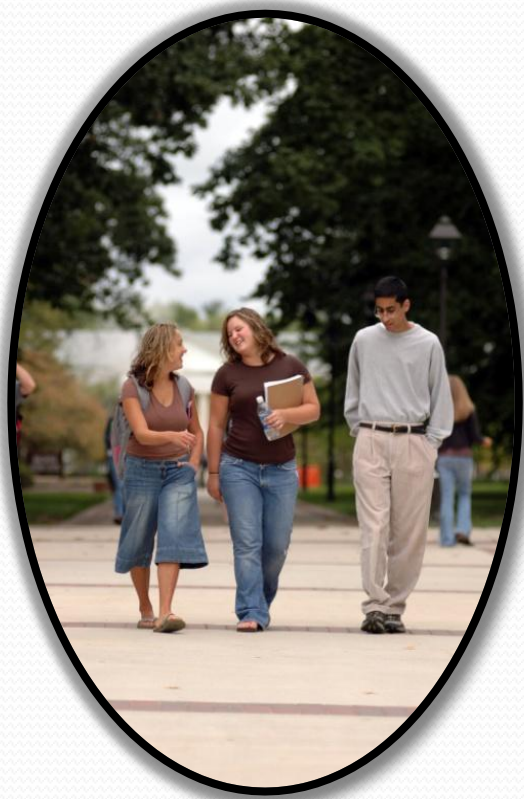


# Faculty & Student Insights on Post-Secondary Inclusion



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# Career & Community Studies (CCS) at the College of New Jersey (TCNJ)

- **TCNJ:** A state college with 6000 students, 1/3 in teacher education programs
- **CCS:** A four year program for students with intellectual disabilities with emphases on the liberal arts and inclusive experiences
- **The CCS Mission:** To provide a coordinated and comprehensive course of study that includes career exploration and preparation; self awareness, discovery and personal improvement, through a framework of liberal learning and community participation



# We describe the observations of TCNJ faculty & CCS students about inclusive college classes

## Sources of Data:

- Interviews with professors who had CCS students in their classes.
- An e-mail questionnaire to professors who could not be interviewed in person.
- Interviews with CCS students who were enrolled in regular TCNJ classes.



# Faculty Interview Findings

- Accommodations
- Program Support
- Participation
- Impact of Typical Students
- The “Outing” Dilemma



# Accommodations

- “When I modify study questions and exam questions down for my CCS students, I am forced think of the truly essential elements of the material I cover.”

-Matthew A. Wund

- Nothing different, relied on program
- Alternate study guides, assignments, and assessments
- Graphic organizers and pre-teaching
- Redesigned assignments for entire class (Universal Design)





# Program Support

- “The CCS mentor is outstanding. I think she’s an invaluable part of the CCS student’s success, because she helps him organize course material, as well as think about more complex concepts.”

-Matthew A. Wund

- Mentors help with note taking and small group activities
- Helped with assessments
- Mentor served as link with program, program very supportive





# Participation

- “The student was a positive influence in the class. She was always excited to participate, and was generally eager to learn about art and chemistry. She provided interesting perspectives.”

-Lynn Bradley

- “I would say that his contributions were usually relevant, but sometimes more narrative and less analytic. That’s fancy language to describe that the student would sometimes tell a long story of a personal experience that illustrated the point that we were discussing in class.”

- -Dave Prensky

# Participation (cont.)

- Some students never speak in class
- Some students over participate
- CCS students have same range of participation as typical students



# Impact on Typical Students

- “The compassion I saw in the rest of the students towards the CCS students warmed my heart. When my CCS student was giving her presentation and asking for class participation, I felt they participated more than they ever had before. They saw that the presentation was a challenge for her and therefore gave her a lot of support.”

-Corine Zupco

# Impact on Typical Students (cont.)

- CCS can help break the ice, encourage enthusiastic participation in other students
- Provides typical students with positive interactions with peers with intellectual disabilities
- Differentiation for CCS students benefitted all
- Some CCS students had little impact on class





# The “Outing” Dilemma

- “I never took the time to single out the student as a CCS student in front of the other students, and maybe that was my fault for not disclosing some information to the class. By the end of the course, these students were more accepting, but overall they were not very inclusive.”


-Lynn Bradley

# CCS Student Interviews

- Expanding Horizons
- Independence: Pros and Cons
- Mentors and Tutors
- Teaching Methods that Work



# Expanding Horizons

- Experienced puppetry, photography, and a variety of art forms
- “I’ve never taken a midterm before, but I’ve taken my first midterm.”
- Books : 

# Independence: Pros and Cons

- Sometimes stressful to have less structured work in class
- “Classes are tough, and professors give you lots of dates for assignments.”
- “I have learned strategies for studying, I write down things to look over in advance.”
- “I don’t have to ask to go to the bathroom.”
- “In groups I feel funny asking others to slow down.”





# Mentors and Tutors

- Mentors and tutors are very helpful
- Mentors take notes and help students understand more abstract concepts
- “I meet with my mentor after class to go over things.”  
(post-teaching)
- “I don’t need a mentor anymore.”

# Teaching Methods that Work

- “Working together is my favorite thing, its teamwork, I like teamwork.”
- “The films we watch give a good amount of information.”
- “Professor modifies test so I can do them”
- Explain exactly how class works
- “I have a practicum in a second grade classroom”
- Pre-teaching
- Learns from seeing how other students do things

# Teaching Methods that Work Cont.

- “I don’t do all the readings, and I write shorter essays.”





# Recent Publications

The Promise of Liberal Learning: Creating a Challenging Post-Secondary Curriculum for Youth with Intellectual Disabilities  
Focus on Exceptional Children 40 (09), May 2008

Pre-Service Teachers' Reactions to Taking a College Course Together with Peers with Intellectual Disabilities  
Teacher Education and Special Education (2009). 20 (10), pp. 1-14

Career & Community Studies: An Inclusive Liberal Arts Program for Youth with Disabilities  
International Journal of Inclusive Education Vol. 12, Nos. 5-6, Sept -Nov 2008, pp. 621-637.

For more information about CCS  
and a brief film clip please go to our  
webpage

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