



BC INITIATIVE FOR  
INCLUSIVE POST-  
SECONDARY EDUCATION

## FAQ for TA's

### **What is Inclusive Post-secondary Education?**

A partnership between the campus and the BC Initiative for Inclusive Post-secondary Education that enables young adults with developmental disabilities to have an authentic student experience. Students are supported to choose the courses they want to study, engage in student clubs and extracurricular activities and explore careers in fields that they are interested in. Students are enrolled as participatory auditors which allows course materials to be modified as much as is needed to enable students to participate fully in the course. Inclusion facilitators work behind the scenes with the campus community to create opportunities for students to contribute to campus life in meaningful ways and benefit from post-secondary in the same ways as their crediting peers. At the end of 4-5 years of studies, students convocate and receive a certificate of completion in their chosen field of study.

### **What does participatory auditor mean?**

As participatory auditors, students follow the same syllabus as crediting students and participate in all aspects of the course. Exams, assignments, labs and other course components are modified by the inclusion facilitator in consultation with the instructor and TA. Students do not receive grades or credit for their work, however most instructors provide feedback for students.

### **What is the role of the Inclusion Facilitator?**

Inclusion facilitators work with the campus community to support an authentic student experience in all facets of campus life. To support the student's inclusion in courses, the inclusion facilitator modifies course material, exams and assignments to enable the student to learn and participate in the class. They check in regularly with Professors and TA's throughout the term to get feedback on how inclusion in the class is going and how to work through any challenges that may arise. They also meet with the student to prepare for classes and tutorials.

### **What is the role of the TA?**

TA's are asked to expect that the student will participate in all aspects of the course and to be available to the student as they would be for any other student. In tutorials, the student works to complete assignments and participate in tutorial activities with their peers. The inclusion facilitator will meet with the student to prepare for tutorial and is available to the TA to answer any questions. Facilitators modify any quizzes and/or group work in consultation with the TA.

### **How can a participatory auditing student be included in group work?**

When group work is graded, the student will usually join a group as a plus one. The inclusion facilitator will work with the TA to customize a role for the student that highlights their strengths and that enables them to contribute meaningfully to the group, while at the same time takes in to careful consideration the needs of the crediting students. The facilitator will support inclusion in group work that takes place outside of the tutorial or class by supporting the group members as well as the student.

***The aim of inclusive post-secondary education is not to normalize students with developmental disabilities, but to make their participation in post-secondary education the norm.***

*For more information see our website at:*

[www.bc-ipse.org](http://www.bc-ipse.org)