

Inclusion

Faculty Perspectives on the Appeal and Impact of Including College Students with Intellectual Disability --Manuscript Draft--

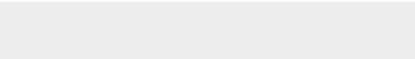
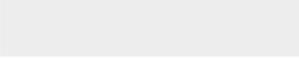
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Abstract:	Supporting the academic engagement of students with intellectual disability is a central focus of inclusive postsecondary education (IPSE) movement. In this study, we used focus group interviews to explore the views of 23 university faculty involved in teaching college students with intellectual disability in traditional courses. We asked faculty about their motivations for offering inclusive courses, how they were affected by the experience, and how they perceived classmates were impacted. Faculty discussed a range of factors that drew them to this inclusive teaching experience and highlighted multiple ways in which they and their students were positively impacted by the enrollment of students with intellectual disability. We offer recommendations for research and practice aimed at expanding and strengthening the academic experiences of college students with intellectual disability within IPSE programs.



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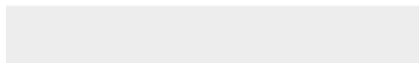




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Supplemental Material

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November 15, 2020

Dear Dr. Scott,

Thank you for the feedback on our manuscript, *Faculty Perspectives on the Appeal and Impact of Including College Students with Intellectual Disability*. We have made the following revisions based on your requests.

1. We have unmasked the three citations that were masked for peer review (Editor).
2. We corrected Table 1 so that it aligned with the text in Faculty Motivations section (Reviewer 1).
3. We revised the text in the Impact on Faculty section. However, we opted not to collapse the names of the subthemes (Reviewer 1).

Thank you for considering our work for publication in *Inclusion*. Please let us know if you need any additional information. We look forward to hearing back a final decision.

Sincerely,

Erik Carter, Lauren McCabe, Cassandra Hall, and Lauren-Bethune-Dix