
 - And the provision of tutoring as a means of progressing toward one's learning goals.
- To develop effective partnerships that will facilitate student employment and community living goals and transitions;

- Axxess Acadia staff will develop partnerships with community-based agencies to facilitate summer employment, transition to employment, and transition to community living.
- To develop a system of supports that will facilitate full inclusion in academic and non-academic university experiences;
 - A part-time Axxess Acadia coordinator will be hired to support all Access Acadia stakeholders and to coordinate admissions, student course selection, and recruitment and orientation of peer mentors and student volunteers.
 - Faculty advisors from the School of Education will provide support to peer mentors who will be hired to adapt course curriculum and course material.
 - Peer mentors will be hired as part of a personalized plan to adapt course curriculum, course material, or to provide tutoring.
 - Tutoring services will be provided for those students requiring that support.
 - Student volunteers will be recruited from the Acadia student body to support class participation and engagement in the campus community.
- To encourage faculty professional development in the area of universal design in instruction;
 - The Axxess Acadia coordinator will research resources and professional development opportunities for faculty on strategies and techniques for making course content available to the widest possible array of learners.
- To provide reciprocal learning opportunities for peer mentors and student volunteers that respect Axxess Acadia students as peers and not subjects of research or pre-service practica;
 - Peer mentors will be provided with an orientation that will outline and clarify the goals of Axxess Acadia and the principles of full inclusion in a post-secondary setting.
 - Peer mentors and student volunteers will be provided with on-going support in maintaining the integrity of peer relationships.

Admissions Process

Prospective students will make application through the Axxess Acadia Coordinator by June 15th of the year in which they would like to begin. An application form will be available

through the coordinator and on the Acadia University website for prospective students to submit either electronically or by mail. There will be an admissions committee comprised of the Axxess Acadia Coordinator, a faculty member from the School of Education, and a member of the advisory committee. Admission will be based on the student's desire and motivation to continue learning in a post-secondary environment and on Axxess Acadia's ability to provide a course of study that is compatible with the student's interests and goals. Previous academic achievement and specific diagnosis will not be criteria for admission (see Appendix B for the complete application form).

The process of admission will proceed in the following manner.

- Prospective students will receive the application form either by contacting the coordinator or through the Acadia University website.
- Once the student has received the application, he or she may return the completed form to the coordinator, or contact the coordinator to arrange for assistance to complete the form.
- Once the coordinator has received the application, he or she will arrange to meet with the student (and anyone the student chooses to bring for support) to determine appropriateness for the Axxess Acadia Program. This determination will be based on the student's desire to go to university and on the ability of Axxess Acadia to match the student with courses in his or her area of interest.
- When this process is complete, the student will either be recommended to the admissions committee or be referred to other post-secondary or community options that match his or her interests.
- Student applications will then be forwarded to the admissions committee which will take one of the following actions:
 - Recommend the student for admission in the upcoming academic semester;
 - Recommend the student for admission in the upcoming academic year;
 - Or place the student, in order of application date, on a waiting list for admission when a space becomes available.

In the first year of the program, a maximum of three students will be admitted. Another two students will be admitted in the second year with a goal of maintaining a consistent enrollment of five students. Although it is anticipated that students will participate for approximately four years, natural attrition will occur if students finish in less time or if a student decides that the program is not a good match for their needs. It is either at this point or when the

first group of students completes their certificates that students from the waiting list will be offered a place in the program.

Program Fees

Students will pay applicable audit fees as established by the university in any given academic year. Those who choose to live in residence will pay regular residence fees, but there will be no extra charge for attendants. The costs for any supports required to complete the program of study (i.e. curriculum and course material adaptation, assistive technology, attendants) will be funded by Post-Secondary Disability Services, Nova Scotia Department of Labour and Advanced Education. This will include any supports required to engage in the summer employment component of the program.

Course Selection and Support Planning

Once students have been offered a place in the program and have accepted the offer, the process of course selection and support planning will begin. Each student will meet with the Axxess Acadia Coordinator to determine the course of study and the supports required both in and out of class. It is at this point that students will be matched, according to their interests, with courses that are available for audit through Axxess Acadia. Support requirements will be documented by the Coordinator and forwarded to Post-Secondary Disability Services. This plan will be reviewed with the student regularly to ensure the appropriate level of support continues to be provided.

When the course of study and support needs have been determined and documented, the Axxess Acadia Coordinator will begin to facilitate the establishment and implementation of a support system. This process will include, but will not be limited to the following activities:

- Hiring/recruiting and orienting peer mentors and student volunteers and facilitating the development of a mentor relationship with the Axxess Acadia student;
- Facilitating opportunities for the Axxess Acadia student to visit campus to establish a level of comfort with the environment, campus facilities, faculty and staff, and other campus services;
- Facilitating a comfortable introduction of the Axxess Acadia student to faculty, staff, and peer mentors. Students may choose to:
 - Meet faculty, staff, and peer mentors individually to introduce themselves;

- Create a short video that will help to introduce them to faculty, staff, and peer mentors;
- Or engage in other creative means of introduction facilitated by the coordinator.
- Arranging for supports that will facilitate course and campus life participation;
- Facilitating course registration and acquisition of all required course materials;
- And facilitating adaptation of curriculum and course material.

Supports will typically consist of a combination of naturalized and formal supports.

These may include, but will not be limited to the following:

- Student volunteers who will be recruited to facilitate in-class and campus participation;
- Peer mentors who will be hired on an individual basis to adapt course material (develop strategies and resources to facilitate learning outcomes);
- Tutorial services to assist with class work and assignments;
- Assistive technology to facilitate course participation, employment, and community engagement;
- Curriculum and course material adaptation to make course work and materials appropriate to the student's learning style and strengths;
- And personalized supports that will facilitate summer employment in the community

Program Structure

Each student will have the opportunity to complete a thirty hour certificate in one of four areas:

- Certificate in Arts
- Certificate in Science
- Certificate in Professional Studies
- Certificate in Interdisciplinary Studies

The area in which the student takes the majority of his or her courses will determine the certificate major. While the course load per student will vary, one to three courses per term is the expected registration. In-keeping with the goal that Axxcess Acadia students will have an experience that is coherent with that of their peers, it is anticipated that students will attend for approximately four years.

Similar to standard enrollment, one course unit will be documented as three credit hours. Summer employment, as part of the certificate program, will be documented as three credit

hours. When the student has completed 30 credit hours, s/he will graduate with a certificate of completion in his or her chosen discipline.

Program Resources

As stated above, this program will require a combination of formal and naturalized support in the form of human resources, fiscal resources, and effective community relationships and partnerships. The following table provides information on specific program components, the required fiscal resources for each component, and the anticipated source of funding.

Program Supports and Resources	Required Fiscal Resources	Anticipated Source of Funding
Access Acadia Coordinator	\$20,000.00 (includes salary and expenses) \$20 per hour*20 hours per week*44 weeks per year	Special projects grant through Post-Secondary Disability Services, Nova Scotia Department of Labour and Advanced Education
Peer Mentors	Peer mentors will be hired as required to provide learning support through the individual disability-related supports	Post-Secondary Disability Services, Department of Labour and Advanced Education
Disability-Related Supports	Costs for disability-related supports, such as assistive technology, adaptation of course materials and outcomes, and tutoring will be determined in the student advising and support planning process	Costs for disability-related supports will be covered by Post-Secondary Disability Services on an individual basis
Student Volunteers	No fiscal resources required	
Training, Support, and Professional Development for Faculty and Staff	\$10,000.00	This will be funded through a special projects grant through Post-Secondary Disability Services
Supports for Summer Employment	Costs will be determined by the individual support needs of each student	This will be funded as part of the disability-related supports by Post-Secondary Disability Services and planned in partnership with community agencies.

Communication Plan

Access Acadia is a program that has the potential to offer an unprecedented post-secondary option to Nova Scotia students with diverse learning needs. It is anticipated that

demand for this program will be high, but initial enrollment will be limited to ensure students can be appropriately supported and that sufficient courses are available to audit that will match their learning interests and goals. While communication of the availability of this program is important, the initial admission will not be widely advertised.

Once the program is established and sufficient resources are in place, the following communication plans will be incrementally implemented. A program brochure will be created and made available on the Acadia University website and will be distributed across the province. Communication strategies will include the following:

- A press release will be prepared and distributed;
- Program information for prospective students will be compiled and distributed to Student Services Coordinators, Resource Teachers, and Guidance Counselors in school boards across the province;
- A program brochure will be posted on the Acadia University website and will be distributed to the following groups:
 - Nova Scotia Disabled Persons Commission
 - Nova Scotia Association for Community Living
 - People First Nova Scotia
 - Independent Living Nova Scotia
 - The Collaborative Partnership Network
 - The Provincial Autism Centre
 - The Nova Scotia Down Syndrome Society

Program Evaluation

Inclusive post-secondary education is still relatively new, and therefore has not yet been widely researched in the area of assessment and evaluation. Program staff and researchers are just beginning to develop assessment protocols for IPSE programs in Canada, but they recognize that evaluation is a difficult task. IPSE programs consist of multiple stakeholders with varying interests regarding program outcomes. There is general agreement that it is important to seek evaluative feedback from all stakeholders – students, faculty, IPSE staff, peer mentors, and employers (Greenholtz et al, 2007; Mosoff et al, 2009; & Thompson, 2008).

While multiple stakeholder feedback is optimal, it does complicate the task of assessment. Typical assessment processes tend to focus on observable and measurable changes

in skills and behavior, and it is necessary to evaluate the program against its goals and objectives within the local social and political context. Additionally, it is necessary to be accountable to funding agencies that are typically interested in indicators of improvement in employment skills and ability to actively engage in one's community (Greenholtz et al, 2007 & Mosoff et al, 2009).

Within the context of Axxess Acadia, both formal and informal feedback will be gathered from all program stakeholders. Since a wide variety of people, institutions, and organizations will be involved in Axxess Acadia, information will need to be documented to address varying priorities:

- Government and funding agencies will want to know if there are gains in employment-related skills;
- Students will want to know if it is a good option for them;
- Parents will want to know if it is a viable way to improve the life chances of their children;
- Universities will want to know if it enhances the institution;
- And faculty will want to know how it will impact their courses (Mosoff et al, 2009).

Each of these priority areas will be taken into account when evaluation instruments are being developed, and all who participate in Axxess Acadia will be given the opportunity to provide formal feedback at the end of each course, semester, or employment term. Data related to individual Axxess Acadia student outcomes will be documented as part of the skills and achievement documentation process pertaining to each student.

Evaluation tools will be developed based on the sample interview questions provided in appendices D through H. These are taken from the assessment protocol under development in British Columbia and will be adapted to be consistent with both the Acadia and Nova Scotia contexts (Mosoff et al, 2009). These instruments will be employed to assess the following areas:

- Whether the IPSE experience respected the student's individual choice in a personalized manner;
- Whether the inclusive experience is authentic and coherent with that of non-disabled students;
- If Axxess Acadia students have opportunities to improve skills that will facilitate transition to future education, employment, and community engagement;
- If Axxess Acadia students are appropriately supported;

- If community partnerships are developed that will facilitate employment and community living goals;
- The nature of the inclusive experience for peer mentors, student volunteers, and faculty;
- The nature of the inclusive experience for employers and community partners;
- And if peer mentors, student volunteers, and faculty receive appropriate and adequate support (see appendices D through H for sample stakeholder feedback forms).

Principles of individual choice, personalized education, and a coherent student experience make it difficult to predict specific student outcomes. However, it is anticipated that Access Acadia students will make gains in the following areas:

- Self confidence;
- Level of engagement in the university community;
- Literacy skills;
- Social skills;
- Independence;
- Self advocacy;
- Employment skills

(Hart et al, 2006; Greenholtz et al, 2007; Hughson et al, 2006; Mosoff et al, 2009; & Thompson, 2008).

The following table documents the program goals, the proposed activities, the anticipated outcomes, and the performance indicators.

Program Goal	Activities	Outcomes	Performance Indicators
To provide an inclusive post-secondary option for diverse learners that recognizes individual choice in a personalized educational environment	<ul style="list-style-type: none"> • Determination of student goals through personalized planning • Course selection based on student interests • Summer employment in area of student interest 	<ul style="list-style-type: none"> • Each student will choose 1-3 courses per semester in an area of interest • Each student will choose a certificate major • Each student will secure summer employment in a job that matches their strengths and interests 	<ul style="list-style-type: none"> • Course offerings will be compiled and will illustrate a variety of courses in the certificate areas • Student feedback will be collected and documented at the end of each course or semester and employment experience
To facilitate a culture of inclusion and lifelong learning in which Axxess Acadia students can enjoy a coherent university experience	<ul style="list-style-type: none"> • All enrollment and planning processes will ensure that students have full access to campus activities • Residence processes will ensure students have full access to accessible campus accommodations 	<ul style="list-style-type: none"> • Students will engage in academic and non-academic campus activities • Accessible residence rooms will be reserved until July 1st of each year to ensure students have access to accessible accommodations 	<ul style="list-style-type: none"> • Student feedback will be gathered and documented to ensure that access to all campus activities was supported and enabled
To provide opportunities to increase skills that will facilitate transition to future education, employment, and community engagement	<ul style="list-style-type: none"> • Provision of opportunity to complete a certificate in one of four academic areas • Provision of support to complete class assignments • Provision of peer mentors and student volunteers • Provision of support and adaptation in course activities and content 	<ul style="list-style-type: none"> • Students will increase skills and complete activities that will enhance employment and community living skills 	<ul style="list-style-type: none"> • Documentation of skills and achievements • Feedback in the area of student gains will be collected from the student, peer mentors, faculty, and staff

Program Goal	Activities	Outcomes	Performance Indicators
To develop effective partnerships that will facilitate student employment and community living goals	<ul style="list-style-type: none"> • Access Acadia staff will connect with local agencies that can support employment and community living goals 	<ul style="list-style-type: none"> • Students will engage in summer employment or in other activities with community agencies that pertain to their goals 	<ul style="list-style-type: none"> • Documentation of contact with community agencies in the student's home town or in the area where the student would like to work/live • Documentation of and referral to programs offered by community agencies that are compatible with student goals
To develop a system of supports to facilitate full inclusion in academic and non-academic university experiences	<ul style="list-style-type: none"> • Hire a coordinator to support all program stakeholders • Hire, as needed, peer mentors as part of the individual support plans • Recruitment of student volunteers to facilitate participation in class and in campus activities 	<ul style="list-style-type: none"> • All stakeholders will feel supported in providing an inclusive experience • Course material, activities, and curriculum will be adapted to meet individual learning styles • There will be sufficient peer mentors and student volunteers to facilitate campus participation 	<ul style="list-style-type: none"> • Feedback will be collected and documented at the end of each semester, course, or employment experience
To encourage faculty development in the area of universal design in instruction	<ul style="list-style-type: none"> • The Access Acadia Coordinator will research resources and techniques on making course content and activities available to the widest array of learners 	<ul style="list-style-type: none"> • Faculty will be provided with information on universal design in instruction • Faculty will be made aware of professional development opportunities in the area of universal design in instruction • At least one faculty development opportunity will be provided at Acadia on universal design in instruction 	<ul style="list-style-type: none"> • Information will be collected and documented at the end of each course to ensure faculty are appropriately supported

Program Goal	Activities	Outcomes	Performance Indicators
To provide reciprocal learning opportunities that respect Access Acadia students as peers and not subjects of research or pre-service practica	<ul style="list-style-type: none"> • Provision of orientation for peer mentors and student volunteers • Provision of ongoing support for peer mentors and student volunteers 	<ul style="list-style-type: none"> • Peer mentors will indicate an understanding of the goals of Access Acadia and will respect the integrity of the relationship 	<ul style="list-style-type: none"> • Information on the integrity of the relationship will be gathered through formal feedback from students, faculty, staff, and peer mentors at the end of each course or semester • Peer mentors will be encouraged to raise any concerns throughout the course or semester with the Access Acadia Coordinator

Conclusions and Recommendations

Aylward et al (2007), in their review of special education programming in Nova Scotia, clearly articulated the need for increased transition and post-secondary options for students with developmental and intellectual disabilities. In particular, they draw attention to the fact that although education practices for students with special needs in Nova Scotia adhere to the Charter of Rights and Freedoms [15(1)], systemic barriers continue to play a significant role in the education of students identified as having special needs. Additionally, they specifically recommended that government should work collaboratively to develop a mechanism through which post-secondary education, community, and/or employment options can be offered to facilitate transition from high school (Aylward et al, 2007).

As a systemically excluded sector of our population, students with diverse learning needs have not been the beneficiaries of the ever-increasing opportunities for students with disabilities to engage in post-secondary education (Stodden & Whelley, 2004). The need for meaningful pathways to adulthood has been clearly identified, and the benefits to students, staff, faculty, and institutions continue to be demonstrated (Bowman & Weinkauff, 2004; Greenholtz et al, 2007; Hafner, 2008; Hart et al, 2006; Hughson et al, 2006; Mosoff et al, 2009; Thompson, 2008; & Weinkauff, 2002). While some options for transition and post-secondary training do exist in Nova Scotia, program capacity is significantly limited and the degree of full inclusion varies widely. Among the options that currently exist, none involves the opportunity for students labeled with developmental and intellectual disabilities to attend university in a completely inclusive context.

Acadia University has a clearly articulated commitment to equitable access to higher education and to creating a respectful and diverse campus community (Acadia University, 2006). This commitment to equity and diversity promotes an environment within which inclusive post-secondary education can thrive. Access Acadia will enrich the diversity of Acadia's academic and campus experiences by opening doors to a group of students who have not traditionally been able to access the same higher education opportunities as their peers. Access Acadia students will have the opportunity to gain essential skills related to employment and community participation, and will be able to engage in a coherent pathway to adult living with their peers.

Recommendations for Acadia University

- To establish an advisory committee with the above recommended complement of faculty, staff, parents, and disability activists;
- To document roles and responsibilities for the advisory committee and the Access Acadia Coordinator;
- To document a complement of courses that will be available for audit in fall 2011 and winter 2012;
- To develop a program brochure which will be made available in print and alternate formats;
- To implement the admissions procedures detailed above;
- To ensure that all program material and forms are available in multiple formats to ensure universal accessibility to information;
- To ensure appropriate residence options are reserved until July 1st, 2011;
- To submit a grant application to Post-Secondary Disability Services that will cover the Access Acadia Coordinator and the professional development and support for faculty and staff;
- To distribute program information to prospective Access Acadia students through Coordinators of Student Services in Nova Scotia School Boards and through provincial disability organizations;
- To collaborate with the Department of Education to issue a press release on this program and its potential implications for inclusive post-secondary education in Nova Scotia;
- To consider developing, as part of a liberal undergraduate education, a first year course for all Acadia students in human abilities – one that examines models of disability and how society constructs, categorizes, and conceptualizes disability, both historically and in modern culture (Blumberg, Carrol, & Petroff, 2008). This is a course that could perhaps be considered as a component of professional degrees that are educating students to work in a variety of settings, for example teacher education, recreation management, counseling, and music therapy. It is a course that could be recommended to Access Acadia students and pre-service professionals;

- It is recommended that Acadia University investigate opportunities to partner with other post-secondary institutions in both the university and community college systems to expand options for inclusive post-secondary education programs;
- Acadia University is encouraged to explore an inter-university program with the Nova Scotia College of Art and Design to increase course availability and variety.

Recommendations for Inclusive Post-Secondary Education in Nova Scotia

- Dr. Tim O’Neil, in his report on the University system in Nova Scotia (O’Neil Report, 2010) recommended that universities explore ways to collaborate in the delivery of post-secondary education in our province. In light of this recommendation, the Departments of Education and Labour and Advanced Education are encouraged to examine ways in which post-secondary institutions in Nova Scotia can creatively collaborate to ensure that inclusive post-secondary options for students with diverse learning needs are available across the province;
- It is recommended that the Department of Education support and recommend the expansion of the IPSE model initiated by Acadia University to all post-secondary institutions in Nova Scotia to ensure that truly inclusive options are more widely available;
- It is recommended that public school transition planning be expanded to include university and college as viable options for students with developmental and intellectual disabilities;
- It is recommended that existing post-secondary programs use this inclusive individual support model to evaluate the extent to which their program is truly inclusive and offers a path to adulthood that respects individual choice and self-determination;
- It is recommended that the Government of Nova Scotia adopt the Axxess Acadia model in the development of a standard for inclusion in post-secondary education;
- It is recommended that the Department of Education consider mechanisms through which completion of this certificate can improve capacity to enter post-secondary options for credit.

During the research and consultation process of preparing this report, we became aware of plans by faculty in the Nova Scotia College of Art and Design (NSCAD) to research

possibilities for a studio art diploma program for diverse learners. As an inclusive post-secondary option, this would offer another critical and unique opportunity for students to engage in educational pursuits that will expand their skills and facilitate transition to adult life. While the Access Acadia program was originally intended to be a separate and individual program, the development of an inclusive individual support model has potential to include other sites as part of the Acadia program. The creation of an inter-university program would offer students the opportunity to pursue courses and experiences in different university settings and would expand the course options in a way that would facilitate the ability of each institution to match student interests to available course offerings. It is recommended that Acadia explore this inter-university option as a way of creating an inclusive post-secondary experience that will truly be accessible to students from all parts of Nova Scotia.

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Appendix A
Inclusive Post-Secondary Education Principles

1. IPSE is available to any adult with an intellectual disability and there are no academic or physical criteria used to select students;
2. IPSE is completely inclusive and is totally coherent with what other students experience – students are included in the same social, academic, and recreational experiences as others;
3. Students in IPSE programs assume socially valued roles through their participation in the same activities and environments (with modifications where appropriate to make their participation and experience meaningful). Their participation, as college or university students, in the same activities as others gives them status and legitimacy with their peers and the community that would otherwise be unattainable, or very difficult to achieve.
4. IPSE programs provide individual student support(s) – the amount and type is dependent on the individual student. This support can change from day to day, term to term, or year to year and is developed in consultation with the student, the people in the environment they wish to be involved in, family and significant others – a plan is formulated and facilitated by program staff. Supports might include volunteers to serve a support function, curriculum supports such as text revision or course modification, peer tutoring, class review or assignment completion with staff support, personal support such as informal counseling around problem solving and decision making related to any aspect of their experiences, job supports such as coaching and connecting with co-workers who might provide natural supports – support staff usually have an educational background in rehabilitation, are full time employees, and support up to three students;
5. IPSE programs provide supports to others as well – it is critical that they provide support to instructors, non-disabled students and staff. Providing support to who ever is involved in the student’s program of study is critical.
6. IPSE programs encourage self-determination of students – students gain self-knowledge, self-management, and self-awareness skills and goals for academic, social, and recreational experiences are directed by each student’s expectations for him or herself in these areas.
7. IPSE programs involve families – Families are encouraged to become informed about the student’s experiences, kept informed about what is happening for their son or daughter and are asked to contribute to the development of a meaningful college or university experience,

8. IPSE programs view students as adult learners – therefore students have the right to be involved in the determination of what a particular experience will look like and access to whatever is available for other students. IPSE program students are learning, experiencing, and understanding the world through their participation in college or university, which is seen as preparation for adult life in their community.
9. IPSE programs see friendships as an educational outcome – Part of the experience is the opportunity is the opportunity to meet and to be with others to establish friendships and relationships.
10. IPSE is a tool for community education – it is a valuable tool in educating others about the benefits of sharing experiences with adults with disabilities both in school and in the community – it is seen as an instrument of social change.
11. IPSE programs follow on the belief that education extends beyond the classroom – students’ education is not limited to the classroom learning but is facilitated through academic, recreational, and social activities.

Appendix B
Access Acadia Application Form

Acadia University is currently inviting applications from prospective students who self-identify with either an intellectual or a developmental disability. Successful applicants will begin their chosen course of study in either September 2011 or January 2012. Please complete this application form and return it by mail to the Access Acadia Coordinator at the address below no later than June 15, 2011.

Access Acadia Coordinator
Acadia University School of Education
Box 57
Acadia University
Wolfville, NS B4P 2R6

Students will be selected according to the following priorities:

1. Desire to continue learning in a university setting
2. Desire to take courses offered by Acadia University
3. Willingness to commit to a campus experience
4. Desire to learn in a setting with other people
5. Course offerings at Acadia are similar to the interests of the student

Please provide us with the following information about yourself

Name: _____

Address: _____

Telephone number: _____

Fax number (if you have one): _____

Email Address: _____

Social Insurance Number: _____

Name of Parent/Guardian or Support Person: _____

Please answer the following questions to help us get to know you and your interests. You may attach extra pieces of paper if you like.

1. Where did you attend high school?

2. What was your favourite subject in high school?

3. What would you like to study or learn in university?

4. Have you ever taken a course at college or university?

Appendix C
Table of Contacts Consulted in Preparation of this report

Name	Position	Affiliation
Terry Lane	Director, Student Resource Centre	Acadia University
Heather Hemming	Dean, Faculty of Professional Studies	Acadia University
Ann Vibert	Director, School of Education	Acadia University
Gary Hepburn	Director, Open Acadia	Acadia University
John Christopher	Manager, Program Administration – Open Acadia	Acadia University
Claire Mallin	Instructor, Voice and Choral Music – School of Music	Acadia University
Ken Davidson	Instructor, Guitar – School of Music	Acadia University
Mark Hopkins	Associate Professor, Bands and Music Education – School of Music	Acadia University
Alan Warner	Associate Professor, Recreation Management and Community Development	Acadia University
Roxanne Seaman	Assistant Professor, School of Recreation Management and Kinesiology and Director of S.M.I.L.E. (Sensory Motor Instructional Leadership Experience)	Acadia University
School Council Meeting	Faculty Members of the School of Education	Acadia University
Tom Herman	Vice-President Academic	Acadia University
Dean Martin	Residence Operations Manager	Acadia University
Brenda Wallace-Allen	Part-Time Instructor, Department of Sociology	Acadia University
E. Anne MacRae	Executive Director	Nova Scotia Disabled Persons Commission
Don Glover	Director of Student Services	Nova Scotia Department of Education
Annie Baert	Learning Disabilities Consultant	Nova Scotia Department of Education
Linda Higgins	Director (Acting), Post-Secondary Disability Services	Nova Scotia Department of Labour and Advanced Education

Mary Rothman	Executive Director	Nova Scotia Association for Community Living
Kim Aker	Community Inclusion Coordinator	Nova Scotia Association for Community Living
John Cox	Director of Development	People First Nova Scotia
Round table discussion group	Potential program stakeholders – representatives from government, advocacy groups, parents, and student services	AVRSB, People First, NS Government, and parents/founders, Flying on Your Own program
Rick Freeze	Professor of inclusive education and co-founder of Campus Life	University of Manitoba Faculty of Education
Trevi Freeze	Coordinator of Campus Life program	University of Manitoba Faculty of Education
Ruth Fraser	Manager of Disability Services	Nova Scotia Community College
Brian Silzer	Registrar (retired)	University of British Columbia
Tamara Hurtado	Executive Director	Steps Forward Inclusive Post-Secondary Education and Co-op Employment
Donna Dunn	Coordinator, Inclusive Post-Secondary Education	Mount Royal University
Amanda Sibley	Research Assistant	Intellectual Disabilities Service Needs Research Alliance – Mount Saint Vincent University
Group Presentation	Student Services Coordinators	Nova Scotia School Boards
Marina Bresba	Teacher/Supervisor, Adam’s PACE	Champlain College, St. Lambert Quebec
Karen Antle	Coordinator of Disability Services	College of the North Atlantic Grand Falls-Windsor, Gander and Baie Verte
James Sanford	Senior Director Student Affairs	Acadia University
Ray Ivany	President and Vice-Chancellor	Acadia University
Peter Williams	Dean of Pure and Applied Science	Acadia University
Robert Perrins	Dean of Arts	Acadia University
Group presentation	Executive Director and Commissioners	Nova Scotia Disabled Persons Commission

Appendix D
Student Interview Questions for Program Evaluation

1. What was high school like for you? (What did you like about it? What did you not like about it?)
2. When you finished high school, what sorts of things did you think you would like to do next?
3. What were your high school friends planning to do after high school?
4. How did you feel when you first heard that you could go to university (college)?
5. And when you felt _____ (above) what did that mean to you?
6. What did you think going to college or university would be like?
7. What were you looking forward to at university (college)?
8. What were you afraid of about going to university (college)?
9. What do you think your parents were feeling when you said you wanted to go to university (college)?
10. What did that mean to you and how did it make you feel?
11. What was the most important thing about going to university (college) for you?
12. Can you tell me about some of the things you have done at university (college)?
13. How did those things make you feel?
14. What do those feelings make you think about yourself?
15. What are the best parts about being a student?
16. What things don't you like about being a student?
17. If another person your age asked you about whether they should go to college and university what would you tell them?
18. What would you like to tell your friends about what it is like for you to be a student?
19. How can your parents make being a student better for you?
20. How can your friends make being a student better for you?
21. When you first started university (college) and were told that staff were going to support you, how did that make you feel?
22. Now that you have been a student for a while how do you feel about staff supporting you?
23. What things do staff do that really bug you?
24. What sorts of things do you want staff to do to support you?
25. What is one really important thing that you want to do at university (college)?

26. After you finish university (college) what is one thing you wished you had done with other students?
27. After you finish university (college) what is one thing that you wish you had not done?
28. When you started university (college) did you know any other people on campus? Who were they?
29. How about now?
30. Do you go to coffee or hang out with anyone you have met at university (college)? Who are they?
31. How do you feel right now about being a student?
32. What does _____ (above) give you that is important to you?
33. How has this made you think differently about your life and the things you can do?
34. What do you know about yourself now that you did not know before?
35. What did you learn about yourself from your classes?
36. What did you learn about yourself through extra-curricular activities?
37. Before you first started university (college) what do you think people you met liked about you?
38. Do you think this has changed?
39. How do you know that being a student has been a good thing for you to do?
40. What would you say to future students about what would make going to university (college) better?
41. How do you think you will know when you are finished with being a student and ready to move onto something else?
42. What will the next thing be?
43. What is it about that that appeals to you?
44. Do you think you would be doing that if you had not gone to university (college)?
45. Describe your favourite memory of being a student at university (college)?

Appendix E
Family Interview Questions for Program Evaluation

1. When you first heard about inclusive post-secondary education what were your feelings about it?
2. How did you first hear about it?
3. What sorts of things did they say about it that resonated for you?
4. How is IPSE different from what your son/daughter experienced in high school?
5. How did you feel going to post-secondary might change your son/daughter's life?
6. What were your expectations for your son/daughter when she started coming to university?
7. Have these expectations changed?
8. What kinds of changes have you seen in him/her?
9. What kinds of changes have you seen in yourself about your expectations for your son/daughter?
10. If another parent was struggling to figure out whether IPSE was working for their son or daughter what would you tell them to look at?
11. What were your thoughts about the possibility of your son/daughter finding paid employment in his/her life before she started?
12. How have those thoughts about employment changed?
13. How do you think your son/daughter's life will be different because s/he was a student?
14. If you were to tell another parent why IPSE was important to everyone in the community, what would you tell them?
15. When you look at your son/daughters life right now what are your fears or concerns for him/her as a student?
16. In what ways do you think staff can address those fears?
17. What changes in the way staff support him/her do you think your son/daughter would like to see?
18. What do you hope your son/daughter gains from the experience?
19. What do you think your son/daughter is hoping to gain from this experience?
20. How do you know if what your son/daughter is doing is successful for him/her?
21. Is there something about the way that staff supports students that you think is critical to the successful experience of your son/daughter as a student?

22. Has staff done something to support you or your son/daughter that at the time you disagreed with and wanted to do differently?
23. Did you tell staff at the time?
24. How would you like to have had that handled differently?
25. Was there some way the staff supported your son/daughter that left you in awe about the potential for inclusive post-secondary; a eureka moment that gave you some insight you didn't have, and if so, what was it?
26. Has there been some change in your son/daughter because of being a student that made you feel that his/her life has improved?
27. What was that change and what do you think brought it about?
28. What do you think the staff could do to better support families?
29. Do you feel your son/daughter is needing or wanting something from university that he/she isn't getting?
30. What kinds of things could be added to make his/her experience more fulfilling?
31. What is your vision for the program? What would you like to see happen in the future?
32. If ten years from now inclusive post-secondary no longer existed, what do you think would have been reasons it was not sustainable?
33. Given that part of the role of staff is to support students to become independent of their parents and confident they have a confidential relationship with staff, what are the biggest concerns for you?
34. In order for families to feel part of the process of implementing IPSE, what do you think we could do to include their voices?

Appendix F
Faculty and College/University Teaching Staff Interview Questions for
Program Evaluation

1. How did you first hear about inclusive post-secondary education?
2. What were your thoughts about inclusive post-secondary education when you heard about it for the first time?
3. What were your major concerns when you were asked if a student with a developmental disability could audit your class?
4. How did you feel your teaching would be affected?
5. In what ways do you think the dynamics of the classroom were changed?
6. How was the way you taught the class changed?
7. What did you feel the other students took away from the experience of having one of their peers have a developmental disability?
8. In what ways did you find staff support to be helpful to you?
9. How do you think staff could have provided better support to:
 - a. You?
 - b. Other students?
 - c. The student themselves?
10. In what ways did the student participate in class?
11. Now that you have had a student with a developmental disability in your class how have your impressions about inclusive post-secondary education changed?
12. Can you tell us about what effect this has had on the other students or the dynamic in the class?
13. What stands out for you about the participation of the student with either the course work or the class?
14. What would you like other instructors to know about having a student with a developmental disability in their classes?

Appendix G

Inclusion Support Staff Interview Questions for Program Evaluation

1. When you first heard about inclusive post-secondary education, what were your feelings about it?
2. How did you first hear about it?
3. When you applied for the job as facilitator, how did you think you could make a difference in the lives of young adults going to college or university?
4. How did your expectations change as you gained more experience supporting students?
5. What do you think students would like the most support with?
6. What do you think is the most important aspect of the support you provide students?
7. What kinds of changes have you seen in the students you support?
8. What kinds of changes have you seen in yourself about your expectations for the students?
9. What do you think are the biggest barriers to the student's success as students?
10. What do you think the students think is the biggest barrier to their feeling they are authentic students?
11. What do you think parents think are the biggest barriers to their son's and daughter's success as students?
12. What kind of interactions have you found to be the most successful for establishing relationships between the students and their peers?
13. What do you think are the biggest barriers to making connections with other students on campus?
14. In what ways do the other students in the class feel that inclusive post-secondary is a positive experience?
15. What changes in the way that the staff support the students do you think they would like to see?
16. What sorts of anecdotes have teaching staff told you about how IPSE has changed the dynamics of their class?
17. What do you think faculty members have gained from having a student with a developmental disability in their classes?
18. What do you think the students have gained from taking courses alongside their peers and being actively involved in the course demands?
19. In what ways have students contributed to class or to extra-curricular activities on campus?

20. As a staff person, what kinds of support do you think would be essential to being able to support students successfully?
21. What kind of support have you wanted, but did not get?
22. How would you like to have had that handled differently?
23. Was there some way staff supported students that left you in awe about the potential of inclusive post-secondary?
24. Was there some way the staff supported students that left you concerned for the student?
25. How would you like to have had that handled differently?
26. How do you think the student would have liked that handled differently?
27. What has given you the most concern about IPSE on a personal level?
28. What aspect of providing support to the students has given you inspiration about the potential for IPSE?
29. What kinds of things do you think make the students feel good about themselves?
30. What do you think would help other support staff, such as personal care attendants, appreciate and understand their own role in supporting the student to be a student?
31. What do you think are the biggest challenges to the students finding employment?
32. How do you envision the support you can provide the students to meet those challenges?
33. What is your vision for the program? What would you like to see happen in the future?
34. If ten years from now inclusive post-secondary education no longer existed what do you think would have been reasons it was not sustainable?
35. Given that part of the role of staff is to support students to become independent of their parents and confident they have a confidential relationship with staff, what are the biggest concerns for you?
36. In order for families to feel part of the process of implementing IPSE, what do you think we could do to include their voices?

Appendix H
Non-Academic Staff Interview Questions for Program Evaluation

1. When you first heard about inclusive post-secondary education what were your feelings about it?
2. How did you first hear about it?
3. Did your feelings change as you became better acquainted with the students?
4. What do you think students would like the most support with?
5. What do you think is the most important aspect of the support you provide to students?
6. What kinds of changes have you seen in the students?
7. What kinds of changes have you seen in your own expectations for the students?
8. What do you think are the biggest barriers to students being successful as students on campus?
9. What kind of interactions have you found to be the most successful for establishing relationships?
10. What do you think are the biggest barriers to making connections with other students on campus?
11. In what ways do peers feel that inclusive post-secondary education is a positive experience?
12. What changes in the way staff support the students do you think they would like to see?
13. What sorts of anecdotes have peers or other staff told you about how IPSE has changed how they do things?
14. What do you think others have gained from having a student with a developmental disability participate fully in activities?
15. In what ways have students contributed to activities on campus?
16. What kinds of support do you think would be essential to a staff person being able to support students successfully?
17. What kind of support have you wanted but did not get?
18. How would you like to have had that handled differently?
19. Was there some way the staff supported students that left you in awe about the potential for inclusive post-secondary?
20. Was there some way the staff supported students that left you concerned for the student?
21. How would you like to have had that handled differently?

22. How do you think the student would have liked that handled differently?
23. What has given you the most concern about IPSE on a personal level?
24. What aspect of providing support to the students has given you inspiration about the potential for IPSE?
25. What kinds of things do you think make the students feel good about themselves?
26. What do you think would help other support staff, such as personal care attendants, appreciate and understand their own role in supporting the students to be students?