
Accommodating students with individual learning needs associated with disabilities and/or mental health issues

A shared conversation between:

The College of the North Atlantic and Memorial University of Newfoundland



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June 2013



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Chapter One: Introduction

The Background

Memorial University (MUN) is committed to academic excellence through the active pursuit of knowledge. A diverse student population is central to this. Inclusivity lies at the center of excellence, as articulated in Memorial's Mission Statement:

Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador. Memorial welcomes students and scholars from all over the world, and contributes knowledge and shares expertise locally, nationally and internationally (Memorial University, 2007).

Likewise, the College of the North Atlantic (CNA) is equally committed to improving accessibility and creating an inclusive learning environment to support the success of learners with disabilities. To meet this commitment and respond to the needs of learners with disabilities the college must develop and continuously review policies and operating procedure's. To be effective, this process should involve all stakeholders. The college relies on feedback from the learners, faculty, staff and other partners (i.e. CNA Advisory Committee for Learners with Disabilities) to inform decisions and strategic directions.

In May 2011 the University Senate approved a Teaching and Learning Framework that articulated a renewed and refocused commitment to excellence in the culture of teaching and learning. From this vision has sprung the development of a Teaching and Learning Community at Memorial, the goal of which is to magnify work that is engaging, supportive, inclusive, responsive, committed to discovery, and is outcomes-oriented for both educators and learners.

The first recommendation that emerged from the Teaching and Learning Framework spoke specifically to the need for MUN to review and strengthen its support services to vulnerable students. While vulnerability exists in many contexts, the first initiative focused on first year students with admission averages that placed them at risk. Following a year-long research project that explored the literature, reviewed other institutional practices and consulted widely with key informants, a two-year pilot program was launched in September 2012. The First Year Success program blends first-year courses with specialized, intensive strategy courses, supplemental instruction, learning communities and networks, and ongoing academic and career advising. It explicitly orients new students to the expectations of university learning, the supports available to them and the skills required to meet with success. It strives to ensure that students become connected with their instructors and peers and are prepared for post-secondary success. The program is a full-time, first-year experience that supports students across both semesters. This program is supplemented by a university-wide support system dedicated to student

success. This includes, but is not limited to, career advising, academic advising, smaller classes, teaching assistants, and strengthened math and writing help centres.

The Teaching and Learning Community has now focused on a second group of vulnerable learners, those with individual learning needs associated with disability(s) and/or mental health issues. The university partnered with the CNA for this initiative, as both institutions recognize the importance of establishing an accessible and inclusive post-secondary educational system in our province. While both institutions currently have policies and support systems in place to accommodate students, both are also committed to establishing a shared dialogue to explore effective and inclusive practices for all post-secondary students in our province.

A shared conversation between the two institutions was first recommended by the Government of Newfoundland and Labrador's (2005) in *Foundation for Success: White Paper on Public Post-Secondary Education*. Term 17 of that report recommended: "Establish a collaborative service and support model which partners public post-secondary institutions with other agencies involved in supporting students with disabilities". While some initiatives emerged in the months following the release of that report, no sustained activity occurred.

Five years after The White Paper, the Government of Newfoundland and Labrador recently released a *Provincial Strategy for the Inclusion of Persons with Disabilities* (2010), a framework that resulted from extensive consultations with over 600 individuals and organizations in identifying solutions to barriers experienced by people with disabilities. It reiterated a call for the province's post-secondary institutions to collaborate and work with community groups on ensuring access for all students with disabilities. Accommodating individual learning needs was a recurrent theme in the consultation that informed that strategy and the report *What we Heard: Inclusion for All - Consultations to Develop a Plan to Remove Barriers for People with Disabilities in Newfoundland and Labrador* (2010) encouraged the government to work with MUN and the community to design and deliver more core training for teachers at all levels of education.

The Context

The need for collaboration and shared discussion has become increasingly evident across all post-secondary campuses in our province. MUN's Blundon Centre for students with disabilities has seen a 273% increase in requests for accommodations across all categories of disability in the past ten years. While learning disabilities remain the most common category of disability accommodated by the centre, there has been a 147% increase in referrals for mental health issues (Hurley, 2012). While many types of learning needs present, there is a marked increase in students with multiple and complex needs such as Autism Spectrum disorders. Similar trends are occurring at the Marine Institute campus, where accommodations are arranged on-

site but counseling services are referred to the Counselling Centre at the St. John's campus (A. Clarke, Personal communication 2012).

The 2013 Student Health Survey (American College Health Association, 2013) was recently completed at MUN. It provides a new baseline of information on student health and well-being, including 35.5% of students reporting stress and 29.8% of students reporting that anxiety was negatively impacting their studies. 8.2% of students had either seriously considered or attempted suicide in the last 12 months.

Similar trends are evident on Grenfell Campus, where the number of students seeking accommodations has increased by 52% in the last five years. Currently 40% of students seeking supports from the centre do so because of mental health issues. Grenfell is also seeing an increase in students presenting with complex needs such as Autism (L. Payne, personal communication, 2012).

Likewise, disability services at CNA report similar trends - more requests for accommodations, an increase in mental health issues and more students with pervasive and complex needs. Based on informal data collected by the College's Coordinators of Disability Services, the percent of total learner population receiving supports related to a disability has increased during the period of 2000 to 2010 from 1.0% to 5.4% (an increase from 96 learners to 520). This Fall (2013) they will pilot, with The Community Living Association, a program for students with intellectual disabilities at the Grand Falls campus. (K. Antle, Personal communication, 2012).

Both the CNA and MUN view these trends in a positive light. The K-12 system is supporting these students to successful graduation with the academic standing to pursue a post-secondary education. More exciting is that these students have the confidence and the motivation to access higher education and view our institutions as being accessible to them.

A cursory glance across the country, from leading media outlets to academic list serves, illustrates that this is a national trend. An ongoing online dialogue on the CADSPPE listserv compares the percentage of the total institution population accessing disability/accessibility services across institutions, with the majority averaging in the 5-7% range. Percentages appear to be higher at community colleges than universities.

Mental health is clearly the fastest growing area of concern in post-secondary institutions today from a student services perspective. National trends indicate that mental health will soon be the number one area of concern across institutions. The National Survey of College Counselling Center Directors (International Association of Counselling Services, 2012) indicate that 10.4% of the 2.7 million students who are eligible for counseling services at their institution sought the use of these services in the past year. Close to 90% of counseling directors report that the trend toward a greater number of students with severe psychiatric problems continues to

be true on their campuses. Referral rates for psychiatric medication were 24.4% in 2012, almost triple the medication rate in 1994. Over the past five years, directors have seen a significant increase in crises requiring immediate response; psychiatric medication issues; learning disabilities; and illicit drug use (excluding alcohol). It is estimated that 39% of students presenting at student counselling centers have severe psychological problems; the rate of student hospitalization has more than tripled since 1994. With this increased demand for services, directors of counseling centres report limited resources and staffing problems as centralized response centres are taxed beyond capacity. Innovative models of intervention and support are required.

Interestingly, completely independent of one another, both MUN and CNA have initiated similar steps to respond to these challenges. Both have begun training staff on the Canadian Mental Health Association's response model called "Mental Health First Aid" as a proactive way to empower their campuses with skills to respond immediately to mental health issues. Likewise, both institutions have also begun training faculty and staff on the concept of "Universal Design for Learning" as a proactive way to respond to learning needs associated with disability. Universal Design is a model that strives to identify and remove barriers to learning proactively, without the student having to apply to a central center for accommodation. It applies to all aspects of the post secondary experience, including program design and delivery, policy development, provision of supports and attitudinal and relationship building. Both of these initiatives will help ensure that our post-secondary system will be more accessible to all learners, regardless of diagnosed disability / mental health issue. They reflect a shared focus on proactive responses, empowering staff and faculty and creating healthier communities.

Building on these initiatives, this project sought to establish a shared, provincial conversation to examine existing programs and services on campuses across the province. A thorough review of the literature (Appendix A) and an extensive environmental scan (Appendix B) was conducted to help inform this review. In addition, more than 265 consultations (Appendix C) were conducted across our campuses and communities to further explore the needs of this population. It was decided, given the often sensitive and confidential nature of these issues, that the consultations be conducted in individual or small group contexts so as to afford people opportunities to speak candidly. The wealth of knowledge that emerged can position both institutions to enhance their work toward ensuing accessible and inclusive learning environments for all students.

Chapter Two: Literature Review

Overview

This extensive review revealed a surprisingly sparse, yet broad field of literature on the topic of accommodating post-secondary students with individual learning needs associated with a disability(s) and/or mental health issue. A number of social, academic, institutional, and political factors were identified as having an influence on the accommodations process for students with disabilities in the post-secondary education system. Likewise, a number of barriers have also been identified as hindering students' experiences as well as trumping efforts being made at the institutional level to promote campus inclusivity and diversity.

Much of the research to date in this discipline is very specific to particular types of disabilities with very little research focusing at broader theoretical frameworks. In fact, it is a field of support planning that was first established, for the most part, to respond to two issues: physical access and accommodating learning disabilities. Recent years have, however, seen radical changes and expansion due to a number of reasons. Secondary schools are becoming more efficient at graduating students with learning challenges and policy mandates the development of transition plans, at the high school level, to prepare for post-secondary education. At the same time, an increasingly pluralistic and inclusive society is shifting perception of disability from a medical construction toward a social model that focuses on removing barriers. Human Rights codes anchor accommodations in law and Canada has ratified the United Nations Conventions on the Rights of Persons with Disabilities (2006) thereby binding to its accords. As a result, post-secondary institutions are seeing a dramatic growth in both the number of students seeking accommodations and the complexity of need that arises. Specifically, institutions are seeing growing numbers of students with autism spectrum disorders, intellectual disabilities and complex mental health issues requiring services from student support centres.

Overarching Issues and Challenges

Establishing Accommodations and Services

A knowledge base is emerging around defining and providing appropriate accommodations and services to the expanding disabled student population on university and college campuses. Research addressing best practices with regards to servicing students with learning disabilities / mental health issue and providing adequate accommodations on campuses dominates the literature. Keeling and Hersch (2012) argue for the importance of general health and wellness to academic performance, even academic readiness. They state:

Readiness to learn is a complex construct that engages physical, psychological, emotional, social, and, perhaps, spiritual health; other determinants include motivation, the level of expectations set, and the

quality of preparation for the learning task... The fundamental idea behind the construct of readiness to learn is that intellect-which is not an abstraction-cannot be separated from the brain, the body, or the whole student p.79.

Despite such awareness, the field is still considered to be a relatively unexplored area in the higher education literature. Research on student learning in higher education has only recently begun to seriously examine this student population and explore the barriers which may inhibit their learning experiences. Burke, Ouelette, & Thompson (2008) write that research on disability issues should focus on comparisons across and within disability types, including both those who register for services and those who do not, and between the population of students with disabilities and those without.

The National Educational Association of Disabled Students, defines “accommodations” as referring to any service, adaptation or support that enables students with disabilities to participate fully in the post-secondary experience (NEADS, 2012). Accommodations should be designed to minimize the impact of a disability on the individual’s learning or measurement of achievement. Reasonable accommodations in the classroom and assessment practices should not place unnecessary administrative or financial burden on the institution (Ketterlin-Geller & Johnstone, 2006). Useful here is a distinction made by Smith (1993): accommodations that are adaptive/assistive help compensate or substitute for a human function that has been lost, while those that are rehabilitative/ educational work to improve the function of an individual (as cited in Kurth & Mellard, 2011). It is important to consider context when providing accommodations for students with disabilities.

Focus group participants, in a study that sought to identify critical questions and issues related to disability access, highlighted the importance of context, particularly with regards to the differences between individual institutions and types of institutions (Burke, Ouelette, & Thompson, 2008). Participants noted a number of issues concerning the culture of post-secondary institutions, including institutional resources, institutional mission, as well as structural and academic factors. Another study exploring students’ perceptions of the accommodations process in post-secondary education identified a number of issues that influenced their experiences in seeking and receiving accommodations: a sense of belonging (or lack thereof); access to academic information; supports for independence; labeling and discrimination; and self-determination.

Findings from several studies indicate that many students do not avail of disability services and accommodations (Fichten, Asuncion, Barile, Robillard, Fossey & Lamb, 2003; Marshak et al., 2010). Many students are simply not aware of the different services available to them (NEADS, 2012). According to Barnard-Brak, Lechtenberger, and Lan (2010), students with disabilities are not utilizing the services available to them in two ways: by not seeking these services out; seeking

these services too late. In many cases, a student with a disability must provide full and complete disclosure, often accompanied by documentation, to be eligible for services and to obtain a letter of accommodation (LOA). Findings from one research study shows that academically successful students with disabilities utilize three behavioral strategies in requesting accommodations: scripting their disclosure; negotiating accommodations as opposed to reporting incidents of faculty reluctance or non-compliance; downplaying their disability. Interestingly, each participant in the study indicated that they would not disclose their disability but for the fact that it was required to receive accommodations (Barnard-Brak, Lechtenberger, and Lan (2010). Likewise, it has been noted that the need to self-identify and request services for participation in certain programs may cause students to feel that they do not belong in the institution (Getzel & McManus, 2005, as cited in Huger, 2011).

Encouraging students to disclose their specific needs calls for the promotion of positive attitudes towards diversity and inclusion among the entire student population, as well as raised awareness of the supports available to assist students with their individual learning needs (Matthews, 2008). It is suggested that implementing the principles of universal design, discussed in more detail below, may relieve students of this obligation. If the institutional environment is constructed in a way that works to promote accessibility and inclusiveness; the academic and social integration of students with disabilities may be facilitated more easily (Huger, 2011). Ways in which institutions may share and use information about individual students' specific learning needs that ensures both students' right to privacy and their right to access education equally is the topic of ongoing discussion (see Matthews, 2009).

Marshak et al (2010) looked at the institutional and personal barriers that may prevent college students with disabilities from utilizing services and accommodations that are available to them on campus. They found that issues related to identity were the most frequent barriers that students reported; this included a desire for self-sufficiency; a desire to lose or avoid a stigmatized identity; a desire not to integrate disability into their college identity. Students also reported a desire to avoid negative social reactions and insufficient knowledge of services available as barriers. Several students said they felt guilty for using accommodations; some reported that they were not aware of specific services or that they did not know how to access them. This emphasizes the importance of promoting services and accommodations for students with disabilities and making information readily available.

Learning Disabilities

Students with learning disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD) represent the majority of students with a documented disability on college and university campuses (NEADS, 2012), yet they are considered an "at-risk" population at the post-secondary level (Tsagris & Muirhead, 2012). Learning disabilities are neurological conditions that inhibit an individual's capacity to store,

process or produce information (McDermott et al., 2006, as cited in Hadley, 2007). College and university students with LD and/or ADHD share similar challenges as students with other disabilities (Tsagris & Muirhead, 2012). Barriers to access and accommodation identified by students include faculty misunderstandings, reluctance to request accommodations because of a fear of stigma, and having to work harder and longer than nondisabled peers (Cawthon & Cole, 2010; Denhart, 2008). Jensen, McCrary and Krampe (2004) found that faculty view learning disabilities more favorably and easier to accommodate than other disabilities.

Accommodations that may assist students with LD include the use of readers, note-takers, extra time to complete exams, and/or alternate test formats (Hadley, 2007). Students have indicated that they have found it necessary to continue using academic services in their transition from high school to post-secondary (Ibid). Extended test time has been the subject of a number of resources in the peer-reviewed literature (Ofiesh & Hughes, 2002; Ofiesh, Hughes, & Scott, 2004). Troiano, Liefeld, and Trachtenberg (2010) found that students with learning disabilities who attended learning support centres regularly were more likely to have higher grades and to graduate than those who did not. Academic accommodations and course alternatives have also been found to be extremely important to the success of students with LD (Skinner, 2004).

Tsagris & Muirhead (2012) conducted a study at Durham College and the University of Ontario Institute of Technology (UOIT) to evaluate the educational quality of student support programs for students with LD and/or ADHD and the effect of the Summer Transition Program. They found that the combination of attending a transition program, continued general support, and the use of ongoing LD-specific support (including assistive technology training and advocating with professors) positively affected students' academic performance and engagement with the post-secondary community. Students indicated a number of personal and institutional barriers in accessing services and accommodations, such as a need for more information about what assistance is available, faculty professional development to promote disability awareness and knowledge, increased financial support, and availability of psycho-educational assessments.

Transition Planning

There is a focus in the literature on the importance of providing appropriate accommodations in the transition period from high school to post-secondary (Gil, 2007; Korbel, Lucia, & Wenzel, 2011), as students with disabilities face significant challenges at this critical point, due in part to the differences between educational systems. Many areas mandate the development of transition plans at the high school level, so as to support students with disabilities access to post-secondary education. It is noted that transition programs and resources are a useful way for students with disabilities to know what to expect when beginning their studies and to get information about available programs and services (NEADS, 2012). The Canadian

Association of Disability Service Providers in Post-Secondary Education (CADSPPE) provides many helpful resources and documents in this regard.

The transition from high school to post-secondary education has been addressed extensively in the literature, especially for students with learning disabilities (Mull & Sitlington, 2003; Sitlington & Payne, 2004). A number of studies have looked at the diagnosis and documentation process for students making the transition to post-secondary (Madaus, Banerjee, & Hamblet, 2010; Harrison & Holmes, 2012; Harrison, Nichols, & Larochette, 2008). A number of programs and support initiatives have been developed to ease this transition. However, the transition from college studies to career has received limited attention in the literature (Annable, Watters, Stienstra, Symanzik, Tully, & Stuewer, 2003; Madaus, 2006).

Under-representation

Transition planning recognizes the importance of students with disabilities attaining a quality post-secondary education as a means to leading independent and productive lives (Canadian Association of Disability Service Providers in Postsecondary Education [CADSPPE], 1999; Erten, 2011). However, while the numbers of students seeking accommodation have expanded, they continue to be considered an under-represented group in post-secondary institutions (McCloy & DeClou, 2013; Kurth & Mellard, 2011; MacLeod & Green, 2009). They are less likely to attend and complete post-secondary education (Burke, Ouelette & Thompson, 2008; Marshak et al, 2010; National Educational Association of Disabled Students (NEADS), 2012). Reasons cited for this include academic dismissal; dropping out for personal reasons; family responsibilities; lack of assistance on campus. Despite this, students with disabilities are pursuing post-secondary education in increasing numbers; they represent an emerging population in institutions of higher education (Barnard-Brak, Lechtenberger & Lan, 2010). One of the most important factors in enhancing accessibility and accommodation for this population is legislation.

Policy and Legislation

Erten (2011) notes that while there have been positive strides in the direction of policy development for students with disabilities at Canadian universities, there is limited research on these students' academic and social experiences in the higher education system. Similar sentiments have been expressed in the American literature, particularly with regards to the effects of services on student outcomes (Burke, Ouelette, & Thompson, 2008; Frieden, 2004). In Canada, the lack of research in this area is partially a result of the fact that post-secondary education policies are regulated at the provincial level; there is no national agenda or mandate to investigate and report on the academic and social-emotional outcomes of students with disabilities (Jorgensen et al., 2005, as cited in Erten, 2011). Furthermore, no federal or provincial government service delivery models or standards exist (NEADS, 2012). The Supreme Court of Canada rules that post-secondary institutions are required to provide accommodations to students with disabilities "up to the

point of undue hardship” (Alberta Human Rights Commission, 2004, as cited in Hindes & Mather, 2007). But, there is no universal policy regarding inclusion that all post-secondary institutions must enforce.

Academic Accommodations

Several recent studies have sought to draw a connection between academic accommodations and the academic performance of students with disabilities. Little has been published to date, however, on the role of the assessment process in accommodating students with disabilities but this appears to be a growing area of interest among educational researchers. There is limited research on the effectiveness of academic accommodations for post-secondary students with learning disabilities and/or attention deficit disorders (ADD), which are quite commonly disclosed disabilities at the college and university level. Trammell (2003) found that students with both disabilities saw improvements in their grades after using accommodations, although there were mixed results for students with learning disabilities.

While institutions may do their best to accommodate students with disabilities, it is important to note that policies and procedures may set standards for programs based on the requirements for an academic discipline or profession (Cory, 2011). Furthermore, there may be tension between adhering to academic standards and efforts to widen participation through inclusion (Ashworth, Bloxham, & Pearce, 2010). In particular, there is a growing concern that inclusive education and the emerging population of students with intellectual disabilities will compromise academic standards (Cory, 2011).

In the United Kingdom, ‘reasonable adjustments’ are not considered to change or lower standards to accommodate students with disabilities; the purpose is to design or adjust methods of assessment so that these students have an “equal opportunity to demonstrate their learning against the *same* standards” (Ashworth, Bloxham, & Pearce, 2010, p.210). Academic standards are considered to be upheld if inclusion is achieved “through opportunities to demonstrate learning which match diversity in individual students’ ways of learning and the expression of that learning.” (Ibid, p. 212).

Universal Design

While the process of accommodating individual needs continues to evolve, a shift in thinking about how we develop curriculum offers an opportunity to lessen the need for individual accommodations in the first place. Huger (2011) notes, rather than reacting to the accommodation requirements of individual students, an inclusive environment should be “prepared for and welcoming to a diverse population.” Wright (2005) argues for a move away from a ‘specialist’ framework of disability provision towards a more ‘mainstream’ framework in which the needs of disabled students are accommodated within the broader scope of improvements made in the

learning experience for all students. Such a move increases the level of accountability for all involved in enhancing the integration of students with disabilities.

“Universal Design for Learning” is a growing concept calling for the design of environments, physical and curricular, to be accessible to the greatest diversity of individuals as possible (Cory, 2011). This includes adapting assessments to be as accessible as possible without reducing construct-relevant requirements (Ketterlin-Geller & Johnstone, 2006). One way in which this may be accomplished is providing tests in digitalized formats and using elements of universal designed assessments to guide test development, which may also assist students and faculty overcome difficulties in providing accommodations. The goal is to create an inclusive environment for all students and reduce the need for accommodations or specialized circumstances” (Ibid).

In practice, applying the principles of universal design to educational assessments calls for the consideration of student characteristics throughout the conceptualization, construction, and implementation stages of test development (Ketterlin-Geller, 2008). When universal design is used in educational testing applications, an integrated assessment system results that maintains the integrity of the tested construct but has flexible support mechanisms integrated to support the needs of all students (Ibid).

Many post-secondary education institutions offer assistive technology services to students; this can be any item, piece of equipment, system or program that helps students with disabilities overcome barriers to learning (NEADS, 2012). Assistive technologies have become both a path and a barrier to access for students with disabilities; Cory (2011) notes that electronic media without proper formatting can be problematic for students with print-related disabilities. There is thus a need to evaluate the effectiveness and adaptability of technology-based supports when considering their inclusion in efforts to enhance accessibility and accommodation for students with disabilities.

Faculty Knowledge and Attitudes

A link has been drawn between faculty members’ knowledge and attitudes towards accommodation and students’ level of satisfaction with services and assistance available and provided. Findings from several studies indicate that students consider negative attitudes of and experiences with faculty as a significant barrier to their participation and success at the post-secondary level. This is unfortunate given that instructors and professors are often students’ first ‘go-to’ resource and link to disability service providers and other forms of institutional support.

Faculty attitudes towards students with disabilities are considered to be one of the most important factors affecting their academic achievement (Erten, 2011; Rao, 2004). According to research conducted by Hindes and Mather (2007), the attitudes

of faculty and students toward the inclusion of students with disabilities are influenced by the type of disability and the extent of inclusion. In a study examining the experiences of young women with disabilities at a Canadian university, students reported that professors' negative attitudes and lack of awareness and understanding about accommodations affected their access to support services and accommodations, and, thus, their full participation in the university community (Erten, 2011). Negative experiences with professors were the second most frequently cited barrier to accessing services and accommodations that students reported in a study conducted by Marshak et al (2010); students with mental health difficulties have reported that staff and faculty have negatively influenced the accommodations process (Tinklin, Riddell, & Wilson, 2005). This sentiment, along with the citing of a lack of accommodations, is a recurring theme in the literature examining the barriers faced by students with disabilities in accessing and attending post-secondary institutions (see Kurth & Mellard, 2011).

There is evidently a need for increased awareness about disabilities; students with disabilities; and the accommodations process (Barnard-Brak, Lechtenberger, & Lan, 2010; Hindes & Mather, 2007; Rao, 2003; 2004). Furthermore, it is important to establish how much the provision of accommodations is the responsibility of the professor and how much responsibility lies with the institution (Hindes & Mather, 2007). Participants in Erten's (2011) study suggested that professors who are supportive of students with disabilities and who have made changes in their teaching should receive recognition to promote awareness among other faculty.

In a study examining the attitudes of university faculty toward accommodations for students with disabilities, it was found that department affiliation, previous teaching experience, and legislative knowledge impacted faculty's willingness to provide accommodations. Zhang et al (2010) found that knowledge of legal responsibilities and perceived institutional support have a direct influence on personal beliefs; which in turn have the most influence on the provision of accommodations for students with disabilities. It seems that while a slight majority of faculty feel they have support from their institutions to educate and provide support to students with disabilities, some faculty believe that they need to provide certain services but they do not perceive strong support from the institution for doing so. In particular, community and technical college faculty have identified a lack of time as the most significant barrier to providing help and accommodations to students with disabilities (Berry & Mellard, 2002, as cited in Zhang et al, 2010). Interestingly, findings from Zhang et al's (2010) study indicate that demographic variables such as faculty rank, gender, and discipline are not significantly influential on faculty practices in providing accommodations.

Huger (2011) offers a number of suggestions for faculty to practice in fostering the academic integration of students with disabilities: evaluate students using multiple means; use course readings that are accessible in multiple formats (or can be made so); include people with disabilities whenever possible; provide opportunities for work in groups to promote interaction; become knowledgeable about the

accommodation needs of students; become familiar with the appropriate terminology to use when speaking about disability; use faculty governance structures to contribute to the inclusivity of the curriculum as a whole; maintain office space that allows all students to access office hours or assistance with course material.

The responsibility for accommodating students with disabilities does not lie solely with faculty; improving campus accessibility and inclusivity is the responsibility of the university as a whole (Huger, 2011). Disability service practitioners on campuses are encouraged to keep up to date on their knowledge of legislation so as to provide guidance; provide training to faculty and staff; collaborate with technology services to ensure accessibility of course content; work with students to identify and eliminate any barriers to integration (Ibid). Office administrators also have a role to play. Huger (2011) suggest the following efforts be made: providing programs and services through a variety of means; provide an accessible environment and physical space; evaluate accessibility and work to minimize barriers to students with disabilities; visually represent people with disabilities in publications; practice nondiscriminatory hiring practices. Student leaders can also get involved in promoting inclusivity, by holding events at accessible venues; bringing speakers to campus to address disability awareness; encouraging all students to participate in clubs and activities; finding ways to increase students' level of comfort; exploring means to foster the social integration of students with disabilities.

Three Expanding Areas of Challenge

Supporting Students with Autism Spectrum Disorders

The number of students diagnosed with Asperger's syndrome (AS) and autism spectrum disorders (ASD) has seen an increase in recent years (Gobbo & Shmulsky, 2012; Hart, Grigal, & Weir, 2010; MacLeod & Green, 2009; Smith, 2007). Despite this growth, from which has stemmed a push for colleges and universities to address the needs of this unique group (Wenzel & Rowley, 2010), there is limited research on the transition of youth with ASD into post-secondary education (Hart, Grigal, & Weir, 2010; MacLeod & Green, 2009), as well as the supports and services required for these students (Alcorn MacKay, 2010). Both AS and ASD are highly complex neurodevelopmental disorders that vary greatly in their presentation from one individual to another. While those with AS are classified as having normal intelligence, the disorder is defined by social impairment and repetitive behaviours, while ASD includes these same symptoms along with additional impairment in communication, such as a delay in spoken language, conversational difficulties and stereotyped, repetitive use of language (American Psychiatric Association, 2000, as cited in Gobbo & Shmulsky, 2012). Individuals with AS or ASD often struggle with changes or disruptions in daily routine; many have narrow areas of interest. Difficulties with social interaction and communication, as well as academic

challenges, may act as barriers to their full participation in the post-secondary education experience.

As ASD is considered to be a disability, students who are diagnosed are entitled to accommodations and disability services offered through the post-secondary institution they are attending. Likewise, practices that have been suggested for accommodating students with ASD are similar to those that are suggested for accommodating students with other disabilities (Smith, 2007), such as promoting a culture of inclusivity; universal design; mentoring, and self-advocacy (Hart et al., 2010). A concern that has been raised with regards to providing academic accommodations to students with ASD that has also been raised with reference to students with other forms of disabilities is ensuring that academic rigor is upheld (Hart et al., 2010).

In a study that set out to explore the needs of students with AS and the services and accommodations available at the post-secondary level, Smith (2007) found that while institutions are providing accommodations, these efforts often do not take into account the specific needs of students with AS. While collaborative approaches to servicing have been proposed and implemented (see Dillon, 2007; MacLeod & Green, 2009), further research is needed to identify accommodations that may be beneficial to this unique population of students; evaluations done of those accommodations that are in place. Faculty education has been highlighted as being extremely important to the success of students with AS (Smith, 2007): both in and out of class activities that focus on time management, study skills, nonverbal communication and social rules (Wenzel & Rowley, 2010).

Alcorn MacKay (2010) identified a number of gaps when comparing the services provided in secondary schools in Ontario with those provided in post-secondary education. Areas that are recommended when planning an effective transition plan for students who are transitioning from high school to the post-secondary system include career exploration, academic goal setting, knowing and accessing different learning styles, self-advocacy, academic supports, academic accommodations, interagency collaboration, technology, and time management skills (Roberts, 2010).

Supporting Students with Intellectual Disabilities

There is an emerging and growing literature addressing best practices on accommodating individuals with intellectual disabilities in the post-secondary education system (Blumberg, Carroll, & Petroff, 2008; Thoma, Lakin, Carlson, Domzal, & Austin, 2011). As more students with limited cognitive abilities are graduating high school, college and university are now being considered as options for these individuals; such opportunities to participate in the post-secondary education system promote and enable the fostering of self confidence, emotional growth, socialization and independence (NEADS, 2012). Inclusive post-secondary education (IPSE) provides young adults with developmental disorders with the

opportunity to participate in all aspects of the post-secondary experience. IPSE is still relatively new, and sparsely researched (Mosoff, Greenholtz, & Hurtado, 2009).

Practices being adopted at Canadian institutions vary in their levels of inclusivity; Hart (2006) differentiates between three models that range from life skills and transition programs to those that provide individualized services and supports for students with significant disabilities while in college or university (as cited in NEADS, 2012). While programs prescribing to all three models and in various forms exist on campuses across Canada, fully inclusive programs following the individual support model are becoming more common; programs offered at the University of Alberta and Acadia University are exemplary in this regard (Brown, Fay-Verschuur, Logan, & Rossiter, 2007; Bruce, 2011). Students in these programs attend courses of their choice based on interest and goals; participate in campus activities, and graduate along with their peers, receiving a certificate of completion. Such programs are increasingly common in the United States; these are usually offered through liberal arts colleges (see Blumberg, Carroll, & Petroff, 2008; Hafner, Moffatt, & Kisa, 2011).

Supporting Students with Mental Health Issues

There has been increasing attention in recent years focused on post-secondary student mental health; trends have been identified with regards to student learning and academic success; the development of comprehensive policies and services; efforts to promote the well-being of all students (MacKean, 2011). American literature shows evidence of a rise in mental illness among university students in recent years (Bertram, 2010, MacKean, 2011); while it is difficult to determine whether the prevalence of mental health problems in Canada is increasing, it is clear that student mental health issues are prevalent in post-secondary institutions (MacKean, 2011).

Students with mental health disabilities are accessing and completing post-secondary education in increasing numbers, this is due in part to advances in treatment and enhanced empowerment, yet the accommodation of students with mental health disabilities is a recent practice (NEADS, 2012). Furthermore, this population remains noticeably absent from much of the literature on accommodating students with disabilities. While extensive research is being conducted, and initiatives developed in this growing field of interest, such work is typically found outside of the broader academic literature on disabilities; tends to be seen as a separate area of inquiry onto itself. Mental health and mental illness are, nonetheless, important areas that do fall under the responsibility of disability service providers directly linked to post-secondary institutions.

As has been reported in the literature on students with disabilities, studies at the international level have shown that students with mental health conditions are often reluctant to disclose due to a fear of discrimination and the culture of stigma that surrounds mental illness (Martin, 2010; Tinklin, Riddell, & Wilson, 2005; Quinn,

Wilson, MacIntyre, & Tinklin, 2009). Bertram (2010) calls for increased community exposure; outreach and awareness have been identified as essential factors in reaching out to students and creating campus environments in which mental illness is not condemned (NEADS, 2012).

While campus counseling services offices offer support to students with mental health issues, most of this support is provided on a short-term, emergency basis; the focus is usually on the students' personal health to the exclusion of academic accommodations (NEADS, 2012). In a study of community college students in the province of Ontario, it was found that the majority of students who utilized counseling services had a diagnosis of one or more mental disorders; the majority of these were stress related or interpersonal in nature. College service providers reported that almost 70% of students exhibited academic challenges (Holmes, Silvestri, & Kostakos, 2011). In a study that examined the perceptions of students with mental health difficulties, the academic environment of university was said to exacerbate the difficulties students' already faced as a result of their mental health problems (Tinklin, Riddell, & Wilson, 2005).

It has been suggested that larger institutions consider operating a separate office to attend to the needs of the growing student population with mental health concerns. Services should be expanded to include intake consultations; testing and documentation; group and family counseling; workshops on various mental health topics available to students, faculty and staff; on-campus training courses' peer support programs; consultation services (NEADS, 2012).

Other Barriers and Conclusions

Gender may also act as a barrier to accessing and using accommodations and supports for students with disabilities. It has been argued that the "dual presence of gender and disability categories may cause limitations for pursuing higher degrees and career options for young women" (Lindstrom, Benz & Doren, 2004, as cited in Erten, 2011). A review of the literature suggests that disabled women are further disadvantaged as a result of the combined discrimination based on gender and disability (Opini, 2008). Intersections between disability and gender are rarely addressed; disabled women are one of the most marginalized groups (Ibid). These realities need to be addressed in post-secondary education accessibility policies and legislation.

The challenges faced in providing accommodations for students with 'invisible' disabilities have been discussed extensively in the literature. Cognitive disabilities are often difficult to evaluate; learning disabilities and attention deficit disorders are often among the most difficult to document (Ketterlin-Geller & Johnstone, 2006). It has been argued that post-secondary institutions need to support students with disabilities not only by providing accommodations but also through training on their rights and responsibilities, self-advocacy, and conflict resolution (Ketterlin-Geller & Johnstone, 2006). Weir (2004) offers a number of recommendations that

research and practice has shown to be effective when providing individualized, community based supports for students with disabilities who are pursuing post-secondary education. These include meeting with the student and identifying goals; selecting an institution; developing knowledge of the institutional culture and the supports available; identifying partners and potential resources; communicating with disability support services personnel; providing on-going support to the student in class and program selection; collaborating with faculty and team members to address any issues or problems that may arise.

Summary

The literature reflects an evolving field and knowledge base on supporting learner diversity at the post-secondary level, driven by both changing social norms and increased awareness of individual rights. Such is underscored with a pronounced increase in the number of students who are identifying at post-secondary levels as having individual learning needs associated with disabilities and/or mental health issues. In spite of this increase, they are still considered to be an under-represented population. As a result, the discourse on responding to and preparing for these issues is timely, as both the rate and complexity of issues will increase. Campuses are challenged to be proactive in creating responsive communities, increased awareness on the part of faculty and staff, and an inclusive culture of support. Central to this proactive community approach is the emerging language of “Healthy Campuses” which focuses on well-being, shared responsibility and a focus on overall health, in keeping with the argument presented by Keeling and Hersh (2012). As such, response to and accommodation of “disability”, “mental health diagnosis” blurs with inclusive learning communities and effective teaching. It recognizes a shared responsibility to support faculty, staff and students and that there are many ways of teaching / assessing learning which do not require a diagnostic/prescriptive approach to accommodation. Such a culture shift will help empower faculty, staff and students to respond immediately to diversity and help decentralize systems of care, allowing resources to be deployed more appropriately.

Chapter 3: Environmental Scan

Overview

This environmental scan was conducted to determine how other Canadian post-secondary institutions are responding to the individual learning needs associated with disabilities and/or mental health issues. It also examines provincial and national policies surrounding these practices and other related areas of concern. Over 100 colleges and universities were reviewed to identify programs, services, and common approaches that could help inform initiatives at Memorial and CNA, especially in the development of a structured plan to provide accommodations to an increasingly diversified student body.

While the review was extensive, it became clear early on that saturation had been reached; the literature review that was previously conducted also informed this process. Accommodations and policies are diverse across a wide spectrum of disabilities, yet similarities were found among institutions and provinces.

Many programs and policies that have been developed to date are very specific to a) the institution and/or province; and b) particular types of disabilities, while few focus at the broader post-secondary level. Absent from this review is a discussion of work place standards, labour market demands, institutional entrance and admission requirements, safety issues within learning environments, and the potential barriers that may arise for students with disabilities around these issues.

Nonetheless, it is evident that this has become a priority area for all post-secondary institutions and is increasingly a part of public discourse. Within this discussion, several themes emerge and are presented below while a full listing of the programs and policies reviewed provided in Appendix B. Individual programs and policies are not always referenced in the body of the text, as this report focuses on overarching approaches to accommodations in the post-secondary system.

Overarching Themes, Issues and Challenges

A number of dominant areas of focus were discovered from this review of policies and practice. Lack of accessible, coordinated resources highlights the limits of institutional support systems when it comes to meeting the needs of post-secondary students. A sharing of best practices is thus essential if post-secondary institutions are to fulfill their responsibilities to provide accessible, inclusive and supportive learning environments for all students. Leadership must be taken at the national, provincial, and institutional levels to create a shared vision of inclusion.

Diversity in Language and Programs

There is significant variety in the terminology used to describe the services and programs for students with individualized learning needs associated with disabilities and mental health issues. Broader terms such as “accommodations”, “inclusive” “accessible” and “equitable” are used in describing those supports geared to specific subsets of students. The term ‘inclusive’, for example, may refer to general approaches that work to promote post-secondary access for *all* students with varying learning needs or, alternatively, may refer to specific initiatives geared towards students with intellectual and developmental disabilities.

Similarly, there is as much diversity in the various approaches, through a multitude of programs and services, which seek to meet the needs of these students. It is clear that there is no “one size fits all” approach to accommodating the diverse needs of students with disabilities. McGill University’s Office for Students with Disabilities has taken an innovative approach; numerous initiatives and student-led campaigns work to promote a culture of diversity on campus, without targeting specific disabilities or individual students. In fact, the need to establish a culture of support is itself a recurrent theme.

National, Provincial and Institutional Disability Policies

Most (all reviewed) post-secondary institutions have policies for the accommodation of students with disabilities that are in compliance with provincial/federal government and human rights legislation. While, “*there are no specific federal or provincial governmental standards with regards to service delivery models, programs or supports for students with disabilities*” (NEADS, 2012) most post-secondary institutions have identified best practices for formal disability policy. These include: having an established accessibility committee; consulting with support organizations and students; reviewing policies at other institutions; staying aligned with policies developed by professional organizations; and ongoing review of existing policy.

National organizations such as the National Educational Association of Disabled Students (NEADS), the Canadian Association for College and University Student Services (CACUSS) and its division, the Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE), as well as disability-specific associations, such as the Canadian Mental Health Association (CMHA), the Centre for ADHD Awareness Canada (CADDAC), the Learning Disabilities Association of Canada (LDAC), and the Autism Society Canada (ASC), to name just a few, are extremely proactive in advocating on behalf of students, collaborating with institutions in developing policies and initiatives, and promoting awareness of diversity amongst post-secondary learners.

Since 2002, the Ontario Ministry of Training, Colleges and Universities, has made tremendous strides in developing a solid program for Post-secondary Campus

Disability Service Centres across the province in helping them develop best practices, consistency from one campus to the other and programming. Likewise, the College Committee on Disability Issues of Ontario has been instrumental in developing disability services to Ontario college students. The committee is made up of disability service providers from across the Ontario College system.

Common to those policies that have been laid out by individual provinces is a focus on definitions of disability and types of accommodations, an overview of legal and legislative obligations, the responsibilities of institutions and students with respect to service provision and advocacy, and recommendations for provincial and institutional initiatives. Some of these documents have sections that focus on specific types of disabilities, and in some cases, separate reports, which emphasizes the diversity of the student population attending post-secondary institutions today.

Alberta is an exemplary case of implementing effective policy; the government as well as the Alberta Human Rights Commission and Post-secondary Service Providers for Students with Disabilities have released a number of documents outlining specific required and recommended practices with regards to accommodating students with disabilities. The British Columbia Ministry of Advanced Education (2011) has also prepared a Disability Services Framework. It is suggested that other provinces utilize such documents in the development of region- and institution-specific guidelines.

It is increasingly evident that while students' needs drive the response of post-secondary institutions it is also a growing social concern of communities and governments. An accessible and inclusive post-secondary system of education has become a strong social value of our country.

Community Partnerships and Collaborations

Many policies and practice models for students with disabilities at the post-secondary level are joint initiatives of institutions and disability-specific community groups, often secured by government funding - usually provincial. CACUSS has played a very active role in engaging institutions and organizations in a national effort to promote dialogue on mental health issues in the post-secondary system. Such an approach should be seen as the model of effective practice for addressing other disabilities and health concerns on our campuses. Likewise, inclusive post-secondary education programs for individuals with intellectual disabilities are often collaborations between post-secondary institutions and community living organizations. Examples of such programs are *Campus for All* at the University of Regina and a transition pilot project offered through the New Brunswick Association for Community Living and the New Brunswick Community College. The Alberta Association for Community Living has also played a key role in the implementation and delivery of inclusive education programs at community colleges and the University of Calgary.

Carleton University is very proactive with regards to promoting accessibility on its campus. The *READ* initiative (Research, Education, Accessibility, and Design) brings together academic disciplines and service departments in collaboration with worldwide individuals and organizations that are committed to accessibility for people with disabilities. The *READ* initiative is currently involved in a number of innovative projects that actively involve students, such as *CAMP* (Carleton Accessible Media Project) and *IDeA* (Innovative Designs for Accessibility) Student Competition.

Transition Planning

Many policy documents reference the field of transition planning in proactively preparing secondary students to make the transition to the post-secondary system. Certainly the concept of transition planning is reflected in the field of special education and is referenced in K-12 policy documents including the province of Newfoundland and Labrador. Transition programs and services are seen as a means for students with disabilities to know what to expect when beginning their studies and to get information about available programs and services (NEADS, 2012). The Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE) provides many helpful resources and documents in this regard.

The Transitions Longitudinal Research Study follows the progress of 200 people with learning disabilities who have graduated from post-secondary and are moving into the workforce and further studies. This study is an outcome of the pilot projects funded by the former *Learning Opportunities Task Force* (LOTF) under the Ontario government. The mandate of this task force is to ease the transition of students with learning disabilities from secondary school to post-secondary education and to enhance services and supports in the post-secondary sector. Begun in 2004, the study has just released its 7th annual report. Findings show that participants have a higher than average retention rate than the general population and suggests that post-secondary education attainment is more important for individuals with learning disabilities than for the general population.

Annable et al., (2003) outline findings from a research study with forty students with disabilities who graduated, or who anticipated graduating, from post-secondary institutions across Canada in 2002. Findings validate the many challenges university and college students with disabilities face and underscore the critical need of appropriate supports, from family, friends, service providers, and faculty.

Many Canadian post-secondary institutions go so far as to provide transition and orientation sessions and programs that target incoming students with disabilities. These vary in content and may range from 1-day events to more intensive courses offered over several days or weeks. While many of these programs are geared specifically towards students with learning disabilities (the most common type of disability among students), such as the *Online to Success* program at Queen's University, it has been suggested that institutions consider providing a general

course that highlights disability services for all disability types (NEADS, 2012). These may also be held in conjunction with general transition and orientation sessions for all students, such as Brock University's *Smart Start* program.

York University offers quite extensive transition programming directed toward specific groups of disabled students, such as learning disabled, those with mental health concerns, and those with physical, sensory or medical disabilities. There appears to be a paucity of programs designed for students with autism spectrum disorders; a small but increasing demographic in the post-secondary student population.

Structure of Programs and Services

Institutional services are extensive and quite varied, ranging from general and sometimes limited resources for students with all types of disabilities to disability-specific programs and services. The number and quality of initiatives at Canadian universities, in particular, is impressive, yet the apparent need for such accommodations is nonetheless alarming. As more students with disabilities consider post-secondary education as an option, and opt to attend, this need will increase, adding strain to already stressed institutional budgets and resources. The need for colleges and universities to work collaboratively to develop a cohesive vision through joint strategic efforts is accentuated. Equally evident is the need for innovation in developing decentralized continuums of care and support.

It is in this vein that a significant number of institutions have developed guidebooks to raise awareness and skill of faculty in assisting these students as well as in teaching them. York University is exemplary in this regard. The University of Manitoba also offers a number of professional development workshops for staff and faculty on inclusive practices and services.

This environmental scan revealed a wide array of programs and services for students across an even wider array of individualized learning needs. These initiatives range from short-term, needs-based, individual interventions to proactive outreach, such as orientations and transitioning programming, mentorship, and career-oriented workshops. As in the literature review, four types of disabilities emerged as requiring specific focus.

Four Emergent Areas of Focus:

Asperger's Syndrome and Autism Spectrum Disorders

The number of individuals diagnosed with pervasive developmental disorders such as Asperger's and Autism Spectrum Disorder attending college and university has increased in recent years. This subset of students has garnered some attention in the popular media (Farr, 2012; Monsebraaten, 2012).

A report titled *Identifying trends and supports for students with Autism Spectrum Disorder Transitioning into Postsecondary* (Alcorn MacKay, 2010) explores and compares services at the secondary and post-secondary levels for these students. It makes a series of recommendations for improvement, such as providing specialized staff training and professional development initiatives; the provision of institutional space; providing transition opportunities; and developing parent partnerships. It also calls for further research on accommodating this student population at the post-secondary level as rates of participation are expected to increase dramatically.

Programs geared specifically towards students with Asperger's Syndrome are emerging. The Humber College Institute of Technology & Advanced Learning offers a support group for students with Asperger's Syndrome. The Asperger Mentorship Program at York University pairs psychology graduate students with undergraduate students with Asperger's. A particular focus of that program is on the social and personal aspects of university. The project is funded by the Counselling Foundation of Canada and serves 18-20 students a year. A number of institutions offer student-run social groups geared towards students with autism spectrum disorders, such as the Social Association for Students with Autism at the University of Toronto.

Faculty awareness and training is a theme in the broader field of disability service but it is a pronounced concern for this completely new area to the post-secondary system. It underscores an absence of faculty resources for teaching students with autism spectrum disorders, as well as approaches to support them in general. A few universities have developed documents for faculty and staff on addressing the needs of these students. An example is the University of Alberta's guidebook for addressing the needs of students with Asperger's in the classroom.

Inclusive Education for Individuals with Intellectual and Developmental Disabilities

A second new area of disability that is emerging at the post-secondary level is students with intellectual disability. Standardized entrance criteria based on academic achievement has traditionally meant that students with intellectual disabilities have not had access to post-secondary education. As more students with limited cognitive abilities are graduating high school with school leaving certificates, college and university are increasingly considered options for them. Given the focus on transition planning in secondary special education this is not surprising. Ministries of Education are expecting post-secondary institutions to be supportive. While enrolment is not necessarily for credit or degree, opportunities to participate in the post-secondary education system are seen as beneficial for these students. It promotes employability skills, fosters self-confidence, enables emotional growth, reinforces social skills and strengthens independence amongst these individuals (NEADS, 2012). Inclusive post-secondary education provides young adults with intellectual and developmental disorders the opportunity to participate in all aspects of the post-secondary experience. The Canadian Council on Learning released a report in 2009 on the assessment of inclusive education for students with

intellectual disabilities that emphasized the importance of student engagement for inclusion.

Practices being adopted at Canadian institutions vary in their levels of inclusivity; Hart et al. (2006) have identified three models (as cited in NEADS, 2012):

- Substantially separate program- focuses on life skills or transition programs in community based settings.
- Mixed program – transition program that is housed on the college or university campus.
- Inclusive, individual support model - provides individualized services and supports for students with significant disabilities while in college or university.

While programs prescribing to all three models exist on campuses across Canada, fully inclusive programs following the individual support model are becoming more common. In fact, programs at the University of Calgary, the University of Alberta and Acadia University are considered exemplary (Brown, Fay-Verschuur, Logan, & Rossiter, 2007; Bruce, 2011). Students in these programs attend courses of their choice, based on interest and goals. They participate in campus activities and graduate along with their peers, receiving a certificate of completion.

Alberta has more of these initiatives and is considered as having more expertise and experience in this area than any jurisdiction in the world. As of 2011, there were 18 post-secondary institutions in the province that offer inclusive education opportunities (St. Peter's College, 2011). While there are extensive offerings of inclusive post-secondary education in western and central Canada, options in the Atlantic provinces are not as widely available. The University of Prince Edward Island offers a program called *Adult Connections in Education* in which students with intellectual disabilities can participate in university classes and extra-curricular activities, spend time with peers, and gain valuable work experience.

Learning Disabilities and Attention Deficit Hyperactivity Disorder

Students with learning disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD) continue to represent the majority of students with a documented disability on college and university campuses (NEADS, 2012). The majority of policy documents and reports on the subject to date focus on the accommodations process. [Academic] accommodations for students with learning disabilities are mandated in Canada under constitutional law. Accommodations policies tend to focus on the assessment process and what constitutes reasonable accommodations. Such policies tend to reference a group of similar constructs such as provincial Human Rights Codes, the duty to accommodate, maintaining academic integrity; privacy and confidentiality statements, universal design for learning, use of assistive technology, metacognitive learning strategies, and the responsibility of the student to self identify.

The Learning Disabilities Association of Canada has released a number of documents around educational inclusion for students at all levels (primary, secondary, and post-secondary). Likewise, the Learning Disabilities Association of Ontario recently developed a document, *Accommodating Students with LDs in Postsecondary Studies*, which outlines various forms of accommodations available to assist students. The Centre for ADHD Awareness in Canada released a similar document for students with ADHD. In 2009, the Council of Ontario Universities published a guidebook for faculty on the assessment and accommodations process. The Higher Education Quality Council of Ontario has also generated a number of reports on evaluation, as well as the employment experiences of post-secondary graduates. The College Committee on Disability Issues in Ontario has prepared a LD Resource Guide on accommodations, learning strategies, assistive technology, and universal design (2008).

A wide number of post-secondary institutions have implemented transition programming specifically geared towards students with learning disabilities. Such programs strive to ease the transition from the secondary school system into post-secondary. Exemplary in this regard is the University of Windsor's *BUILD* program, a three-day event that provides incoming students with orientation workshops, peer mentoring, academic skills training, and one-on-one advising.

Mental Health and Mental Illness

Over the past several months, there has been increasing media attention focused on the mental health of post-secondary students (Bradshaw & Wingrove, 2012). Trends have been identified with regards to student learning and academic success; the development of comprehensive policies and services; as well as efforts to promote the well-being of all students (MacKean, 2011). This enhanced focus is due in part to a significant increase in the number of students with a pre-existing diagnosis of mental illness attending post-secondary, universities in particular. The student-age population falls into the highest-risk age group for mental illnesses. This age range is also the developmental period for the onset of many psychiatric disorders, including major depression (Statistics Canada, 2009, cited in Queen's report, 2012). The Canadian Mental Health Association (CMHA), in association with CADSPPE and the Association of Canadian Community Colleges (ACCC) published a report in 2004, *Your Education, Your Future*, a guidebook for college and university students with psychiatric disabilities.

Studies have shown that depression is a significant predictor of a lower grade point average and a higher probability of dropping out (Hanlon, 2012). The use of anti-depressant medication is rising at Canadian post-secondary institutions to the point where on some campuses it has surpassed oral contraceptive prescriptions (CBC News, 2012).

A 2009 student survey at six Ontario post-secondary institutions found that the three most common factors identified by students as affecting their academic

performance were stress, sleep difficulties, and anxiety (Queen's University, 2012). At a number of institutions, therapy dogs have been brought in to help stressed students cope during final exam period (Academica Group, 2012; Gerson, 2012). It is predicted that by 2020, mental health issues will surpass learning disabilities as the leading cause of disabilities at Canadian universities (Hanlon, 2012).

This concern with mental health reflects the increasing numbers of students on post-secondary campuses with diagnosed conditions and/or episodic bouts of anxiety and depression. CACUSS and CMHA (BC division) are currently co-leading a national effort to support post-secondary institutions to engage and advance systemic approaches to supporting student mental health. These efforts have resulted in the release of a background paper, numerous consultations, and the development of a resource designed to support campuses to plan and implement coordinated and collaborative actions. The next stage involves a web-based collaborative learning series to pilot key components of the resource and build capacity at a national level for campuses to support mental health. CACUSS has also brought together a Community of Practice and Student Advisory Group to draft a Mental Health Strategy Framework.

Recent attention in the popular media has been drawn to the increased efforts of post-secondary institutions and administrators to step up their mental health initiatives (Curtis, 2012; Hanlon, 2012). Several inter-institutional organizations are focusing on the issue with much of the work being spearheaded by organizations and institutions in Ontario, understandable given their large student base. Most recently, Colleges Ontario, in collaboration with the Council of Ontario Universities, College Student Alliance, and the Ontario Undergraduate Student Alliance released a report stemming from conference proceedings, *Focus on Mental Health* (2012). The Association of Universities and Colleges of Canada (AUCC) has also established a working group on campus mental health.

Carleton University has also developed a Student Mental Health Framework. Annual events which promote awareness and positive mental health for all members of the campus community are also being held at many universities such as McMaster University, the University of Guelph and UBC Vancouver.

The University of British Columbia's (Vancouver) Mental Health and Well-being Strategy is recognized as a best practice initiative by the Ontario Committee on Student Affairs and has inspired similar strategies to be developed at Carleton and the University of Guelph. The Early Alert System, also developed at UBC, works to identify academic, financial or mental health concerns early on and in a coordinated way. McMaster also runs a Committee to Support Students in Difficulty as well as a Behaviour Assessment and Response Team.

The Mental Health Commission of Canada offers Mental Health First Aid courses, which many universities have been utilizing in a modified format. Guelph has developed its own modular version that provides one-hour sessions for faculty as

well as full-day training for residence assistants, peer helpers, and front-line staff in the Registrar's Office. Guelph also offers QPR (Question, Persuade, Refer) Suicide Prevention Training, a common training tool at universities.

Summary: Campus-wide focus on Healthy Community

Two common themes increasingly span policies and practices surrounding mental health at post-secondary institutions: an emphasis on removing stigma, and fostering awareness and skill via establishing a healthy community culture with a cascade of supports. In fact, increasingly, the language used to describe this community wide response model is "Healthy Communities", as mentioned earlier in this document. It is language that first surfaced at American institutions that focuses on well-being and general health via a campus wide commitment to establishing a proactive network of care. It is a response method independent of diagnosis or documentation that stresses prevention as well as intervention. Examples can be found at Ryerson University, Simon Fraser University, the University of Victoria, and the University of Saskatchewan.

A more recent example of such a community wide model has been presented at Queen's University. The Principal's Commission on Mental Health at Queen's University (2012) has released a report dedicated to the development of a framework and recommendations around student mental health and wellness. This initiative was sparked, in part, in reaction to a series of tragedies as well as by efforts to engage the university community on mental health issues. The report suggests a proactive model by focusing on student transitions into, through, and out of university, as well as the role of the university *and* the broader community in easing students' experiences along their post-secondary journey. The Mental Health Working Group at Queen's promotes the availability and awareness of services and programs and supports mental health crisis management and response. It creates awareness and a community system of response via a tiered, pyramid approach. Centralized services are at the top of the pyramid while a healthy and informed community forms the base of service.

The Queen's model, exemplary of current approaches for responding to students with individual learning needs associated with disability and/or mental health issue, speaks to the need to build community. As such, it also speaks to the synergy of creating a healthy campus and ensuring an effective teaching and learning community. Likewise, a healthy campus includes a healthy staff and faculty.

Chapter 4: What We Heard

Overview

The extensive consultations yielded rich data on the perspectives of students with individual needs associated with disability and/or mental health issues. The individual and small group nature of the conversation afforded people an environment wherein they could speak candidly of their thoughts and experiences with this population of students. There was also obvious enthusiasm for the conversation, especially as it pertains to mental health. The conversations initially centered on the needs of students but quickly morphed into a broader discussion of the environment on our campuses and the needs of our entire post-secondary community. Concerns about responding effectively to the needs of students also encompassed the needs of staff and faculty. The discourse centered on an ecological model of support and holistic health.

Likewise, there was equal enthusiasm for a conversation between the university and the college system. People were eager to share ideas and seek opportunities for greater collaboration, especially as it relates to best practices for accommodating disability and professional development opportunities. There was, however, broad acknowledgement of the differences between our campuses, the three university sites as well as the 17 college sites. Scale and student enrollment were seen as major contributors to these differences, but there are also pronounced differences in curriculum and modes of instruction. Many programs, especially at Marine Institute and the college system, are driven by industry standards and have wide variations in program length and mode of delivery. External accreditation standards, professional licensure requirements and external exams added to variations across campuses and programs. In addition, accommodating students in the academic setting is radically different from accommodating them in clinical, field, practicum facilities and workplace settings. Programs requiring Proof of Fitness examinations prior to admission, can limit access for some students. These differences pose a variety of challenges across the post-secondary education system in the province. A shared conversation on supporting vulnerable students acknowledges these realities.

Overarching Themes, Issues and Challenges

A number of dominant areas of discussion emerged from the consultations. Many are generic to both the college and the university, while others hold more relevance to particular campuses. The motivation for having a shared conversation was to learn from one another and explore the full post-secondary continuum in our province. The following themes provide an interesting overview of that system. The report is, however, presented as one document; not to negate the individual differences that might exist across campuses but rather to inform the broader context as it relates to our more vulnerable student population.

The need for dialogue and shared understandings

Despite the differences among our post-secondary programs and campuses, there was significant interest in learning from one another and developing parallel understandings and approaches. This was most pronounced in the area of providing academic supports to students with disabilities. There was significant interest among key staff from the student support centers of both institutions to meet periodically and discuss policy and practice. There was equal interest in developing a common understanding of concepts such as “academic integrity”, “inclusive education”, “reasonable accommodations”, as well as common practices such as assessment and documentation, and confidentiality standards, etc. There was consensus that the post-secondary committee of student support leaders, implemented after the White Paper in 2005, was a positive experience and one that should be reactivated.

Ecology of well-being

The literature review identified that social norms have shifted from a diagnostic/prescriptive model of disability toward a sociological understanding of diversity where barriers are removed. Such a shift was reflected in the perspectives of the individuals with whom we consulted. People did not want to discuss mental illness or a “duty to accommodate” disability. Rather, they spoke of gaining a greater understanding of how they could more effectively support all students, staff and faculty. The concept of an ecological model of inclusiveness emerged; a model that encompasses a much broader, proactive articulation of well-being and health. The student unions spoke about their sense of community and networks of peer support. The graduate union discussed the environment of campus, sustainable green spaces and community gardening. The Library staff discussed the centrality of their space to the lives of students and the need for them to be supportive and welcoming. Individuals were demonstrating a much broader understanding of prevention, response and support for all, not just those with a diagnosed issue. In fact, only a few mentioned the process of requiring a diagnosis or documentation to access support. The conversations were about responding appropriately to whatever issue arises.

There was also wide recognition that we are a community within communities and that a discussion of our response capacity must include a definition of the parameters of our services, so that we do not recreate but instead complement existing services in the wider community. It was widely recognized that we have strong relationships with community health and police services, characterized by mutual respect. As we reach out to them for support, we also can rely on community services and organizations to reach in. An example was the disability organizations offering to support the post-secondary system with training and support groups for students. A healthy community on campus relies on, and helps shape and strengthen, healthy communities around it.

Campus is a safe environment, within rapidly changing communities

There was significant discussion, especially at the university campuses, that there appears to be an increased sense of risk and a need for harm reduction and surveillance among some, especially as new residences open and more students live on campus. Yet, we continuously heard that campus is a safe place, that the crime and drug usage witnessed in our cities is not seen on campus, that generally people feel safe. It was a recurrent message, heard from Campus Enforcement, from Housing personnel and from students. There was, however, concern for after-hours mental health services and medical support for campus residences. However, there was recognition that this issue has been identified and discussed. New initiatives such as the Office of Risk Management at MUN, with its heavy focus on prevention and awareness as well as a case management model for individuals of particular concern, was seen as helping ensure that preventative measures will continue.

The need to create a separate case management model for a small number of students with particularly challenging behaviors, stemming from their individual needs was also recognized. This was often associated with individuals who present with more complex issues such as Autism Spectrum Disorder or significant mental health diagnosis who are now successfully transitioning to our campuses. While having more of these students on campus was seen as a positive trend, and one that is widely expected to grow in future years, participants indicated that support for staff and faculty to allow them to understand and manage the behaviors and social needs that accompany such diagnoses will be required. While student support centers are effective at accommodating the academic needs, a case management model is required, especially at the larger campuses, to help coordinate efforts to accommodate the social and behavioral needs.

Desire for education and training

Professional development and training were recurrent themes emerging from the academic units, staff and students. There was some urgency and great sincerity expressed in respect to this issue – people want to know more and learn how to provide support more effectively. The general perception was that most of what is needed by way of services and support is already on campus but people do not know about it, or how to refer to it. There was also concern that the existing scale of the service might not be able to sustain an increased demand for it.

Participants suggested that such training for supporting individuals with mental health issues and/or disabilities be built into the professional development plans of the academic staff and all other employees. Topics suggested included mental health first aid, understanding disability, work/life balance, managing stress, healthy relationships, diversity training, financial management, sexual health and personal boundaries, etc. Professional development is an area where the university and college could effectively partner so as to share resources and knowledge and where there appeared to be a critical role for Distance Education, Learning and Teaching Support (DELTS). Online training could help streamline delivery, reduce expense and increase access to training. The provincial government is preparing to pilot an

e-Mental Health plan, which will provide online access to information and training. There was significant interest in MUN partnering with them to develop, strengthen and evaluate an online delivery strategy. The delivery of professional development and e-mental health is another area where we can help strengthen the broader community while supporting our own.

Commitment from Human Resources

The conversations received enthusiastic support from the Department of Human Resources at both MUN and CNA. Initiatives related to enhancing environments that support students and employees are underway, including prioritizing professional development to raise awareness of mental health and disability issues. Staff are widely seen as being the first to identify concern both among students and their own peers. Staff members interact with students daily and are on campus continuously. They are central to any conversation on supporting vulnerable learners and are vital in creating an ecological model of well-being. Participants suggested that training in this area be included in the professional development plans for staff and that mental health first aid be a priority in new training. It was also suggested that the Department of Human Resources identify a reasonable and feasible timeline to adopt, as mandatory, the Psychological Health and Safety in the Workplace Standards (2013) of the Canadian Standards Association.

Commitment from Community Associations

There was equal enthusiasm for this initiative from the various disability community groups we consulted. They appreciated the post-secondary system's recognition of the need for this conversation and concurred that the demand for services will rise as the K-12 system continues to successfully support these students toward graduation. It is rewarding to see that these students have the grades and the confidence to pursue post-secondary studies, and supporting their needs is a shared responsibility. Community groups offered to share expertise in training faculty, staff and students, especially if an online model of delivery can be used. They also suggested establishing transition programs to help these students prepare for the post-secondary system. It was also suggested that community groups help establish support programs for these students. It was evident that the community groups want to be engaged with the post-secondary system around these issues and they offer a wealth of knowledge and resources, including access to national and international resource networks such as The Canadian Mental Health Association, The Learning Disability Association of Canada the Canadian National Institute for the Blind, etc.

Career Counseling and Transitions

There was wide recognition of the importance for all students to avail of career counseling and make wise choices that are realistic and relevant for them. Likewise, preparing for the transition into, through, and out of the post-secondary system is important for all students. Both areas become critical for students with individual learning needs associated with disability and/or mental health. Students need to avail of the diversity of educational programs and training opportunities in order to

make good career choices and establish career pathways that are reasonable and feasible for them. Career counseling must be accessible and available for these students and they should be strongly encouraged to utilize them.

Transition planning for individuals with individual learning needs is a large discipline of study, encompassing a wealth of available academic knowledge. The provincial Department of Education is about to release a new transition-planning program as a core part of special education in the K-12 system. As a result of this program, students will begin to plan for transitioning during the intermediate level and by high school graduation there will be a written plan in place to support them in a fluid move to the post-secondary system. Student advising services at the post-secondary system should be trained on how to access and support this transition plan and incorporate it into their own models of support.

Likewise, career-counselling service providers at the post-secondary level also need training so that they can complement the transition plan in supporting these students as they move through their program of studies. Transition planning is seen as being much more than just getting the students enrolled, but rather about identifying where obstacles exist and where extra support is required throughout their academic career. A proactive approach ensures heightened success.

Co-operative education and work terms/internships were areas identified as being a challenge for these students that will require extra planning. Securing employment after graduation is another area of critical concern, especially for students with more pronounced individual needs. In the absence of securing employment, many of these students have little choice but to return to campus so as to avail of the structure and support of the learning community.

Our virtual community

Given the growth of distance education, as well as co-op students, and students studying abroad, supporting vulnerable learners assumes a whole new context. Many of our students experience our academic community virtually, while living in another community and/or country. Concern was expressed for those students with significant needs who are placed in settings with little support, especially when many students are hesitant to disclose those needs to employers. Confidentiality was a recurrent area of concern, especially as it intersected with ensuring safety. Individuals voiced concern that the only way to access counseling services is to be physically on campus and wait for an appointment. Given our student population, this was seen as needing to change. It was suggested that a carefully developed model of online counseling, with clear parameters of service, be developed and evaluated thoroughly.

Critical need to revise model of counseling/student services

The need to explore the utility and effectiveness of online counseling was part of a much larger discussion of changing existing models of care. The growth in demand in the last five years, framed against indications that this trend is going to continue

to grow, necessitates a renewed model of response. Requiring all students to go to the same door for support is not sustainable, no matter how many resources you put behind that door. It was suggested that counseling services explore proactive models of care delivery that reflect the diverse level of need. Likewise, student support centers for accommodating individual learning needs must change. There was concern that the process of applying for academic accommodations was too bureaucratic and cumbersome. Concern was voiced over having to reapply for the same supports, having to complete forms in person and not online, and having to submit so much documentation. Of particular concern were practices requiring current assessments or updated assessments. If a student has been identified as having a life-long disability there is no need for a reassessment, unless existing supports and accommodations are not working. The cost of providing a current assessment was reported as the single biggest obstacle to post-secondary education for students with learning disabilities.

There was much interest in training for academic units on the principles of Universal Design for Learning, a model where educators are trained on how to accommodate many of the needs without having to avail of a centralized system. Instructors can be trained to design curriculum and develop pedagogical practices that ensure accessibility for diverse learners. Educators should be encouraged, where possible and feasible, to provide the accommodation themselves. This was especially so in smaller contexts and programs where the educator and student already have a strong relationship.

Utilizing our own talent pool

The College of North Atlantic and Memorial University train doctors, nurses, practical nurses, social workers, educators, psychologists and wellness/fitness people. In looking to strengthen and/or expand services for vulnerable students and creating a community of wellness, the students in these disciplines constitute a significant pool of resources that should be utilized. In doing so, these students will acquire invaluable learning opportunities and a unique perspective on wellness that will help shape the community around us. On-campus work term placements, internships, and volunteer opportunities, all allow for quality training as well as the promotion of leadership, peer support and community engagement.

Accessibility

Ensuring physically accessible campuses was seen as requiring continuous attention. Disabilities are dynamic, technologies shift, environments evolve and spaces erode and are renovated. Diligence in ensuring access for all students, staff and visitors is essential. None of the campuses were seen as being particularly accessible, despite ongoing efforts to improve. Snow removal was a recurrent theme, as was municipal transportation to get some students to campus. There was significant concern expressed at Grenfell campus, where renovations and extensions in recent years have challenged access, particularly at the points of transition between spaces. Again, this issue has been recognized and an accessibility audit is being planned.

Cultural sensitivity

The needs of students from “other” cultures received significant attention and discussion. Interestingly, the undergraduate population at MUN was seen as being a remarkably resilient, skilled and motivated group, with low rates of individualized needs. This was not surprising, given the academic standing required to both complete secondary education in their home country and gain access to post-secondary in another. Graduate students are more diverse and often have greater vulnerabilities, with the pressure of graduate school, the isolation of graduate programs and research, the financial burden many students’ carry, and family demands among older students. The biggest area of concern was not in these students accepting support but rather in existing service providers not understanding or appreciating significant cultural differences. There was a call for greater intercultural sensitivity training among current service providers, including aboriginal awareness and education.

Summary: Enthusiasm for change

This conversation was initiated a teaching and learning lens. Interestingly, a conversation that began by focusing on accommodation for students with individual learning needs associated with disability(s) and/or mental health issues quickly morphed into a ground swell of support for an ecological model of well-being. Today, the societal shift that has occurred in disability studies is reflected in people wanting to discuss being proactive as well as being responsive. There was wide recognition that becoming proactive does not lessen the need to continue with strong reactive services. Rather, there was recognition that we need to be more effective in utilizing a broader network of care. People wanted to talk about removing barriers and predicting where obstacles might surface. They wanted to discuss the needs of staff, faculty, and students. They focused on creating a healthy community, both on our campuses and where they live. They talked of supporting one another in a network of care that is organic and shared, that is led from within, that is a living process and a sustainable environment conducive to healthy living and learning, evolving with and informing itself over time. This conversation is now about the community in which we live, work, study and interact. While change is required, there is much enthusiasm for that change to begin.

Chapter 5: Summary and Next Steps

Background

Memorial University of Newfoundland and the College of North Atlantic share a commitment to support all students via accessible and inclusive communities of learning. Both institutions recognize that this requires attention to the culture of contemporary community as well as the evolving needs of individual students.

In keeping with the commitment, this conversation sought to explore how we currently respond to students with individual learning needs associated with disability and/or mental health issues. Both institutions sought to collaborate to ensure that the publicly funded post-secondary system in the province shares similar values and principles, and creates mechanisms that will allow vulnerable students to transition between campuses with ease. Both MUN's Teaching and Learning Framework, and the College's commitment to excellence in student services highlight the universal desire to support vulnerable students.

The conversation was informed by both an extensive literature review and a broad environmental scan of practices and programs in other post-secondary institutions across Canada. With this foundation, over 265 individual, consultations were conducted province wide in order to gain multiple perspectives on this population of learners.

Interestingly, a conversation that initially focused on students quickly morphed into a much broader conversation on the ecology of our campuses and the environment in which people live, learn and work. Individuals did not want to focus on illness or disability or prescriptive responses to problems. They presented a sociological perspective on creating barrier-free environments where an ecology of well-being typifies our campuses and where staff, students and faculty are supported. This conversation reflected themes that emerged in both the literature review and the environmental scan and validated that our institutions are well positioned in being both committed to and attuned with a process of re-calibrating how we respond to all members of our learning communities.

Key Findings

The research yielded rich data that will inform planning processes. The key findings are noted below:

1. Demand for accommodations will continue to increase

While the rapid increase in numbers of students presenting with individual needs at post-secondary institutions can seem alarming, the demand is reflective of international trends. These trends will persist as these students are currently significantly underrepresented in post-secondary programs. MUN and CNA view

this as being positive, as it means that more students are graduating from the secondary system with the academic standing, the skill and, more importantly, the confidence to pursue post-secondary studies. Students with learning disabilities compromise the largest group of students seeking support. However, individuals with mental health issues are the biggest concern. At the same time, students with more pervasive and complex needs are also completing our programs and requiring more unique supports than typically provided.

2. Accommodation is a system-wide responsibility

Existing models of support need to shift so as to respond effectively to the complexity of need as well as the rapid growth in demand that we are experiencing. Counselling services and student support services need to enhance the efficiency, accessibility and appropriateness of these programs and services. Our institutions must become proactive in offering training and professional development to faculty and staff, as well as in creating innovative supports, while still providing strong reactive systems of care. A more integrative approach will help foster the understanding that accessibility is a collaborative effort and that no single office or department is solely responsible for these students.

3. Professional development will require collaborative efforts

Professional development is an area that affords innovative opportunities for partnership among our institutions, with DELTS and with community groups with each partner providing valuable knowledge and experience to inform practice. Through shared efforts we will strengthen relationships with, as well as inform, the communities in which we exist. Our campuses are communities within communities, networks of care embedded in broader systems of care, each sharing a goal of ensuring healthy communities.

4. Post-secondary involvement in transition planning needs to be initiated

Transition planning is central to a proactive approach. The secondary system recognizes its responsibility in early planning for transition to post-secondary, especially for students with disabilities and/or mental health issues. This affords student advising services at our campuses an opportunity to partner with high schools to plan more effectively for fluid transitions. Vulnerable learners also need support in transition through their program, between academic years, into internships and work-terms and onwards toward graduation. Finally, career advising holds a critical role in supporting students make the final transition to employment. Such a focus allows us to predict where barriers might be encountered and proactively plan for success.

5. A need for an ecology of well-being

A theme that was overwhelmingly present throughout the consultations was the realization that we cannot have a conversation about the needs of our students without including the needs of our staff and our faculty. The literature and environmental scan references this as “Healthy Campus” – a commitment to, as well as a process of, working towards creating an ecology of wellness for all who experience some aspect of their lives on our campuses, physically or virtually. The practice of Healthy Campus a living, evolving commitment to being attuned and responsive to the needs of each individual campus and the community in which they exist. Most of what is needed to begin this process already exists, in some capacity. However people do not know about it, many do not know how to refer to it, and the scale of the programs might not be able to handle more demand. Raising awareness and removing silos become central to beginning the journey to a healthy campus.

The Direction

Given their unique profiles, campuses must establish their own structures to define what being a healthy campus means for them. Supports have to be contextualized and embedded into the culture of that campus and anchored within the communities around it.

This is not a project or a pilot, but rather a direction that evolves and grows over time. It is a direction that should be endorsed by university/college leadership and driven organically from that community. The leaders of the healthy campus initiative should seek to partner with the broader community, creating opportunities for collaboration and strengthening a broader network of care. Funding for initiatives should be creatively sought, ideally from external sources, to ensure ownership, partnership and engagement.

The Priorities

The data that has emerged in this report can serve to help inform the work and direction of a Healthy Campus committee. The literature reviews and environmental scans contained in this report are current and extensive (See appendix A and B). The consultations were rich and candid. There is wide recognition of where priority should be given but each committee will determine its own agenda. In doing so, the following suggestions are offered to help guide the establishment of Healthy Campus initiatives:

- Create a revised approach to counseling, including a focus on e-mental health and online counseling, both of which will be carefully evaluated.
- Provide awareness and educational opportunities for students in the areas identified in the Student Health Survey (2013) including, but not limited to:
 - Balancing academic workload
 - Anxiety management
 - Stress management

- Healthy relationships
- Healthy sleep and lifestyle
- Body image
- Create a revised approach to providing academic accommodations for students with disabilities that is less bureaucratic, requires less re-assessment, relies on assistive technology and has a strong focus on training academic units on the principles of Universal Design for Learning so that accommodations can be easier delivered via a less centralized model.
- Reactivate the provincial post-secondary committee on student supports to create a dialogue between all campuses of CNA and MUN to share ideas and practices on supporting students with individual needs.
- Expand professional development opportunities for the entire community, in partnership with DELTS and avail of expertise in the community.
- Strengthen the case management plan to support proactively the needs of the small population of students with more complex and pervasive needs (especially on the larger campuses).
- Explore options and opportunities to provide after-hours support in residence for the mental and physical health of students.
- Establish a date to accept, as mandatory, the Psychological Health and Safety in the Workplace Standards (2013) of the Canadian Standards Association.
- Partner student advising personnel with the K-12 system to ensure effective transition plans for students with individual needs.
- Encourage greater collaboration between career counseling, student advising, and Co-op placement officers to help transition these students across their program of studies and into successful career paths.
- Support student unions in establishing formal and informal mentoring programs for their peers.
- Explore with our professional schools opportunities for work-terms and internships to be completed on campus in health and health promotion placements.
- Schedule regular accessibility audits on each campus.
- Anchor new initiatives in comprehensive evaluation/research models.

Summary

Memorial University and the College of North Atlantic are afforded a unique opportunity to set a new direction for each individual campus while collaborating to inform and support one another. Our students with individual learning needs associated with disability and/or mental health issues require an accessible and inclusive post-secondary system that is responsive to the evolving nature of their challenges. A much broader understanding of inclusiveness and access provides the best opportunity for vulnerable learners to be successful. The concept of “Healthy Campus” emerges from the principles of the Teaching and Learning Framework and reflects the mission statement of both the university and the college. A healthy campus is an inclusive campus, attuned to evolving dynamics. It is an engaged campus, connected to the community around it and partnered with existing

networks of care. It is a productive campus, with strong academic and work performance. It is a sustainable campus, conducive to healthy lifestyles and work/life balance. It creates knowledge, encourages healthy lifestyles, promotes wellness and informs citizens. Responding effectively to the needs of the vulnerable becomes a natural process of daily life.

Appendix A: References

Note: Only references cited in this report are included here. The review of the literature involved a much more extensive bibliography that has not been included.

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accommodations to students with disabilities. *Remedial and Special Education*, 31(4), 276-286.

Appendix B - Environmental Scan Institutional Documents and/or Initiatives

Note: All links were confirmed accurate at time of publication.

British Columbia

College of the Rockies

- Instructional guidebook: Accommodating students with disabilities
www.cotr.bc.ca/webs_media/disability/_docManager/docs/Instructional%20Handbook.pdf

Kwantlen Polytechnic University

- ACE-It mentoring for students with disabilities
www.kwantlen.ca/ssd/ACE-IT_Mentoring.html

Langara College

- Disability Services Transition Guide: Secondary to Post-Secondary
www.langara.bc.ca/student-services/disability-services/pdf/201107-Student_Guide.pdf

MacEwan University

- Campus Connections
www.macewan.ca/wcm/StudentServices/CampusConnections/index.html

Thompson Rivers University

- Academic accommodations and services for students with disabilities
www.tru.ca/shared/assets/Services_for_Students_with_Disabilities_5619.pdf

Trinity Western University

- Equitable access policy for students with disabilities
www.twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/twu-access-and-accommodation-policy-and-procedure.html?_hstc=18293286.97afdd8ddce5c5fda41d5b8be90510db.1354552335933.1354552335933.1354552335933.1&_hssc=18293286.3.1354552335933

University of British Columbia

- Academic accommodations for students with disabilities
www.students.ubc.ca/mura/access/index.cfm?LinkServID=3368F9D9-C295-9743-F92FCCCD94D19F82&showMeta=0
- Mental Health and Well-being Strategy- Working Document Student Development and Services, 2012
vpstudents.ubc.ca/files/2012/05/Student-Mental-Health-PlanBrochure.pdf
- Early Alert System
facultystaff.students.ubc.ca/early-alert

University of Northern British Columbia

- Access Resource Centre's Instructor's Handbook.
www.unbc.ca/assets/academic_resource_centre/arc_handbook_oct_2012.pdf
- Faculty Guide- Learning Disabilities
www.unbc.ca/assets/academic_resource_centre/faculty_guide_supplement_to_instructors_handbook.pdf

- Access and accommodation for students with disabilities
www.unbc.ca/assets/academic_resource_centre/student_services_access_and_accommodation_for_students_with_disabilities_pec_sept_22_11.pdf

University of Victoria

- Academic accommodations and access for students with disabilities
www.uvic.ca/universitysecretary/assets/docs/policies/AC1205_2340.pdf
- Tap into UVic
rcsd.uvic.ca/services/tap/index.html

Alberta

Athabasca University

- Building Basic Skills for E-Learning: Adults with Developmental Disabilities Go Online
auspace.athabascau.ca/bitstream/2149/573/1/van-de-keere.pdf

Bow Valley College

- Inclusive Post Secondary Education
www.bowvalleycollege.ca/campus-services/learner-success-services/counselling-and-specialized-support/specialized-support/inclusive-post-secondary-education.html

Grande Prairie Regional College

- Inclusive Post Secondary Education
www.gprc.ab.ca/programs/calendar/admissions-guide-2011-2012/html/14.html
- Hughson, E.A., Moodie, S., & Uditsky, B. (2005). *The Story of Inclusive Post Secondary Education in Albert Final Report 2004-2005*. Alberta Association for Community Living
www.aacl.org/clientuploads/documents/IPSEstory.pdf

MacEwan University

- Handbook for students with disabilities
www.macewan.ca/contribute/groups/public/@web/@src/@ssd/documents/document/pfw_000759.pdf
- Policy manual-Students with disabilities
www.macewan.ca/contribute/groups/public/documents/document/pfw_003664.pdf

Mount Royal University

- Academic accommodations for students with disabilities policy
notesweb.mtroyal.ca/President/MRCPolic.nsf
- Inclusive Post-Secondary Education
www.mtroyal.ca/AcademicSupport/ResourcesServices/InclusivePost-SecondaryEducation/index.htm

- Addressing the Stigma of Mental Health: A Research Perspective
www.mtroyal.ca/facetime/Archive/FTdata_mentalhealth_051012.htm

Red Deer College

- Standard Practice- Students with Disabilities
www.rdc.ab.ca/about_rdc/policies_and_publications/policies/documents/students_with_disabilities_standard_practice.pdf

St. Mary's University College

- Inclusive Post-Secondary Education
www.stmu.ab.ca/ProgramsCourses/inclusivePostSecondaryEducation.html

University of Alberta

- Policy for students with disabilities
www.ssds.ualberta.ca/PoliciesandGuidelines/PolicyforStudentswithDisabilit.aspx
- Asperger's Syndrome in the Classroom: Tips for university faculty and staff on day to day interactions.
www.ssds.ualberta.ca/en/ResourcesforFaculty/~media/ssds/Documents/AspergersNewsletterApril2012.pdf

University of Alberta and Augustana College

- On Campus Program
www.oncampus.ualberta.ca/

University of Calgary

- Academic accommodation for students with disabilities
www.ucalgary.ca/drc/node/93

University of Calgary and St. Mary's University College

- Inclusive post secondary education
www.ucalgary.ca/ipse/ipse

University of Lethbridge

- Students with disabilities policy
www.uleth.ca/policy/sites/policy/files/policy/Students%20with%20Disabilities_Oct%2018-06%20FINAL.pdf

Saskatchewan

University of Regina

- A policy regarding students with special needs
www.uregina.ca/presoff/vpadmin/policymanual/students/901020.html

Manitoba

Brandon University

- Academic accommodation of students with disabilities
www.brandonu.ca/studentservices/files/2010/08/Academicx20Accomodationx20rex20Disabilities.pdf

Ontario

Algoma University

- Accessibility plan
www.algomau.ca/uploads/file/pdf/accessibility_plan.pdf

Brescia University College

- Accessibility policy
www.brescia.uwo.ca/accessibility/accessibility_policy.html

Brock University

- Accessible service...accessible Brock Guidelines for providing accessible service at Brock
brocku.ca/webfm_send/13826
- Students Making a Realistic Transition (Smart Start)
www.brocku.ca/services-students-disabilities/future-students/summer-transition-programs/sswd-and-smart-start
- STRATEGIES transition program
brocku.ca/services-students-disabilities/future-students/summer-transition-programs
- Transition Program for Students with a Mental Health Disability
www.brocku.ca/services-students-disabilities/future-students/summer-transition-programs/transitions-mental-health

Canadore College

- www.disabilityissues.ca/english/transitionlinks/Canadore%20Summer%20Transition%20Brochure%202012.pdf

Carleton University

- READ Initiative
www5.carleton.ca/read/
- Student Mental Health Framework: A Guide for Supporting Students in Distress.
www1.carleton.ca/studentssupport/ccms/wp-content/ccms-files/Carleton-University-Student-Mental-Health-Framework.pdf
- Make the CUT (College/University Transition).
www1.carleton.ca/pmc/transition-to-carleton/make-the-cut/

Durham College

- Transition Programs for Students and Parents
www.durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities/transition-programs-for-students-and-parents

Humber College Institute of Technology & Advanced Learning

- Asperger's Support Group
www.humber.ca/disabilityservices/aspergers-support-group
- *Pathways to Post-Secondary: A transition guide for people with disabilities to Humber College Institute of Technology & Advanced Learning and the University of Guelph-Humber.*
www.humber.ca/disabilityservices/sites/default/files/pdfs/PathwaysToPostSecondary_0.pdf

Lakehead University

- Inclusive Post Secondary Education
www.lakelandcollege.ca/resources-facilities/inclusive-education/

McMaster University

- Mental Illness Awareness Week Stomp Out Stigma.
wellness.mcmaster.ca/wellness-education/stigma.html
- Shifting Gears Transition Program
sas.mcmaster.ca/transition.html

Mount Saint Vincent University

- Disability Services: A Guide for Faculty
www.msvu.ca/site/media/msvu/DS%20Guide%20For%20Faculty%202011.pdf

Nipissing University

- Summer Transition Program
www.nipissingu.ca/departments/student-development-and-services/disability-services/STP/Pages/Summer-Transition-Program.aspx

Queen's University

- The Jack Project
www.thejackproject.org/
- *Student mental health and wellness: Framework and recommendations for a comprehensive strategy* Report of the Principal's Commission on Mental Health, November 2012
www.queensu.ca/cmh/index/CMHFinalReport.pdf
- Online to Success Program

www.queensu.ca/hcds/rarc/onlinetosuccess/

Ryerson University

- SHIFT (Students Heading into Full-Time)
shiftatryerson.ca/

Seneca College of Applied Arts and Technology

- Summer Transition Program
www.senecac.on.ca/students/stp.html

University of Guelph

- Policy on academic accommodations for students with disabilities
www.uoguelph.ca/policies/pdf/AcademicAccomForStudentsDisabilitiesPolicy_30May2011.pdf
- Guidelines and procedures on academic accommodation for students with disabilities
www.uoguelph.ca/csd/sites/uoguelph.ca.csd/files/AcademicAccommodationForStudentsWithDisabilities_2011May_0.pdf
- Mental Health Awareness Program
www.uoguelph.ca/counselling/awareness/
- Creating Opportunities for Successful Learning: A Handbook for Faculty on Learning Disability Issues
www.tss.uoguelph.ca/resources/pdfs/lophandbook.pdf

University of Toronto

- *AccessAbility*
www.utoronto.ca/~ability/about_service.html
- Social Association for Students with Autism
ulife.utoronto.ca/organizations/view/id/2015
- Summer Startup Program
www.utoronto.ca/~ability/future_transition.html

University of Ontario Institute of Technology

- Centre for Students with Disabilities – Connection, Head Start, and STEP programs
www.uoit.ca/sites/csd/transition/index.php
- Mindsight
www.mymindsight.uoit.ca/

University of Ottawa

- Mental Health Fair
www.gazette.uottawa.ca/en/2012/10/mental-health-fair-in-the-agera-you-are-not-alone/
- Transition Program
www.sass.uottawa.ca/access/transition/transition-program.php

University of Waterloo

- OPEN DOORS Transition Program
uwaterloo.ca/disability-services/future-students/transition-programs/open-doors-transition-program

University of Western Ontario

- Academic accommodations for students with disabilities
www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities.pdf

University of Windsor

- The BUILD Program (Bridge to University for Individuals with Learning Disabilities)
www.uwindsor.ca/disability/build

Western University

- The Centre for Inclusive Education
www.edu.uwo.ca/inclusive_education/index.asp
- Community Integration through Co-operative Education (CICE)
www.durhamcollege.ca/programs/community-integration-through-co-operative-education
- Mental Health @ Western
www.uwo.ca/uwocom/mentalhealth/

Wilfrid Laurier University

- Transition 101
www.wlu.ca/page.php?grp_id=10274&p=16820

York University

- Asperger Mentorship Program (AMP)
bebko.apps01.yorku.ca/clp/?page_id=132
- Monsebraaten, L. (2012). *The Autism Project: York University students with Asperger's thrive in mentorship program.*
www.thestar.com/news/gta/article/1289299--the-autism-project-york-university-students-with-asperger-s-thrive-in-mentorship-program
- Faculty Resource Guide: Teaching students with disabilities.
www.yorku.ca/facultyawareness/yorkfacultyresourceguide.pdf
- Project ADVANCE
www.yorku.ca/cds/lids/projectadvance.html
- Headstart
www.yorku.ca/cds/mhds/supportandservices/academic_support.html

Quebec

Bishop's University

- Policy regarding students with disabilities

www.ubishops.ca/students-with-disabilities-office/about-us/policy.html

Concordia University

- Policy on accessibility for students with disabilities
www.concordia.ca/vpirsg/documents/policies/VPS-14.pdf

McGill University

- Office for Students with Disabilities
www.mcgill.ca/osd/services/complimentary-resources/writingexams
- Mental Health Groups
www.mcgill.ca/mentalhealth/groups

Saskatchewan

Saskatchewan Institute of Applied Science and Technology (SIAST)

- Employment Readiness/Bridging to Employment Programs
www.siastr.sk.ca/programs/basic_education/readiness_bridging.shtml

St. Peter's College

- *Inclusive post-secondary education partnership project Phase I.* The Centre for Research and Development.
www.pi-er.ca/INCLUSIVE%20POST-SECONDARY%20EDUCATION%20PHASE%201%20-%20April%202011.pdf

University of Regina

- Campus for All (CFA)
www.uregina.ca/student/

University of Saskatchewan

- Guidelines for the effective provision of academic accommodations for students with disabilities
www.usask.ca/university_secretary/policies/student/StudentsWithDisabilities6_02.pdf

Manitoba

University of Manitoba

- Accessibility for students with disabilities
www.umanitoba.ca/admin/governance/governing_documents/students/281.html
- Campus Life Program Trevi Freeze, Campus Life Coordinator
freeze@cc.umanitoba.ca

- Tips for Creating an Inclusive Classroom
umanitoba.ca/student/resource/disability_services/faculty.html#InclusiveClass

New Brunswick

Mount Allison University

- Policy on students with disabilities
www.mta.ca/student_life/policies/disabilities.html

St. Thomas University

- Student accessibility services handbook
w3.stu.ca/stu/administrative/student_life/disabilities/documents/AccessibilityProceduralManualSept102012.pdf

University of New Brunswick

- Accessibility guidebook
www.unb.ca/fredericton/studentservices/_resources/pdfs/sac/accessibilityguide.pdf
- STEP-Successful Transition to Employment Program –for all students
www.unb.ca/fredericton/studentservices/academics/accessibility/step.html

Nova Scotia

Acadia University

- Access Acadia
education.acadiau.ca/axcess-acadia.html
- Faculty Guide for supporting Students with Disabilities that Affect Learning.
disabilityaccess.acadiau.ca/tl_files/sites/disabilityaccess/resources/pdf/Faculty-Handbook-final-4april-2011update.pdf

Dalhousie University

- Accommodation policy for students
www.dal.ca/content/dam/dalhousie/pdf/campuslife/student_services/academicsupport/Accessibility/aasc_student_policy.pdf
- *Gerson, J. (2012). 'Yup, it's a room full of puppies'. Dalhousie University opening a dog room for stressed students. The National Post, November 29.*
news.nationalpost.com/2012/11/29/dalhousie-university-to-open-puppy-room-for-stressed-students/
- Feeling Better Program
www.dal.ca/campus_life/student_services/health-and-wellness/counselling/feeling-better-program.html

Mount Saint Vincent University

- Accommodating students with disabilities procedures and guidelines
www.msvu.ca/site/media/msvu/Procedures%20%20Guidelines.pdf

- Policy for accommodating students with disabilities
[www.msvu.ca/site/media/msvu/Policy%20for%20Accommodating%20Students%20with%20Disabilities%20-%20Senate%20Approved%20Mar%2028%202011\(2\).pdf](http://www.msvu.ca/site/media/msvu/Policy%20for%20Accommodating%20Students%20with%20Disabilities%20-%20Senate%20Approved%20Mar%2028%202011(2).pdf)

Nova Scotia College of Art and Design

- General policy on students with disabilities
nscad.ca/site-nscad/media/nscad/studentswdisabilities.pdf

St. Francis Xavier University

- Policy for students with disabilities
sites.stfx.ca/accessible_learning/policy

St. Mary's University

- Atlantic Centre of Research, Access and Support for Students with Disabilities
 Annual Report 2009-2010
www.smu.ca/webfiles/Annualreport2010Final.pdf

Prince Edward Island

University of Prince Edward Island

- Academic accommodations for students with disabilities
webstercentre.upei.ca/files/webstercentre/Accommodations_for_Students_with_Disabilities.pdf
- Adult Connections in Education (ACE)
webstercentre.upei.ca/ace

Newfoundland and Labrador

College of the North Atlantic

- Operational Policy: Learners with Disabilities
www.cna.nl.ca/about/PoliciesPDFs/Approved/Policy%20LS%202007%20Learners%20with%20Disabilities%20_R2%202010_%20Final.pdf

Memorial University

- Memorial University (2007) Strategic Plan
www.mun.ca/strategicplanning/strategicplanjan25webfinal.pdf
- Academic accommodations for students with disabilities
www.mun.ca/policy/site/policy.php?id=137

Community and/or Government Documents/Initiatives

National

- Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE) (1999) *Towards developing professional standards of service: A report on support for students with disabilities in postsecondary education in Canada*. Retrieved October 22, 2012, from: www.cacuss.ca/resources/publications/standards.htm
- CNIB College and University Preparation Program (CUPP) www.neads.ca/en/about/media/index.php?id=14
- Learning Disabilities Association of Canada (2005). Policy Statement on Educational Inclusion for Students with Learning Disabilities. www.ldalberta.ca/wp-content/uploads/2010/10/Policies_PolicyStatementInclusion.pdf
- Learning Disabilities Association of Canada (2007). Policy Statement on Educational Accommodations for Individuals with Learning Disabilities www.ldalberta.ca/content/uploads/2010/10/Policies_EducationalAccom_July2007.pdf
- Mental Health Commission of Canada (2012). *Changing directions, changing lives: The mental health strategy for Canada*. Calgary, AB: Author. strategy.mentalhealthcommission.ca/pdf/strategy-images-en.pdf
- Mental Health Commission of Canada Mental Health First Aid www.mentalhealthfirstaid.ca/EN/course/Pages/default.aspx
- National Educational Association of Disabled Students (2012) *Enhancing Accessibility in Post-Secondary Education Institutions: A Guide for Disability Service Providers*. Ottawa: Author. www.neads.ca/en/norc/eag/
- Post-Secondary Accommodations for Students with ADHD. Centre for ADHD Awareness Canada. www.caddac.ca/cms/CADDAC_pdf/Campaign/Post_Secondary_Accommodations_2012.pdf
- QPR Institute Suicide Prevention Training www.qprinstitute.com/

British Columbia

- British Columbia Ministry of Advanced Education (2011). *The Disability Services Framework: Guidelines for the Accommodation of Students with Disabilities Attending Post-Secondary Education in British Columbia*. www.aved.gov.bc.ca/studentaidbc/school-officials/docs/disability_services_framework.pdf
- BC Initiative for Inclusive Post-Secondary Education www.steps-forward.org/research/

Alberta

- Alberta Human Rights and Citizenship Commission (2004). *Duty to accommodate students with disabilities in post-secondary educational institutions*.
www.albertahumanrights.ab.ca/Bull_Duty_to_accom_students.pdf
- Doupe, T., & Samuels, M. (2007). *Alberta Guidelines for Documentation, Assessment, and Services for Students with Learning Difficulties in Post-secondary Studies*. Postsecondary Service Providers for Students with Disabilities.
www.cacuss.ca/content/documents/Link/CADSPPE_ACCSEHP/PSPSD_Assessment_Guidelines_Endorsed_May_2007.doc
- Postsecondary Service Providers for Students with Disabilities (2010). *Alberta Guidelines for Accommodating Students with Disabilities in Postsecondary Studies*.
www.autismedmonton.org/files/PSPSD-Alberta-Guidelines-FINAL-Oct-2011.pdf
- Russell, D., & Demko, R. (?). *Accommodating Learners with Disabilities in Post-Secondary Education in Alberta: A Review of Policies, Programs, and Support Services*. Retrieved from
eae.alberta.ca/media/134909/aldpss.pdf

Saskatchewan

- Saskatchewan Human Rights Commission. Policy relating to persons with disabilities as a designated equity group.
shrc.gov.sk.ca/policy/policy2.html

Ontario

- College Committee on Disability Issues (CCDI)
www.disabilityissues.ca/english/links.html
- College Committee on Disability Issues of Ontario (2008). *LD Resource Guide*.
www.disabilityissues.ca/english/Link_docs/LDResour.pdf
- Focus on Mental Health Report, October 2012.
www.collegesontario.org/policy-positions/health/CO_MentalHealth_Report_2012_WEB.pdf
- Learning Disabilities Association of Ontario (2003) Transition Planning Resource Guide for Students with learning disabilities.
www.access.resources.ldao.ca/main/documents/TransitionPlanningResourceGuide4.pdf
- Learning Disabilities Association of Ontario. *Accommodating Students with Disabilities in Post-Secondary Education*, June 2012.
www.ldao.ca/wp-content/uploads/Accommodating-Students-with-LDs-in-Postsecondary-Studies.pdf
- Ontario College Counsellors. *An analysis of counseling services in Ontario colleges: Initial Report*.
www.occcco.ca/pdfs/Research%20Documents/Jim%20Lees%202012/Final%20Documents/Initial%20Report/An%20Analysis%20of%20Counselling%20Services%20in%20Ontario%20Colleges%20-Initial%20Report.pdf

- Ontario Ministry of Training, Colleges and Universities Student with Disabilities
www.tcu.gov.on.ca/eng/postsecondary/careerplanning/disabilities.html
- Ontario Post Secondary School Supports for Students with a Disability.
www.dpcdsb.org/nr/rdonlyres/f1bfb7c-c0cd-4ed9-8bab-4434035592cd/77985/supportforstudentswithadisability.pdf
- The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities. Ontario Human Rights Commission.
www.ohrc.on.ca/sites/default/files/attachments/The_opportunity_to_succeed%3A_Achieving_barrier_free_education_for_students_with_disabilities.pdf
- *Transitions Longitudinal Study*. 7th Annual & Final Report to the Ministry of Training, Colleges and Universities, June 2011.
www.heqco.ca/SiteCollectionDocuments/Special%20Needs%20ENG.pdf

New Brunswick

- Premier's Council on the Status of Disabled Persons (2007). *Improving Access to Post-Secondary Education for Students with Disabilities*. Fredericton, NB: Author.
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Appendix C
List of Consultations

* Multiple consultations

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Alicia Hopkins	CNA Student Union Member – Carbonear [CNA]
Allison Furlong	Student Development Officer – Placentia [CNA]
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Amber Coffey	CNA Student Union Member - Labrador West [CNA]
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Andrea Foote	Counsellor, Grand Falls-Windsor [CNA]
Andrea Furlong	CNA Counsellor, Grand Falls-Windsor [CNA]
Andrea Rose	Professor, Faculty of Education/Teaching and Learning Working Group [MUN]
Andreas Klinke	Associate Professor of Political Science/Graduate Studies Representative, Grenfell Campus [MUN]
Andy Foster	Associate Dean, Administration and Undergraduate, Science [MUN]
Angela Kavanagh	Student Development Officer – Seal Cove [CNA]
Angie Clarke*	Director, Student Affairs, Marine Institute/ Teaching and Learning Advisory Committee Chairs [MUN]
Angie Colbourne	CNA Student Union Member – Port aux Basques [CNA]
Ann Marie Vaughan	President, College of the North Atlantic [CNA]
Ann Tierney	Vice Provost and Dean, Student Affairs [Queen’s University]
Anna Powell*	Department of Education [NL Government]
Anne Kearney	Director, Centre for Nursing Studies [MUN]
Anne Morris	Program Coordinator, Police Studies [MUN]
Antony Card	Associate Vice-President, Research, Grenfell Campus [MUN]
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Beth Ryan	Academic Advising Officer, First Year Success Program [MUN]
Beth Whelan	Assistant Professor, Registered Psychologist [MUN]
Betty-Ann K-Brake	Coordinator for Disability Services – Labrador [CNA]
Brad Elliott	Disabilities Coordinator, Learning Centre, Grenfell Campus [MUN]

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Brent Howell	Dean, Engineering Technology and Natural Resources [CNA]
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Carey Bonnell	Head, School of Fisheries, Marine Institute [MUN]
Carrie Dyck	Associate Dean, Research and Graduate Programs, Faculty of Arts/Associate Professor of Linguistics/ Teaching and Learning Advisory Committee Chairs [MUN]
Cathy Dutton	Head, School of Maritime Studies, Marine Institute [MUN]
Cathy Morris	Sexual Harassment Advisor [MUN]
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Craig Wells	CNA Counsellor, Burin [CNA]
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Frank Williams	CNA Counsellor, Happy Valley-Goose Bay [CNA]
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