When considering the “curriculum” for students in our inclusive postsecondary education programs, it is critical to ask, “What does the typical college student do when selecting courses?” Our experience leads us to know that college students select courses based upon major of study, interests, and availability of courses to fit within their preferred window of time. They have flexibility to pick and choose some courses as electives and others they do not based upon what may be required for completion of their declared major.

Our charge in creating inclusive postsecondary programs is to create this same experience for students enrolled in our programs. According to Thinkcollege.net, “The most inclusive programs offer students opportunities to take college courses from the course catalog, and they offer support to the students to participate in those classes. Students may participate in these classes as an audit student, or they may take them for credit. At many programs, students have a wide array of courses they can select, guided by their personal goals and interests.”

To be inclusive – courses where anyone on campus participates based upon major and choice – is not only optimal; it is imperative. Less than fully inclusive or what may be considered segregated courses places students with intellectual disability in environments that create images of non-equality and severely limits opportunities for their learning. In the words of John O’Brien - innovator, author, and international leader - “anything compromising on inclusion is damaging to the individual”. Logically, for students’ greatest personal growth and development, inclusive college classroom experiences must not be conceded.

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