

OAKES, LINDSEY RYAN, Ph.D. Exploring the Inclusion of College Students with Intellectual and/or Developmental Disabilities (IDD) in Recreation and Sports through the Lens of Organizational Level Stakeholders. (2020)
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Participation in recreation and sports can produce physical and social health benefits for all college students and can open pathways to inclusion for individuals with intellectual and/or developmental disabilities (IDD). Given that individuals with IDD continually experience exclusion, segregation, physical and social inactivity, it is possible that college students with IDD also experience low levels of inclusion in campus recreation and sports. Despite the growing number of college students with IDD on over 260 college campuses across the United States, there is a dearth of literature exploring their inclusion within campus recreation and sports. This dissertation explored the main research question of examining how organizational culture of campus recreation and sports departments and inclusive postsecondary education (IPSE) programs support and inhibit the inclusion of college students with IDD. Through an exploration of the organizational culture of IPSE programs, this dissertation also explored the placement of IPSE programs on an academic-specific continuum and broader continuum of inclusion. Two theoretical frameworks were used to view the research questions: the social model of disability and Tierney's individual institutional culture framework.

A constructivist qualitative case study design, which was instrumental and collective, was used with two universities in the Eastern Time Zone and one university in the Central Time Zone of the United States. A Qualtrics survey and site visit were conducted with each IPSE program, and a document review and individual interviews

with administrative and frontline staff were conducted with each recreation and sports department. An iterative and comparative process of analysis was utilized and included the use of poetic analysis.

This study revealed specific components of the IPSE programs' organizational culture that supported inclusion: (a) foundational belief in the dignity of risk, (b) absence of a sense of fear, (c) lower levels of structure, (d) supports that are individualized and person-centered, and (e) absence of specialized, segregated programming that is provided by the IPSE program. These components fall within Tierney's essential concepts of informal mission, strategy, environment, and information. This study also revealed components of the recreation and sports departments' organizational culture that impacted inclusion: (a) an innate sense of fear in serving students with IDD, (b) tendencies to follow the lead of the respective IPSE program, (c) influenced views of the "best" programming for students with IDD, (d) leadership style and decision-making strategy, and (e) whether or not students with IDD are viewed as university students. Additionally, while the formal mission of a recreation and sports department is an important component of the department's organizational culture, the formal mission does not have much of an impact on the inclusion of students with IDD, due to the legal and social pressures that motivate the use of language that broadly speaks to inclusion. These components fall within Tierney's essential concepts of formal mission, informal mission, strategy, leadership, information, and socialization.

Students with IDD are a rapidly growing population on college campuses nationwide, and there is a critical need to assess and examine the inclusion of these

students within campus life at large. Additional research with IPSE programs that examines inclusion of students with IDD beyond the academic-specific continuum of inclusion is needed and the broader continuum of inclusion should be considered. It is also recommended for the organizational culture of various departments on campus to be explored using Tierney's individual institutional culture framework.

EXPLORING THE INCLUSION OF COLLEGE STUDENTS WITH INTELLECTUAL
AND/OR DEVELOPMENTAL DISABILITIES (IDD) IN RECREATION AND
SPORTS THROUGH THE LENS OF ORGANIZATIONAL
LEVEL STAKEHOLDERS

by

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Approved by

Committee Chair

To my pop-pop, Chester Earl Hocker, Jr., who always was and always will be
the one who inspires me to be the best and do the best possible.

APPROVAL PAGE

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CHAPTER I

BACKGROUND AND STUDY INTRODUCTION

Introduction to Focus of Study and Statement of Problem

Participation in recreation and sports can produce physical and social health benefits for all college students (Bryant, Bradley, & Milborne, 1994; Christie & Dinham, 1991). Some of these benefits include the provision of a comfortable, engaging, and motivating environment that supports social interaction (Bryant et al., 1994; Christie & Dinham, 1991) and the development of authentic and meaningful social relationships (Logan et al., 1995). Participation in leisure and recreation exist as an important part of people's lives and can open pathways to inclusion for people with varying abilities in the community, including people with intellectual and/or developmental disabilities (IDD; Buttimer & Tierney, 2005). Additional benefits of participation in recreation and sports include increased physical activity, increased fitness, better health, improved quality of life, and greater community participation (Heller, McCubbin, Drum, & Peterson, 2011).

In 2016, there were 7.5 million Americans with IDD (Karimi, 2018). This population consistently experiences exclusion, segregation, physical and social inactivity (Zijlstra & Vlaskamp, 2005). Given this, it is likely that college students with IDD are also experiencing low levels of inclusion in campus recreation and sports. For the growing number of college students with IDD on over 260 college campuses across the United States, limited access to recreational opportunities for these students not only

further decreases the likelihood they will be physically active, but also makes it even more challenging for them to reap the social benefits of recreation and leisure activities within college campuses. Pilot data collected prior to the development of this research study (see the *Inclusion of College Students with IDD in Campus Recreation and Sports* subsection in Chapter II) revealed over a dozen barriers to the inclusion of students with IDD within campus recreation and sports. What is specifically telling about these findings is that they were generated from an inclusive postsecondary education (IPSE) program considered to be very integrated and included within their respective campus community.

History

In an attempt to combat marginalization for adults with IDD, over 260 IPSE programs have been designed nationwide to create and expand inclusive higher education experiences and support positive holistic outcomes for individuals with IDD (Think College, 2017). The history of IPSE programs dates back to the first application of disability law within higher education, which began in 1973 with the enactment of Section 504 of the Rehabilitation Act of 1973. Section 504 prohibited discrimination on the basis of disability for programs that received federal funding (Rothstein, 2010). Since institutions of higher education received substantial federal funding, they became “a laboratory for interpreting the statute in its earliest years” (Rothstein, 2010, p. 533). The passage of the Americans with Disabilities Act (ADA) in 1990 expanded the judicial focus to include educational programs, among other programs. Between 2005 and 2010, the courts clarified regulations and amended definitions, which clarified several issues

falling under the ADA and Rehabilitation Act within the context of higher education (Rothstein, 2010). In 2008, the Higher Education Opportunity Act (HEOA) was enacted, which instigated the development, implementation, and evaluation of IPSE programs, as well as their practices and standards in an effort to foster commonality amongst practices and measures of services within the various IPSE programs (Weir et al., 2013).

While IPSE programs have successfully integrated students with IDD into IPSE settings, they have not specifically addressed inclusion within recreation and sports. Despite the growing number of IPSE programs, little is known about the extent students with IDD are engaged within recreation and sports. To understand the inclusion or exclusion of students with IDD within recreation and sports, a variety of key stakeholders need to be considered: students with and without IDD, family members of students with IDD, IPSE program support and administrative staff, recreation and sports frontline and administrative staff, and the university at large. In order to limit this study to focus on a specific group of key stakeholders, an important question arises: Which group of key stakeholders has the most potential to instigate change that supports increased inclusion of college students with IDD within campus recreation and sports?

Organizational Culture

The greatest power for change that supports the inclusion of students with IDD lies with the organizational level stakeholders that are the focus of this study (i.e., frontline and administrative recreation and sports staff; IPSE program administrative staff). The socio-ecological model lays out the various levels of the model in consecutive order (McLeroy, Bibeau, Stekler &, Glanz, 1988). Levels that are “higher” within the

model (e.g., the organizational level) have more power to instigate change. Stakeholders at the organizational level have the power to impact the social and physical environment (McLeroy et al., 1988).

Focusing on key stakeholders at the organizational level identifies an important construct within the department of recreation and sports and the IPSE program: organizational culture. Organizational culture is the shared beliefs and assumptions about the organization's expectations and values (Human Synergistics, 2015). These "unwritten rules" and expectations drive behavior within organizations (Human Synergistics, 2015). An organizational culture can only evolve out of mutual experience and shared learning (Human Synergistics, 2015).

Continuums of Inclusion

How integrated and included the IPSE program is within the respective university reveals important information about the culture of the IPSE program, specifically in regard to the larger issue of inclusion. The levels of inclusion that exist within IPSE programs are described in one main continuum in the literature. This continuum focuses on academic life (i.e., referred to as "academic-specific continuum of inclusion" for the purposes of this study). There is also another continuum of inclusion (Schleien, Ray, & Green, 1997; referred to as the "broader continuum of inclusion" for the purposes of this study) that has been developed and described in the literature based on social inclusion in communities at large, and will be used within this study to explore the levels of inclusion within IPSE programs. There are important conceptual differences between the academic-specific and broader continuums of inclusion. The academic-specific

continuum of inclusion was developed with a more specific focus on the academic component of IPSE programs, while the broader continuum was developed for a variety of programs that exist within the community. While the academic-specific continuum is focused on the structure of the IPSE program in terms of the degree to which students with and without IDD have opportunities to participate in classes and other activities together, the broader continuum of inclusion focuses on specific barriers and facilitators to social inclusion within community-based programs and settings. Within this study, a comparison of the IPSE programs' placements on the academic-specific versus broader continuums of inclusion is of interest.

Efforts are needed to explore the organizational culture of campus recreation and sports departments, along with IPSE programs, to better understand how these factors facilitate or impede meaningful, social inclusion of college students with IDD. Perspectives of organizational level stakeholders (i.e., administrative and frontline recreation and sports staff; IPSE program administrative staff) can increase our understanding of these factors and be used to inform systems-level change. Without such information and efforts, inclusion of college students with IDD within campus recreation and sports will likely remain limited.

Research Questions

This study explored the following main and guiding research questions, with sub-questions listed in italics below the main research questions.

Main RQ #1. How does organizational culture of campus recreation and sports departments support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of campus recreation and sports departments in regard to inclusion of college students with IDD within three different universities?*

Main RQ #2. How does organizational culture of IPSE programs support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of IPSE programs in regard to inclusion of college students with IDD within three different universities?*
- *How does the culture of recreation and sports departments differ by the IPSE program's placement on the academic-specific and broader continuums of inclusion?*

Overview of Methodology

A qualitative case study design was used to understand the organizational culture of recreation and sports departments and IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. There were seven different elements of organizational culture for the recreation and sports departments that were particularly relevant for this study: (1) stakeholders' perceptions and experiences, which is the informal concept of mission in higher education (Tierney & Lanford, 2018), (2) existing structures, policies, philosophies, and resources, which is the formal concept of mission in higher education (Tierney & Lanford, 2018), (3) how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD, which aligns with the strategy category of Tierney's individual institutional culture framework (Tierney, 1988), as well as (4) leadership, (5)

environment, (6) socialization, and (7) information, which are each essential concepts from Tierney's framework (Tierney, 1988). There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) the programs' placements on the academic-specific vs. broader continuums of inclusion. A qualitative, case study design that was both instrumental and collective was chosen due to the overall goals of (1) seeking to understand an issue (i.e., inclusion of college students with IDD within campus recreation and sports) that is larger than a specific case, and (2) seeking to include multiple instances or cases (i.e., departments of recreation and sports and IPSE programs at three different universities) under different conditions (i.e., IPSE program's predicted level on the academic-specific continuum of inclusion) in order to understand the issue. Within this qualitative case study design, both qualitative and quantitative data was collected and used to describe and compare the cases.

Definition of Terms

There are several important terms within the context of this study that are worthy of further explanation. Diagnoses for college students with IDD can include Down syndrome, autism spectrum disorder, cerebral palsy, fragile X syndrome, developmental delay, Prader-Willi syndrome, fetal alcohol spectrum disorder, behavior disorders, brain injury, spina bifida, and intellectual functioning that falls below a specific threshold on an intelligence quotient (IQ) test (House with No Steps, 2018).

IPSE Programs

IPSE programs can include degree, certificate, or non-degree programs for students with IDD that meet specific criteria. These programs support students with IDD who want to continue academic, career, and independent living instruction to prepare for gainful employment. If the IPSE program is an accredited comprehensive transition program (CTP), it is offered by a college or career school, is provided by the U.S. Department of Education, and was originally described in the Higher Education Opportunity Act of 2008. Within IPSE programs that are CTP accredited, students with IDD are able to use federal financial aid to pay for attendance. These IPSE programs offer academic advising and a structured curriculum. They require students with IDD to participate, for at least half of the program, in one of the following: (1) regular enrollment in credit-bearing courses with college students who do not have disabilities, (2) auditing or participating with college students who do not have disabilities in courses for which the student with IDD does not receive regular academic credit, or (3) enrollment in non-credit bearing, non-degree courses with college students who do not have disabilities, or internships or work-based training with individuals who do not have disabilities (Think College, 2017). There are some IPSE programs in the United States that have not been CTP accredited. All three IPSE programs within this study (i.e., pseudonyms = Small State University's IPSE program, Large State University's IPSE program, and Private University's IPSE program) are CTP accredited and certificate granting, and one (i.e., Small State University's IPSE program) has students who are degree-seeking.

Campus Recreation and Sports

Campus recreation and sports were defined within specific boundaries for the purpose of this study. Campus recreation and sports comprises the services, programs, equipment, facilities, and staff that provides recreation opportunities for the entire campus community (NIRSA, 2018). Programmatically, this can include informal recreation at various campus facilities, group fitness classes, organized outdoor recreation, intramural sports, and club sports. This does not include sports teams that are overseen by and part of the National Collegiate Athletic Association (NCAA) or the National Association of Intercollegiate Athletics (NAIA). Other organizations that oversee collegiate level sports teams, including the National Junior College Athletic Association (NJCAA) and the National Christian College Athletic Association (NCCAA), were not considered within this study, because none of the three universities included in this case study were junior colleges or Christian colleges.

Social Inclusion

Social inclusion was defined as all people, regardless of their abilities, disabilities, or health care needs, having and exercising the right to be respected and appreciated as valuable members of their communities, and to participate in recreational activities (Institute for Community Inclusion, 2018). Inclusion allows for choice and sets an expectation and readiness for a varying range of abilities, skills, and familiarity. Inclusion allows for opportunities of personal growth and socialization, as well as having fun in a stimulating yet comfortable environment. Inclusion embraces empathy with individuals with and without disabilities, clearly articulates objectives, maintains non-judgmental

attitudes, and recognizes individual potential (Schleien, Ray, & Green, 1997). Inclusion means involving people with disabilities in every aspect of social participation that others enjoy. It is something that must come from a desire to include people with disabilities in the activities of the community, family, friendships, and more. Inclusion is not something you can legislate into the hearts and minds of people. Inclusion is something that people must want (Disabled World Towards Tomorrow, 2014). An inclusive environment is more than ensuring an accessible building, providing a sign language interpreter, or creating large print documents. Inclusion is more than refraining from illegal actions or violating confidentiality. An inclusive environment welcomes all people, regardless of their disability. An inclusive environment recognizes and uses the skills of people with disability and strengthens abilities. An inclusive environment is respectful, supportive, equalizing, and reaches out to and includes individuals with disabilities at all levels (National Service Inclusion Project, 1993).

Assumptions, Limitations, and Delimitations

An important assumption of this research was that students with IDD were not experiencing social inclusion within campus recreation and sports environments at similar rates as students without IDD. Unfortunately, there was no empirical research that explored the rates of participation or the inclusion of college students with IDD within campus recreation and sports environments. However, based on pilot studies completed during summer 2017 and summer 2018 (Milroy, Oakes, & Hickerson, 2018), research participants (i.e., college students with IDD, IPSE program support staff, and recreation and sports staff) from a university in the Eastern Time Zone of the United States

confirmed through qualitative interview data that needs exist within campus recreation and sports for increased awareness, attitudinal changes, and training to increase the inclusion of college students with IDD.

There were also purposeful limitations to this research. Due to the labor intensive approach and time consuming process of qualitative research, this study was intentionally limited in regard to sample size within each case. A smaller sample size is considered to be an attribute and characteristic of qualitative research, rather than a limitation. A smaller sample size allowed for an in-depth understanding into lived experiences when conducting qualitative research (Hesse-Biber & Leavy, 2006). Additionally, the sampling technique used in this study to select cases (i.e., purposeful sampling for heterogeneity) allowed for a combination of cases that provided maximum heterogeneity on a certain attribute (i.e., IPSE programs' predicted placements on the academic-specific continuum of inclusion) (Tashakkori & Teddlie, 1998). Thus, the results are more transferable.

Other important limitations were strategically and purposefully chosen for this research. This study included the recreation and sports department and the IPSE program at three universities. Within each university's recreation and sports department, stakeholders were defined as frontline and administrative recreation and sports staff. Within each university's IPSE program, stakeholders were defined as administrative staff. While there are other stakeholders (i.e., students with and without IDD, support staff of students with IDD, other entities within the university, and the university at large), it was important for boundaries to be established for this study. This study was focused on stakeholders at the organizational level based on the literature and theories of

organizational change. Although the perspectives and experiences of other stakeholders (i.e., students with and without IDD, support staff of students with IDD, other entities within the university, and the university at large) were important, the largest amounts of power for organizational change that supports the inclusion of students with IDD within campus recreation and sports lies with the organizational level stakeholders (McLeroy et al., 1988) that were the focus of this study (i.e., frontline and administrative recreation and sports staff; IPSE program administrative staff).

Purpose of the Study

The overall purpose of this study was to understand the organizational culture of recreation and sports departments and IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. There were seven different elements of organizational culture for the recreation and sports departments that were particularly relevant for this study: (1) stakeholders' perceptions and experiences, which is the informal concept of mission in higher education (Tierney & Lanford, 2018), (2) existing structures, policies, philosophies, and resources, which is the formal concept of mission in higher education (Tierney & Lanford, 2018), (3) how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD, which aligns with the strategy category of Tierney's individual institutional culture framework (Tierney, 1988), as well as (4) leadership, (5) environment, (6) socialization, and (7) information, which are each essential concepts from Tierney's framework (Tierney, 1988). There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal

and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) the programs' placements on the academic-specific vs. broader continuums of inclusion.

Significance of the Study

The contribution of this research was to increase knowledge and understanding of the organizational culture of recreation and sports departments and IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. These contributions are significant because they reveal organizational level stakeholders' perceptions and experiences with the inclusion of college students with IDD, organizations' existing structures, policies, philosophies, and trainings that relate to the inclusion of college students with IDD, and how recreation and sports departments' informal and formal concepts of mission, strategy, leadership, environment, socialization, and information impact the inclusion of students with IDD. There is a need to go beyond surface level policies and mission statements that allow for a program to say it is inclusive without really working towards being inclusive. This is the very reason why it is critical to work at the organizational level to affect true change. In turn, this knowledge can inform theory, as well as systems change efforts that support the inclusion of college students with IDD within campus recreation and sports environments. Because many organizations and communities are seeking to more effectively serve and increase inclusion of people with IDD, these contributions could have an indirect impact on inclusive service delivery for other organizations and communities.

Organization of the Dissertation

The remaining chapters of this dissertation include a review of the literature (Chapter II), methodology (Chapter III), paper one (Chapter IV), paper two (Chapter V), discussion and implications (Chapter VI), references, and appendices.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The search process for this review of the literature included the use of the following keywords and phrases: inclusion of college students with intellectual and developmental disabilities in recreation and sports; inclusion of college students with disabilities in recreation and sports; inclusion of individuals with intellectual and developmental disabilities; inclusion of individuals with intellectual and developmental disabilities in recreation; inclusion of individuals with disabilities in recreation; best practices for inclusive recreation; postsecondary education programs; social inclusion of individuals with intellectual and developmental disabilities; benefits of recreation and leisure; benefits of physical activity; organizational culture in higher education; organizational decision-making process; organizational decision-making process in higher education; organizational change; organizational change in higher education; impediments to organizational change; and impediments to organizational change in higher education. The scope of this review is limited to a search of the following databases: ProQuest Central, WorldCat, ArticleFirst, General OneFile, and Academic Search Complete.

The theoretical framework used to view the inclusion of college students with IDD in campus recreation and sports is described below. Following this description, the

review of literature is organized by the following subheadings: Social Health of Individuals with IDD; Benefits of Social Inclusion in Recreation and Physical Activity; Postsecondary Education Programs for College Students with IDD; Broader Continuum of Inclusion; Inclusion of College Students with IDD in Campus Recreation and Sports; Importance of the Perspectives of Recreation Staff; Organizational Culture in Higher Education; Organizational Level Decision-Making Processes; and Impediments to Organizational Change.

Theoretical Framework Used to View the Problem

There were two theoretical frameworks that were used to view the problem within this research study: the *social model of disability* (Union of the Physically Impaired Against Segregation, 1975) and *Tierney's individual institutional culture framework* (Tierney, 1988).

Social Model of Disability

The social model of disability expresses that disability is an outcome of societal processes, rather than an outcome of a diagnosis, label, or disability in and of itself. Within this model, societal structures, political power, organizational attitudes, and social relations all play an important role in having, experiencing, or being labeled as having a disability (Fujimoto et al., 2014; Fiorati & Elui, 2015). Researchers explain that all development, including disability, occurs within a socio-cultural context (Ravindran & Myers, 2012). Therefore, it is important to consider societal structures, power, attitudes, and relations that play a role in disability. The aim within the social model of disability is to accomplish social change in the structural relationships between people with and

without disabilities (Gilbert, 2004). In other words, the social model of disability encourages society to recognize physical and social barriers that make life harder for people with disabilities and that contribute to people being “disabled” (Gilbert, 2004). Therefore, the goal within the social model of disability is to accomplish changes that reduce or eliminate physical and social barriers that contribute to a person being “disabled” (Gilbert, 2004). The social model of disability supported the necessity for this study to focus on key stakeholders at the organizational level and organizational change. In regard to the issue of a lack of inclusion of students with IDD in campus recreation and sports, the social model of disability framed this study by shifting the focus away from the students’ disabilities and towards physical and social barriers that may be inhibiting inclusion.

Tierney’s Individual Institutional Culture Framework

Tierney’s individual institutional culture framework has been used to explore the ways in which culture affects change processes within unique institutions (Tierney, 1988). This framework provides a sophisticated tool for understanding the complexities of organizations within unique institutions (Tierney, 1988). The framework includes the following six categories: environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). By focusing on and examining these key elements and utilizing sensitizing concepts that align with these key elements within campus recreation and sports organizations and IPSE programs, this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) as it relates to inclusion of college students with IDD within campus recreation and sports. The research questions

and the specific Qualtrics survey questions, site visit observation guide, document data, and interview questions utilized within this study were designed based on Tierney's individual institutional culture framework.

Review of Research

Social Health of Individuals with IDD

Individuals with IDD make up a significant portion of our nation's largest marginalized population: people with disabilities. In 2016, there were approximately 7.5 million Americans with IDD (Karimi, 2018). The World Health Organization has estimated that almost 3% of the world's population has some form of IDD (World Health Organization, 2001). Historically, individuals with IDD have been excluded from full community participation and continue to make up one of the most physically and socially inactive and segregated groups in our communities (Zijlstra & Vlaskamp, 2005). When compared to individuals without IDD, they are at higher risk for lower than average levels of participation in leisure and recreation activities (Badia, Orgaz, Verdugo, & Ullán, 2013), and have few opportunities to make decisions about involvement and participation that affect their lives (Jurkowski, 2008).

This is important as health is socially patterned. People with more extensive social networks and who report feeling connected to their community tend to have better health (Health and Medicine, 2005). In fact, participatory research has shown that social and emotional aspects of health are frequently highlighted by people with IDD as being important determinants of overall health and wellbeing (Jurkowski, Rivera, & Hammel, 2009). People with IDD are frequently exposed to social conditions associated with poor

health outcomes (Graham, 2005). Participation in social opportunities and development of social networks is an important determinant of overall health and wellbeing of individuals with IDD (Fiorati & Elui, 2015; Duvdevany, 2002). As such, community participation is an important goal for national policies involving people with IDD (Verdonschot, de Witte, Reichrath, Buntinx, & Curfs, 2009; Clement & Bigby, 2008), and it is necessary to consider the social determinants of health and availability of social opportunities for individuals with IDD (Fiorati & Elui, 2015; Duvdevany, 2002).

Benefits of Social Inclusion in Recreation and Physical Activity

Social inclusion within recreation and leisure benefits everyone and can contribute to holistic health and wellbeing of individuals and communities (Logan et al., 1995; Bryant et al., 1994; Christie & Dinham, 1991). Researchers have demonstrated multiple benefits experienced by individuals with and without disabilities when meaningful, social inclusion is accomplished (Logan et al., 1995). Recreation and leisure provide a comfortable, engaging, and motivating environment for development of authentic and meaningful social relationships (Logan et al., 1995). For example, researchers exploring the social benefits of recreational sports activities, programs, and services identified the ease of social interaction as a significant benefit of participation (Bryant et al., 1994; Christie & Dinham, 1991). According to Buttimer and Tierney (2005), leisure and recreation exist as an important part of people's lives and can open pathways to inclusion for people in the community.

Along with recreation and leisure, social inclusion of individuals with IDD within physical activity also produces important benefits. When individuals with IDD are

socially included and meaningfully participating in physical activity, benefits include increased physical activity, increased fitness, better health, improved quality of life, and greater community participation (Heller et al., 2011). Researchers have suggested that increasing physical activity among individuals with IDD can lower the presence of secondary health conditions (Traci, Seekins, Szalda-Petree, & Ravesloot, 2002). In turn, this reduces overall healthcare costs and improves quality of life (Traci et al., 2002). Researchers have scientifically tested the outcomes of physical activity interventions among individuals with IDD (Heller et al., 2011). In this study, benefits to increased participation in physical activity included fitness weight reduction, fewer maladaptive behaviors, improved adaptive behaviors, healthier attitudes towards exercise, and improved life satisfaction (Heller et al., 2011).

Social inclusion of individuals with IDD within recreation, leisure, and physical activity can also produce benefits among individuals without IDD. Although the research is limited, the inclusion of individuals with IDD in college opportunities and activities has produced benefits for the matriculating students without IDD, including: reduced anxiety and increased comfort levels in regard to disability, creation of positive attitudes towards disability, affirmation of pre-existing positive views of disability, increased supportive feelings towards their peers with disabilities, and feelings of pride in witnessing a feeling of connection (Carroll, Petroff, & Blumberg, 2009).

Many researchers have demonstrated the need for an increase in the promotion of inclusive practices and programs to ensure that individuals with IDD can access and meaningfully participate in local leisure, recreation, and social resources and activities

alongside peers without disabilities (Buttimer & Tierney, 2005). Unfortunately, individuals with IDD have a decreased chance of experiencing these benefits of recreation and/or leisure participation. In studies with individuals with IDD, at least 66% of participants living in the community were not involved in any community activities (McConkey, Walsh, & Mulcahy, 1981; McConkey, Naughton, & Nugent, 1983; Datillo & Schleien, 1994). Researchers (Certo, Schleien, & Hunter, 1983; Schleien, Certo, & Muccino, 1984) have documented that individuals with disabilities have consistently been excluded from actively participating in recreation and leisure, social, and physical activities in inclusive community settings. Thus, individuals with IDD lack opportunities to experience benefits of recreation and/or leisure participation (Certo et al., 1983; Schleien et al., 1984).

Inclusive Postsecondary Education Programs for College Students with IDD

Although there is a dearth of empirical research focused on the inclusion of college students with IDD within campus recreation and sports environments, there are a variety of effective efforts outside of research that are focused on increasing inclusive opportunities for individuals with IDD in college environments. One effective effort within postsecondary education aims to provide opportunities for individuals with IDD to be able to attend college. There are a large number of IPSE programs nationwide that are attempting to create, expand, and/or enhance high-quality, inclusive higher education experiences to support positive and holistic outcomes for individuals with IDD. Due to policy changes and nationwide funding opportunities, the total number of IPSE programs in the United States has experienced an increase of approximately 67.5% between 2010

and 2016 (Think College, 2017), and it is believed that this new population of college students will continue to grow. According to a college database by Think College (2017), it is estimated that there are currently more than 260 IPSE programs for students with IDD across the United States that provide varying levels and combinations of person-centered planning, access to academic advising, residential support, employment services, specialized support for families of students, and/or student support from peer mentors in the areas of academics, socialization, employment, independent living, and transportation (Think College, 2017).

Since IPSE programs are often developed separately from one another, the structures of these programs and the practices that are used to support students with IDD tend to vary quite significantly (Weir, Grigal, Hart, & Boyle, 2013). Not only are these IPSE programs creating opportunities for students with IDD to access enrollment, receive support, and obtain credentials, but the majority of these programs are more broadly committed to the continued expansion of access to higher education for individuals with IDD (Grigal, Hart, Papay, Domin & Smith, 2017). Thanks to the Higher Education Opportunity Act (HEOA) of 2008, practices and standards have been developed, implemented, and evaluated in an effort to foster commonality amongst practices and measures of services within the various IPSE programs (Weir et al., 2013).

As individuals with IDD are integrated into the college environment, the levels of inclusion that are occurring on various campuses have been described as falling along a continuum that ranges from segregated (i.e., for students with disabilities only) to fully inclusive (i.e., serving students with and without disabilities). Specific terms have been

used within the literature to describe IPSE programs in regard to their level of inclusion. However, these terms and the subsequent continuum of inclusion are mainly focused on academic life of college students with IDD (i.e., referred to as the “academic-specific continuum of inclusion” for the purposes of this study). These terms include “substantially separate programs,” “mixed programs,” and “inclusive individualized services” (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004). The substantially separate programs have students that participate only in classes with other students with disabilities (i.e., sometimes referred to as a “life skills” or “transition” program). These students may have the opportunity to participate in generic social activities on campus and may be offered employment experience. However, these experiences are often offered through a rotation of pre-established employment slots on- or off-campus (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004). The mixed programs have students who participate in social activities and/or academic classes with students without disabilities (i.e., for audit or credit) and also participate in classes with other students with disabilities. This type of program typically provides students with employment experience on- or off-campus (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004). The programs that provide inclusive individualized services have students who receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student's vision and career goals drive services. There is typically no program base on campus. Instead, the focus is on establishing a student-identified career goal that directs the course of study and

employment experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (e.g., adult service agencies, generic community services, and/or the college's disability support office), agencies identify a flexible range of services and share costs (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004). When looking beyond these three types of IPSE programs, it is evident that the field of higher education as a whole is trying to become more inclusive and responsive to the needs of individuals with IDD who are currently attending or planning to attend college (Weir et al., 2013).

Broader Continuum of Inclusion

The broader continuum of inclusion (Schleien, Ray, & Green, 1997; referred to as the “broader continuum of inclusion” for the purposes of this study) has been developed and described in the literature based on social inclusion in communities at large. Within the broader continuum of inclusion, the following specific terms are used in order from lowest level of inclusion to highest level of inclusion: exclusion, physical integration, functional inclusion, and social inclusion (Schleien, Ray, & Green, 1997). At the lowest level of the continuum (i.e., exclusion), includes intentional or inadvertent practices that prevent individuals with disabilities from entering a facility or joining a program. Examples of exclusionary practices include inaccessible facilities and discriminatory eligibility requirements (Schleien, Green, & Stone, 2003). At the next level of the continuum (i.e., physical integration), an individual’s right to access a facility or program is recognized and assured. The Americans with Disabilities Act (ADA) expanded the right of physical integration to include all public facilities that do or do not receive

federal funding (Schleien, Green, & Stone, 2003). At the next level of the continuum (i.e., functional inclusion), functional inclusion refers to an individual's ability to function successfully within an environment. According to the ADA, programs must provide reasonable accommodations to people with disabilities, which directly aligns with the concept of functional inclusion. An example of functional exclusion is when community recreation programmers fail to make necessary adaptations that allow individuals with disabilities to participate in programs or benefit from services (Schleien, Green, & Stone, 2003). At the highest level of the continuum (i.e., social inclusion), social inclusion refers to an individual's ability to gain social acceptance and/or participate in positive interactions with peers during activities or programs. Examples of social inclusion include enjoying an activity with friends and making new friends during an activity. Although social inclusion is not mandated by laws, programmers can facilitate social inclusion through the use of internal and external facilitation strategies (Schleien, Green, & Stone, 2003).

Inclusion of College Students with IDD in Campus Recreation and Sports

Despite the increasing numbers of IPSE programs for individuals with IDD, the research on these students' inclusion in recreation and sports is limited. To date, a team of researchers at a university in the Eastern Time Zone of the United States, for which I served as principal investigator, completed the first investigation of health and wellness needs of college students with IDD (Milroy et al., 2018). Interviews with students/recent graduates with IDD (n=8) and IPSE program support staff (n=9) from were conducted. Thematic findings revealed that opportunities for physical activity, campus recreation,

and intramural participation were areas of importance and potential improvement in regard to inclusion. Specifically, college students with IDD were not included and not feeling fulfilled within all aspects of campus recreation, based on thematic quotes that emerged from interviews. College students with IDD and IPSE program support staff identified a need for increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff (Milroy et al., 2018).

To continue to explore these findings, the researchers examined successes and barriers to participation in recreation and sports among college students with IDD, and the inclusion of students with IDD from the perspective of recreation and sports staff at the same university. Four individual, grand tour, interviews were completed with college students with IDD who were either actively engaged ($n=2$) or had desires to increase participation ($n=2$) in recreation and sports. Four individual, grand tour interviews were completed with staff ($n=2$) and graduate assistants ($n=2$) within the university's recreation and sports department. Interviews were analyzed using inductive content analysis and poetic analysis. Thematic findings from students with IDD included multiple barriers to inclusive participation that are interpersonal, structural, and systemic, including: required travel with intramural and club teams, required fees for equipment, lack of skills for higher level competitive games within intramural and club tournaments, specialized programming for students with IDD further contributed to marginalization, academic schedule not aligning with intramural and club schedules, and feelings of not fitting in and feeling unwelcome. Thematic findings from recreation and sports staff included the presence of multiple barriers to inclusion of students with IDD, including:

lack of collaboration with support staff at the IPSE program, lack of formal training of all recreation and sports staff, lack of financial resources for adaptive equipment, lack of effective marketing to attract students with IDD, concerns about safe participation, assumptions regarding lack of skills, and environments that are not designed for students who experience sensitivities to sensory rich and overstimulating environments.

Collectively, these data supported the need for this research study since they confirm the presence of multiple structural and systemic barriers to inclusive participation. Many of these structural and systemic barriers fit within at least one of the six essential concepts of Tierney's individual institutional culture framework (i.e., environment, mission, socialization, information, strategy, and leadership; Tierney, 1988), which was utilized to frame the research question and the Qualtrics survey questions, site visit observation guide, document data, and specific interview questions within this study. These data also confirmed the importance of collecting qualitative data from key stakeholders at the organizational level. However, these data contained limitations since they emerged from only one university and a small number of subjects. This research study expanded these efforts to generate more transferable results for campus recreation and sport environments from three universities that differ on the attribute of the IPSE programs' predicted placements on the academic-specific continuum of inclusion. These findings also supported the need for future research efforts that will be pursued.

Importance of the Perspectives of Recreation Staff

The literature on best practices for the provision of inclusive recreation in community settings highlights the importance of assessing the perspectives of recreation and sports staff at the programmatic and administrative levels. Through exploratory, qualitative research with 15 public recreation agencies, researchers found that “administrators in public recreation agencies clearly have a responsibility for ensuring their agencies are both programmatically and physically accessible” (Schleien, Miller, & Shea, 2009, p. 32). However, if an agency-wide vision for inclusion does not exist, “how these building blocks come together is left to chance” (Schleien et al., 2009, p. 32). An agency-wide vision for inclusion exists and presents itself in day-to-day functions of the organization not just at the administrative level. Instead, an agency-wide vision for inclusion permeates throughout and is clearly evident at every single level of the organization. One of the major barriers to inclusive recreation service delivery “may be the lack of an organizational will to change the way recreation is provided in communities” (Schleien & Miller, 2010, p. 94). A lack of organizational will could be present due to an organization’s mentality of “doing things the way we have always done them” and/or “for whom we have always done them,” and not thinking about possibilities for changing the way recreation is provided in communities. Another important barrier to inclusive recreation service delivery is a lack of necessary skills and training for recreation staff to be successful in their efforts to include individuals with varying abilities (Schleien & Miller, 2010).

In order to generate valid models of best practices for inclusive service delivery in the field of recreation, there is much to be learned about the experiences, needs, and assets of staff, administrators, and the organization at large in order to increase levels of motivation, comfort, and preparedness in serving and including individuals with varying abilities (Schleien et al., 2009). Inclusive recreation service delivery “must be perceived as more than a best practice; it must become standard practice” (Miller, Schleien, & Bowens, 2010, p. 36). With the integral and influential role that programmatic and administrative recreation and sports staff play in meaningful social inclusion, the importance of assessing their perspectives is validated.

Organizational Culture in Higher Education

Tierney has described organizational culture in higher education as including six essential concepts: environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). Tierney utilized these essential concepts to create Tierney’s individual institutional culture framework (Tierney, 1988). With these essential concepts, Tierney emphasizes that all institutions of higher education are not culturally alike (Tierney, 1988). Therefore, Tierney’s framework provides six essential concepts that should be explored and studied at each unique institution of higher education in order to gain a valuable picture of each respective institution’s organizational culture (Tierney, 1988). Tierney (1988) explains that while “each cultural term occurs in organizational settings, the way they occur, the forms they take, and the importance they have, differs dramatically” (p. 9) from one institution of higher education to another.

To define the essential concepts within his framework, Tierney provided guiding questions that should be asked in order to study each of the six essential concepts (see Table 1). Within Tierney’s framework, essential concepts include the physical and social environment, the formal and informal mission, socialization between individuals and groups, information made available within the organization, the strategy or strategies for decision making, and leadership within the organization.

Table 1. Essential Concepts within Tierney’s Framework for Organizational Culture in Higher Education (Tierney, 1988)

Essential Concept	Guiding Questions
Environment	How does the organization define its environment? What is the attitude towards the environment? (Hostility? Friendship?)
Mission	How is it defined? How is it articulated? Is it used as a basis for decisions? How much agreement is there?
Socialization	How do new members become socialized? How is it articulated? What do we need to know to survive/excel in this organization?
Information	What constitutes information? Who has it? How is it disseminated?
Strategy	How are decisions arrived at? Which strategy is used? Who makes decisions? What is the penalty for bad decisions?
Leadership	What does the organization expect from its leaders? Who are the leaders? Are there formal and informal leaders?

With Tierney's model being descriptive in nature, multiple essential concepts were used as a lens to examine the role of organizational culture in inclusion of college students with IDD. The model with its six essential concepts assisted me with understanding what I was seeing in terms of organizational culture and how it might affect change across three different institutions of higher education.

Organizational Level Decision-Making Processes

Since this study was focused on key stakeholders at the organizational level and organizational culture as it relates to Tierney's individual institutional culture framework, it was important to consider structural and systemic barriers to change that were present within the organization due to the culture of the organization. Tierney's framework highlights the importance of decision-making processes within each of the essential concepts within the framework (i.e., environment can impact decision making, mission can impact decision-making, socialization can impact decision-making, information can impact decision-making, strategy directly relates to and refers to decision-making, and leadership can impact decision-making). Tierney directly states that the purpose of understanding organizational culture is to make change (Tierney, 1988). With the long-term goal of accomplishing change, it is important to understand decision-making processes that can lead to change. The literature on organizational and institutional level decision-making processes reveals a variety of structural and systemic barriers to change that are present within organizations. When attempting to understand how organizations and institutions make decisions, power to make and enact decisions has to be acknowledged as both a driving and inhibiting force in human action, belief, and

perception (Christens, Hanlin, & Speer, 2007; Parsons, 2007). These human actions, beliefs, and perceptions, along with an organization's strategy or strategies for decision-making, can infiltrate into organizational and institutional decision-making processes. Even when moving outside of an organization to focus on the community and society at large, the dimensions of power are extremely influential on the construction of disability and the legitimization of exclusion (Christens et al., 2007). With Tierney's six essential concepts used as a lens to examine the role of organizational culture in inclusion of college students with IDD, power served as an important sensitizing concept.

Armenakis and Bedeian (1998) explain how decisions are made within organizations by describing environmental contingency, which serves as the traditional rationale for organizational change and decision-making. The concept of environmental contingency directly relates to Tierney's individual institutional culture framework, since one of the six categories within this framework is environment. Organizational change and decision-making are contingent upon the environment within the organization. For example, the way an organization defines its environment, as well as the existing attitudes towards the environment, can impact decision-making and change within the organization. According to environmental contingency, a decision within an organization or institution is dependent upon internal and external forces (Armenakis & Bedeian, 1998). For the case of diversity change within organizations, there are several internal forces [e.g., economic forces that drive organizations to obtain the ability to serve an increasingly diverse market and draw human capital from a diverse workforce (Ingram & Simons, 1995; Joshi & Roh, 2009); competitive forces that pressure organizations to use

organizational diversity as a valuable and rare resource that is sustainable and creates competitive advantage (Richard, Murthi, & Ismail, 2007)] and external forces [e.g., legislative forces to comply with government-based equal opportunity and affirmative action legislation (Kalev, Kelly, & Dobbin, 2006); moral forces that point to the social responsibility of supporting equity and social justice (Ingram & Simons, 1995)] that inform decision-making. Social forces can be internal and external to the organization. For example, broader moral forces from society are external, but moral forces of individuals working within the organization are internal. In regard to social forces that inform decision-making, researchers have demonstrated that a change process within an organization occurs primarily through personal and professional relationships (Staggs, White, Schewe, Davis, & Dill, 2007). With Tierney's six essential concepts used as a lens to examine the role of organizational culture in inclusion of college students with IDD, the concept of environmental contingency was represented by Tierney's essential concept of environment.

Researchers have demonstrated that leadership also plays a vital role and continues to be an important function in the decision-making and change management processes within higher education (McRoy & Gibbs, 2003; Bell, 2006; Kondakci & Van den Broeck, 2009). Not having a sense of will, motivation, and necessary skills to take the lead on decision-making or change management within an organization can serve as an important barrier to organizational change. Additionally, the way in which an organization views and embodies leadership styles and strategies, as well as the qualities they require of those in leadership roles are essential inhibitors and/or facilitators of

organizational change. Within higher education in particular, the literature tells us that leadership plays a vital role in decision-making and change management processes (McRoy & Gibbs, 2003). Much like change is complex, the act of leadership is also complex. Impediments are quickly revealed when those who aspire to lead lack the ability to communicate the desired vision, model roles that will lead to effective implementation, use managerial skills to deal with barriers and fear, and recognize and engage with those who may resist the change process (McRoy & Gibbs, 2009). This act of leadership to manage change becomes even more difficult since the management of change is often undertaken during times of pressure on budgets and during times where objectives are not always clear (Meister-Scheytt & Scheytt, 2005; Shattock, 2005). The concept of leadership and the vital role it plays in decision-making and change management directly relates to Tierney's individual institutional culture framework, since one of the six categories within this framework is leadership. With Tierney's six essential concepts used as a lens to examine the role of organizational culture in inclusion of college students with IDD, the references to leadership within the literature were represented by Tierney's essential concept of leadership.

Impediments to Organizational Change

While there are a variety of explanations for how decisions are made within organizations, there are also several impediments to organizational change that should be considered when exploring structural and systemic barriers to change that are present within the organization due to the culture of the organization. According to Sashkin and Burke (1987), the impact of organizational culture on organizational change processes

has been a major impediment that has led to high failure rates in change interventions. Established researchers in the field of organizational culture in higher education (Tierney & Lanford, 2018) describe the importance of the organization's mission in regard to the culture of the organization. Tierney explains that the organization's informal and formal concept of mission are very important to understanding the organization's culture (Tierney & Lanford, 2018). Within Tierney's individual institutional culture framework (Tierney, 1988), mission is one of the six categories. The informal concept of mission could include the perceptions, experiences, and beliefs of staff within the organization. The formal concept of mission could include the structures, policies, philosophies, and trainings that are a part of the organization. If an organization's culture, which includes the formal and informal concepts of their mission, are not aligned or compatible with a proposed process of change, the likelihood of the change occurring and being successful is very low (Tierney & Lanford, 2018). For example, organization X has a culture, which includes their formal concept of their mission, that does not include the broad concept of inclusion in their mission statement. However, a process of change has recently been proposed that involves increasing inclusion of students with disabilities on campus. The likelihood of the change occurring and being successful within organization X is very low, because organization X's culture (i.e., formal mission) is not aligned or compatible with the proposed process of change.

Another related impediment to change within higher education relates to the idea of an existing resistance to change. There are particular aspects of collegiate culture that can resist meaningful change. For example, individual departments in universities or

colleges can exercise a large amount of authority that is often unquestioned, even when it may affect other departments (McRoy & Gibbs, 2009). When powerful individual departments are resisting change, the support for change that other, less powerful departments may hold can quickly become overshadowed by the resistance within the more powerful departments. For example, at university X there is an IPSE program and a recreation and sports department. The IPSE program is the department with less power, and the recreation and sports department is the department with more power. If the recreation and sports department is resisting change, the support for change that the IPSE program holds will quickly become overshadowed by the resistance within the recreation and sports department. With Tierney's six essential concepts used as a lens to examine the role of organizational culture in inclusion of college students with IDD, resistance to change served as an important sensitizing concept.

Conclusion

With the large and growing number of college students with IDD, it is important to consider their social inclusion within campus recreation and sports as a determinant of their overall health and wellbeing. Social inclusion benefits all college students, and recreation and sports provides a comfortable, engaging, and motivating environment for the creation of meaningful relationships. The development and implementation of IPSE programs across our nation has opened doors for individuals with IDD to be integrated into college environments. Unfortunately, their social inclusion within campus recreation and sports has not been addressed adequately. Recent pilot research exploring the inclusion of college students with IDD within recreation and sports environments at one

university confirmed the presence of over a dozen barriers to inclusive participation, with many being structural and systemic barriers (Milroy et al., 2018). These data, along with the theoretical underpinnings of this study (i.e., social model of disability and Tierney's individual institutional culture framework) and the presented review of the literature, support the need for this study to focus on organizational level stakeholders and organizational culture as it relates to change. Levels that are higher within the socio-ecological model (i.e., the organizational level) have more power to instigate change. Stakeholders within the organizational level have the power to impact the social and physical environment (McLeroy et al., 1988). The pilot data (Milroy et al., 2018) also confirmed the importance of collecting qualitative data from key stakeholders, including recreation and sports staff. The collection of qualitative data allows for a deeper understanding into the lived experiences of key stakeholders, which cannot be obtained through the collection of only quantitative data. Capturing a deep understanding into the lived experiences of study participants is important for any qualitative research that employs a case study design (Yin, 2003; Stake, 1995).

The literature on best practices for the provision of inclusive recreation and physical activity (Schleien et al., 2009; Schleien & Miller, 2010; Miller et al., 2010) highlights the importance of capturing the perspectives of the recreation staff at the programmatic and administrative levels. When examining organizations such as recreation and sports departments or IPSE programs and their organizational culture, it is vital to consider the following sensitizing concepts from the literature that directly relate to issues of diversity: power and resistance to change. This review of the literature

supports the overall purpose and theoretical framework of this study, as it highlights the importance of gaining a deep understanding of the organizational culture of recreation and sports departments and IPSE programs. Additionally, this review of the literature makes direct connections between various concepts and the six categories within Tierney's individual institutional culture framework. The main focus of this study connects to the essential concepts in Tierney's framework and were used as a lens to examine the role of organizational culture in inclusion of college students with IDD. Additionally, the two additional sensitizing concepts that were used within this study (i.e., power and resistance to change) also connect to the categories of socialization and leadership in Tierney's framework.

This literature review also reveals the importance of examining if and how the organizational culture of recreation and sports departments and IPSE programs facilitate or impede meaningful, social inclusion of college students with IDD within campus recreation and sports environments. This review illuminates the importance of elements of organizational culture that further break down and organize the purpose of this study: organizational level stakeholders' perceptions and experiences (i.e., informal concept of mission); existing structures, policies, philosophies, and trainings (i.e., formal concept of mission); how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD (i.e., strategy), leadership, environment, socialization, and information. This understanding can help shape advocacy for change since aligning proposed strategies to mission is central to success.

This literature review also reveals the importance of examining each IPSE program's placement on the academic-specific vs. broader continuums of inclusion. There is much to be said about an IPSE program's organizational culture based on the program's placement on the academic-specific vs. broader continuums of inclusion. How integrated and included the IPSE program is within the respective university reveals important information about the culture of the IPSE program, specifically in regard to the larger issue of inclusion. Specific, defined terms from the literature that are focused on academics (i.e., substantially separate programs, mixed programs, and inclusive individualized services) were used within this study when referring to and examining an IPSE program's placement on the academic-specific continuum of inclusion. Specific, defined terms from the literature that are focused on broader community inclusion (i.e., exclusion, physical integration, functional inclusion, and social inclusion) were used within this study when referring to and examining an IPSE program's placement on the broader continuum of inclusion.

Based on this review, an exploration of answers to the proposed research questions led to increased knowledge and understanding of the organizational culture of recreation and sports departments and IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. These contributions reveal knowledge that can inform theory, as well as future systems change efforts that support the inclusion of college students with IDD within campus recreation and sports environments.

CHAPTER III

METHODOLOGY

Purpose Statement

The overall purpose of this study was to understand the organizational culture of recreation and sports departments and IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. There were seven different elements of organizational culture for the recreation and sports departments that were particularly relevant for this study: (1) stakeholders' perceptions and experiences, which is the informal concept of mission in higher education (Tierney & Lanford, 2018), (2) existing structures, policies, philosophies, and resources, which is the formal concept of mission in higher education (Tierney & Lanford, 2018), (3) how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD, which aligns with the strategy category of Tierney's individual institutional culture framework (Tierney, 1988), as well as (4) leadership, (5) environment, (6) socialization, and (7) information, which are each essential concepts from Tierney's framework (Tierney, 1988). There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) the programs' placements on the academic-specific vs. broader continuums of inclusion.

Research Questions

This study explored the following main and guiding research questions, with sub-questions listed in italics below the main research questions.

Main RQ #1. How does organizational culture of campus recreation and sports departments support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of campus recreation and sports departments in regard to inclusion of college students with IDD within three different universities?*

Main RQ #2. How does organizational culture of IPSE programs support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of IPSE programs in regard to inclusion of college students with IDD within three different universities?*
- *How does the culture of recreation and sports departments differ by the IPSE program's placement on the academic-specific and broader continuums of inclusion?*

Research Design

A qualitative case study design was used within this study to explore and understand the organizational culture of the recreation and sports departments and IPSE programs, as well as the meaning stakeholders (i.e., frontline and administrative recreation and sports staff; administrative IPSE program staff) ascribe to the social problem of a lack of inclusion of students with IDD in campus recreation and sports. This design allowed for an exploration and increased understanding of organizational level

factors that support and inhibit inclusion, including the IPSE programs' placements on the academic-specific vs. broader continuums of inclusion. It also allowed for an exploration of stakeholders' perceptions of inclusive participation and experiences with students with IDD in campus recreation and sports and the IPSE program. Within this design, both qualitative and quantitative data was collected and used to describe and compare the cases.

As stated by Creswell (2014), a qualitative approach enables a researcher to look at research in a way that “honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (Creswell, 2014, p. 4).

According to Yin (2003), it is best to use a case study approach when any of the four important criteria are met: (1) the focus of the study is to answer “how” and/or “why” questions, (2) you cannot manipulate the behavior of those involved in the study, (3) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study, or (4) the boundaries are not clear between the phenomenon and the context (Yin, 2003). Arguably, all four of these criteria were met within this study. The main and guiding research question was a “how” question, and several of the sub-questions were “how” questions. It was impossible and unethical to manipulate the behavior of the key stakeholders in a way that increases the inclusion of students with IDD within campus recreation and sports. Organizational culture is a contextual condition that is believed to be relevant to the inclusion of students with IDD within campus recreation and sports. Lastly, the boundaries were not totally clear between the inclusion of students with IDD within campus recreation and sports and the context of each case.

More specifically, the type of case study approach used within this study was an instrumental, collective case study design (Stake, 2000). This case study was instrumental because the overall goal was to understand an issue (i.e., inclusion of college students with IDD within campus recreation and sports) that is larger than a specific case (Stake, 2000). The case itself was of secondary interest. According to Stake (1995), the case plays a supportive role and it facilitates our understanding of a broader issue. Stake (1995) also explains that instrumental case studies often focus on more than one instance or case. This case study was collective because it included multiple instances or cases (i.e., departments of recreation and sports and IPSE programs at three different universities) under different conditions (i.e., IPSE programs' predicted placements on the academic-specific continuum of inclusion) in order to understand the issue (Stake, 2000).

The philosophical worldview for this research was the constructivist worldview, which has been supported and used by Stake (1995) within case study research. This research was guided by the belief that "individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences, which are varied and multiple" (Creswell, 2014, p. 8). Within these subjective meanings, the importance of the subjective human creation of meaning was recognized, while not rejecting the notion of some objectivity (Stake, 1995). The subjective meanings led the researcher to look for complexity, rather than narrowing meanings into a few categories or ideas. Additionally, the constructivist worldview aligned with Tierney's individual institutional culture framework. For example, informal mission as a construct consists of the meaning made from stakeholders' perceptions and experiences. According to

Creswell (2014), it is best for research questions to be “broad and general so that the participants can construct the meaning of a situation” (p. 8). One advantage of a constructivist approach to case study research is the close collaboration between the researcher and participant, while enabling participants to tell their stories (Stake, 1995). It is through these stories that participants are able to describe their views of reality, which allows the researcher to better understand the participants’ beliefs and actions (Lather, 1992).

Setting

The setting for this research included two universities in the Eastern Time Zone and one university in the Central Time Zone of the United States. More specifically, each university’s respective department of recreation and sports and respective IPSE program was involved in this study. Purposeful sampling for heterogeneity was used to select three universities with IPSE programs (see Table 2 for a description of each university and their IPSE program). Pseudonyms that represent the size of each university and whether the university was private or public have been used to ensure anonymity. Through a telephone conversation with an administrative staff member at each of these IPSE programs, it was loosely determined that each of these IPSE programs had a structure and philosophy that was predicted to fall within one of the following three levels of the academic-specific continuum of inclusion: substantially separate programs, mixed programs, and inclusive individualized services (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004). More specifically, these determinations were made based on descriptions of the amount of time students spend engaging in various academic and

student life activities among students without disabilities, descriptions of the amount of supervised time versus free time, as well as the students residence (i.e., on- and/or off-campus, segregated housing, integrated housing). Purposeful sampling for heterogeneity allowed for a combination of cases that provides maximum heterogeneity on a certain attribute (i.e., IPSE programs' predicted placements on the academic-specific continuum of inclusion) (Tashakkori & Teddlie, 1998).

Table 2. Description of Each Case

Pseudonym of University	Estimated Number of Students at University	Comparison of Number of Students in IPSE Program Across Cases	IPSE Program's Predicted Placement on Academic-Specific Continuum of Inclusion
Small State University	19,500	Most number of students across cases	Inclusive individualized services
Large State University	35,000	Number of students falls between number of students in Small State University's IPSE program and Private University's IPSE program	Mixed program
Private University	12,500	Least number of students across cases	Substantially separate program

During the summer of 2018, I connected with five IPSE programs within the Eastern Time Zone and Central Time Zone of the United States. During these conversations, I acquired information to determine their predicted placement along the academic-specific continuum of inclusion (i.e., substantially separate programs, mixed programs, and inclusive individualized services), as well as their interest and support in participating within the study. Three of these five IPSE programs were selected to be included in the study. The Private University's IPSE program was predicted to be a good representation of a substantially separate program due to most students living off campus with their families and no residential options at the Private University for students with IDD, majority of classes taken by students were intended only for students with IDD, support was provided for the majority of the time that students were on campus, and students were provided with a low amount of unscheduled and unsupervised free time. The Large State University's IPSE program was predicted to be a good representation of a mixed program due to students living on or off campus in either specialized housing that is intended for students with IDD or integrated housing that is intended for students with and without IDD, mixture of classes taken by students that were either intended only for students with IDD or intended for students with and without IDD but were only audited by students with IDD, around the clock and live-in support and supervision was provided, and students were provided with a moderate amount of unscheduled and unsupervised free time. The Small State University's IPSE program was predicted to be a good representation of a program that provides inclusive individualized services due to students living on or off campus in only integrated housing that was intended for students

with and without IDD, mixture of classes taken by students that were either intended only for students with IDD or intended for students with and without IDD with the option of students with IDD to audit or receive credit for the course, presence of degree seeking students who received student life support, no option for around the clock and live-in support and supervision, amount of support and supervision was determined and scheduled based on each student's individualized plan, and students were provided with a large amount of unscheduled and unsupervised free time. Each of these three IPSE programs provided letters of support, which included appropriate support as needed throughout the research project. Each IPSE program agreed and assisted with recruitment and communication of project related information within their respective IPSE program, as well as helping to make connections with their university's respective department of recreation and sports.

Sample/Participants

Once three universities were finalized, each with their respective department of recreation and sports and IPSE program, purposeful recruitment was used to select administrative staff at the IPSE program and frontline and administrative staff at the department of recreation and sports to serve as the participants of the study. The criteria for selection of the administrative staff at the IPSE program included full-time employment status and a job title with duties that reflected an administrative, higher up position within the IPSE program. Examples of positions and titles of administrative staff in IPSE programs included director of operations, assistant director, director of admissions, student support coordinator, and academic success coordinator. While the

administrative staff within the IPSE program did not represent the majority of staff within the IPSE program, they were able to provide the most representative and accurate information about the IPSE program as a whole. For this reason, frontline staff who provided direct support to students within the IPSE program were not asked to complete the Qualtrics survey.

The criteria for selection of the frontline staff at the department of recreation and sports was full- or part-time employment, job duties that included at least 75% of direct interaction with college students, and job duties that did not include administrative tasks. Examples of positions and titles of frontline staff at the department of recreation and sports included fitness assistant, patron services assistant, membership assistant, lifeguard, group exercise instructor, personal trainer, outdoor adventures staff, and intramural sports official. The criteria for selection of the administrative staff at the department of recreation and sports was full-time employment and a job title with duties that reflected an administrative, higher up position within recreation and sports. Examples of positions and titles of administrative staff at the department of recreation and sports included director, associate director, assistant director of fitness, assistant director of competitive sports, assistant director of facilities and special events, program coordinator of fitness, coordinator of outdoor adventures, coordinator of competitive sports, coordinator of aquatics, and membership coordinator. The Small State University's recreation and sports department had a total of 24 full-time administrative staff. The Large State University's recreation and sports department had a total of 27 full-time administrative staff. The Private University's recreation and sports department had a

total of 16 full-time administrative staff. While the total number of full- or part-time frontline staff are not typically listed on the websites of campus recreation and sports departments, most departments of recreation and sports have anywhere from 20 to 40 full-or part-time frontline staff. This number is largely dependent upon the size of the university or college. Collectively, the frontline and administrative staff that were purposefully recruited represented the overall majority of the staff within the department of recreation and sports.

The goal of recruitment was to select two administrative staff at each IPSE program, and two frontline plus two administrative staff at each department of recreation and sports ($n=18$). A gatekeeper within each of the three IPSE programs was established, and these three IPSE program gatekeepers signed the letters of support and were communicated with and assisted with recruitment of two administrative staff within their respective IPSE program via an email recruitment. They assisted with recruitment by providing the email addresses for administrative staff who were recruited. These IPSE program gatekeepers also provided an email and/or phone connection with a rec/sports gatekeeper at their respective university's recreation and sports department. This rec/sports gatekeeper then assisted with the recruitment of two administrative and two frontline staff within their respective recreation and sports department via an email recruitment. They assisted with recruitment by providing the email addresses for administrative and frontline staff who were recruited.

Additionally, recruitment of administrative and frontline staff within each recreation and sports department was purposeful. Responses from IPSE program

administrative staff on one of the open-ended Qualtrics questions (i.e., What types of campus recreation and/or sports have students with IDD participated in during the most recent semester?), informed the recruitment of the types of administrative and frontline staff that were recruited from each respective recreation and sports department. For example, responses to this question from one of the IPSE programs stated students participated in specialized, structured sports programming on campus. Therefore, administrative and frontline staff within the department of recreation and sports who worked within intramural and club sports were purposefully recruited. Additionally, data from the IPSE program site visits also informed the recruitment of the specific administrative and frontline staff that were recruited from each respective recreation and sports department. For example, another IPSE program shared names of champions of inclusion within their recreation and sports department. Therefore, this specific staff member was not recruited for an interview due to their potential bias and skewed perspectives with being totally on board and experienced with serving and/or including college students with IDD. A smaller sample size ($n=18$) allowed for an in-depth understanding into lived experiences when conducting qualitative research (Creswell, 2014). Additionally, purposefully sampling for heterogeneity among the universities allowed the results of this study to be more transferable across IPSE programs that fall along each level of the academic-specific continuum of inclusion.

Data Collection and Instrumentation

All data was collected in a specific order, with two distinct phases of data collection. In the first phase of data collection, a Qualtrics survey with IPSE program

staff and retrieval of documents/information from recreation and sports departments occurred. In the second phase of data collection, a site visit with each IPSE program and interviews with staff from recreation and sports departments occurred. Data that was collected during the first phase of data collection was used to inform data collection during the second phase of data collection.

A review of documents and files from the departments of recreation and sports was used to examine each recreation and sports department's policies, philosophy, mission, and resources (i.e., inclusion or diversity trainings), as well as how the information within these documents and files related to the inclusion of college students with IDD. Each department of recreation and sports was asked to electronically share the following public and private documents from the current year: mission statement, philosophy and/or vision, policies, annual reports, and training materials, reports, and/or advertisements (e.g., brochures, websites, emails, social media blasts) for specific events and the program as a whole that relate to diversity. None of the cases declined to provide documentation.

In order to describe each case in more detail, each department of recreation and sports was asked to electronically share an estimate of the participation rates of college students with IDD within recreation and sports within the last semester, along with the participation rates of all college students within recreation and sports within the last semester. The participation rates of all college students within recreation and sports was a numerical piece of data that was likely to have already been calculated within reports that are produced either annually or at the end of each semester. The participation rates of

college students with IDD within recreation and sports was intended to be a numerical piece of data that was calculated and estimated by an administrative staff member by reflecting on numerical data from various reports and speaking with managerial frontline staff. Each department of recreation and sports was not able to provide an estimation of the participation rates of college students with IDD. Their reasonings related to the fact that their respective department does not have a way of identifying students with IDD who utilize or participate in recreation and/or sports. One participant from each department of recreation and sports who was an administrative staff member was asked to share the documents, files, and participation rates. All documents and information that was collected from the recreation and sports departments connected to the sensitizing concepts of formal mission, strategy, information, environment, and socialization, which directly aligned with the essential concepts from Tierney's framework.

A Qualtrics survey with a combination of closed-ended and open-ended questions was used with each IPSE program to explore and capture the participation rates of college students with IDD within recreation and sports within the last semester from their perspective, as well as demographic information about the IPSE program, the philosophy and structure of the IPSE program in regard to integration and inclusion, and where the IPSE program falls on the academic-specific vs. broader continuums of inclusion (see Table 3). In regard to the participation rates of college students with IDD within recreation and sports within the last semester, the numerical data provided by the IPSE program was likely to be most accurate and objective. This was due to the IPSE program's awareness of and ability to identify their students with IDD and the campus

activities for which these students are engaged. All survey data that was collected from the IPSE programs connected to the sensitizing concepts of mission, strategy, environment, socialization, and information, which directly aligned with the essential concepts from Tierney’s framework.

Table 3. Qualtrics Survey Questions

Type of Question	Question	Connection to Tierney’s Essential Concepts
Close-ended	How many years has your IPSE program existed?	mission and environment
Close-ended	How many students with IDD are currently enrolled in your IPSE program?	mission and environment
Close-ended	<p>According to the descriptions provided below, where would your IPSE program fall on the academic-specific continuum of inclusion?</p> <p><u>Potential responses:</u> 1 = substantially separate program <u>Description provided:</u> Students participate only in classes with other students with disabilities (sometimes referred to as a "life skills" or "transition" program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience, often through a rotation of pre-established employment slots on- or off-campus.</p> <p>2 = mixed program <u>Description provided:</u> Students participate in social activities and/or academic classes with students without disabilities (for audit or credit) and also participate in classes with other students with</p>	mission and strategy

	<p>disabilities (sometimes referred to as "life skills" or "transition" classes). This model typically provides students with employment experience on- or off-campus.</p> <p>3 = inclusive individualized services</p> <p><u>Description provided:</u> Students receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student's vision and career goals drive services. There is no program base on campus. The focus is on establishing a student-identified career goal that directs the course of study and employment experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (adult service agencies, generic community services, and the college's disability support office), agencies identify a flexible range of services and share costs.</p>	
Close-ended	How many students with IDD participated within any form of campus recreation and/or sports during the most recent semester?	mission, strategy, and environment
Open-ended	What types of campus recreation and/or sports have students with IDD participated in during the most recent semester?	mission, strategy, and environment
Close-ended	Do any current students with IDD participate in any form of recreation and/or sports off campus?	mission, strategy, and environment
Open-ended	If answered "yes" to the previous question, what types of recreation and/or sports have current students with IDD participated in off campus?	mission, strategy, and environment
Open-ended	Please describe the various locations where students within your IPSE program live while attending college.	mission, strategy, environment, information, and

	<p>Please describe the proximities to the campus recreation center(s) among various students within your IPSE program.</p> <p>Please describe the types of support that students within your IPSE program receive.</p> <p>Please describe the opportunities for choice making activities that students within your IPSE program experience.</p> <p>Please describe the opportunities for interaction with students without IDD that students within your IPSE program experience.</p> <p>Please describe the goals for socialization among various students within your IPSE program.</p> <p>Please describe the goals for physical activity and/or physical fitness among various students within your IPSE program.</p> <p>Please describe the goals for choice making during free time among various students within your IPSE program.</p>	socialization
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Two participants who were administrative staff at each IPSE program were asked to work together to complete the Qualtrics survey. It was ideal for two administrative staff members to work together, rather than just one administrative staff member completing the Qualtrics survey on their own. Administrative staff members at IPSE programs typically work in specific “niches” in regard to the IPSE program as a whole. For example, one administrative staff member may be in charge of overseeing and directing all academic matters, all student life matters, all student support matters, all matters involving relationships with other departments, and/or all family matters. When

two administrative staff members worked together to complete the Qualtrics survey, the responses were more likely to be comprehensive and holistically representative of the IPSE program.

It was ideal to complete a site visit to observe the structure and philosophy of each IPSE program in regard to their level of inclusion within the university, and to gather data about the mission, strategy, environment, leadership, socialization, and information of each IPSE program. Since the site visit occurred after administrative staff at each IPSE program completed the Qualtrics survey, results from the Qualtrics survey were used to further guide and refine the observation guide for each IPSE program's site visit. Each IPSE program was visited for a half-day. The visit included a meeting with administrative and other staff to receive a description and "tour" of the IPSE program. Additionally, the site visit included informal conversations with IPSE program staff and students with IDD. Therefore, field notes included written accounts of what was observed and discussed during informal conversations. Each site visit also included an observation of a student or students with IDD participating in some aspect of recreation and sports. Field notes were taken during each site visit, and a more comprehensive and finalized field note was recorded at the end of each site visit. When meeting with administrative and other staff and when observing a student or students with IDD participating in recreation and/or sports, I was looking for and recording in my field notes specific information to focus the observation (see Table 4).

Table 4. IPSE Program Observation Guide

Portion of Site Visit	Topics to Focus Observation	Connection to Tierney's Essential Concepts
Meetings with administrative and other staff	<ul style="list-style-type: none"> ● Way in which the program was started ● Structure of the program ● Philosophy of the program in regard to inclusion ● Entities on campus for which the program has built relationships and engaged with <ul style="list-style-type: none"> ○ Ways engagement has occurred ● Amount of time students are spending with other students within the program versus with students outside of the program ● Ways in which the program approaches the use of free time with students ● Ways in which the program approaches choice making among students ● Ways in which the program approach opportunities for socialization with students outside of the program among the students who are a part of the program ● Relationship between the program and the recreation and sports department on campus ● Student engagement within campus recreation and sports ● Available resources to support inclusion on campus 	mission, strategy, leadership, socialization, information, and environment
Observation of student(s) with IDD participating in recreation and/or sports	<ul style="list-style-type: none"> ● Nature of the activity ● Timing and location of the activity ● People taking part in the activity ● Number of participants in total are taking part in the activity ● Ways in which the activity is organized ● Ways in which time is used during the activity 	environment, information, strategy, socialization, and leadership

	<ul style="list-style-type: none"> ● Roles and responsibilities of the various participants ● Ways in which decisions are being made during the activity <ul style="list-style-type: none"> ○ People that are making decisions ○ People that decisions are being made for ● Available resources for participants during the activity (e.g., special equipment, adaptive equipment, etc.) ● Available support or assistance for participants during the activity ● Ways in which participants are undertaking the activity ● Ways in which students are using resources and/or assistance during the activity ● Ways in which students are interacting with the environment during the activity ● Motivation of participants during the activity ● Engagement of participants during the activity ● Preparation of participants during the activity ● Dialogue during the activity <ul style="list-style-type: none"> ○ People talking ○ People listening ● Body language and nonverbal communication during the activity ● Evidence that participants are having a good time together during the activity ● Evidence that participants are developing relationships during the activity 	
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Semi-structured individual interviews were utilized with two frontline and two administrative staff from each department of recreation and sports to explore and capture stakeholders' perceptions of the inclusive participation and experiences with students

with IDD in campus recreation and sports, as well as the formal and informal mission, strategy, environment, leadership, information, and socialization within each department. Since the interviews occurred after an administrative staff member at each recreation and sports department shared documents and information, results from an initial review of these documents and information were used to further guide and refine the interview questions with administrative and frontline staff at each recreation and sports department. The interviews also occurred after a site visit was completed at each IPSE program. Therefore, these observations played into refining the probing questions for each respective recreation and sports department. Each interview lasted approximately 45 minutes, and specific types of questions were asked dependent upon whether the interviewee was a frontline or administrative staff (see Table 5). Each of these interview questions were informed by Tierney’s essential concepts (i.e., mission, strategy, environment, leadership, information, and socialization), as well sensitizing concepts from organizational change literature (i.e., resistance to change and power).

Table 5. Interview Questions

Frontline Staff	Administrative Staff	Connection to Tierney’s Essential Concepts and Sensitizing Concepts
Can you tell me about participation of students with IDD in recreation and sports?	Can you tell me about participation of students with IDD in recreation and sports?	mission, strategy, environment, leadership, information, socialization, and resistance to change

<p><i>Probing questions:</i> Describe a challenge you have experienced when trying to include students with IDD in recreation and sports.</p> <p>Describe a success you have experienced when trying to include students with IDD in recreation and sports.</p> <p>What resources and strategies have you or other staff used to support the inclusion of students with IDD in recreation and sports?</p> <p>What are some potential changes for recreation and sports that could increase the inclusion of students with IDD?</p>	<p><i>Probing questions:</i> Describe a challenge your department has experienced when trying to include students with IDD in recreation and sports.</p> <p>Describe a success your department has experienced when trying to include students with IDD in recreation and sports.</p> <p>What resources and strategies does your department utilize to support the inclusion of students with IDD in recreation and sports?</p> <p>What are some potential changes for the department of recreation and sports that could increase the inclusion of students with IDD?</p>	<p>mission, strategy, environment, leadership, information, socialization, and resistance to change</p>
<p>Can you describe to me how decisions and changes are made within the department of recreation and sports where you work?</p> <p><i>Probing questions:</i> How are decisions arrived at?</p> <p>What strategy is used?</p> <p>Who makes decisions?</p> <p>Can you describe any unintended consequences from decisions that have been made in the past?</p>	<p>Can you describe to me how decisions and changes are made within the department of recreation and sports?</p> <p><i>Probing questions:</i> How are decisions arrived at?</p> <p>What strategy is used?</p> <p>Who makes decisions?</p> <p>Can you describe any unintended consequences from decisions that have been made in the past?</p>	<p>strategy, leadership, socialization, information, power, and resistance to change</p>

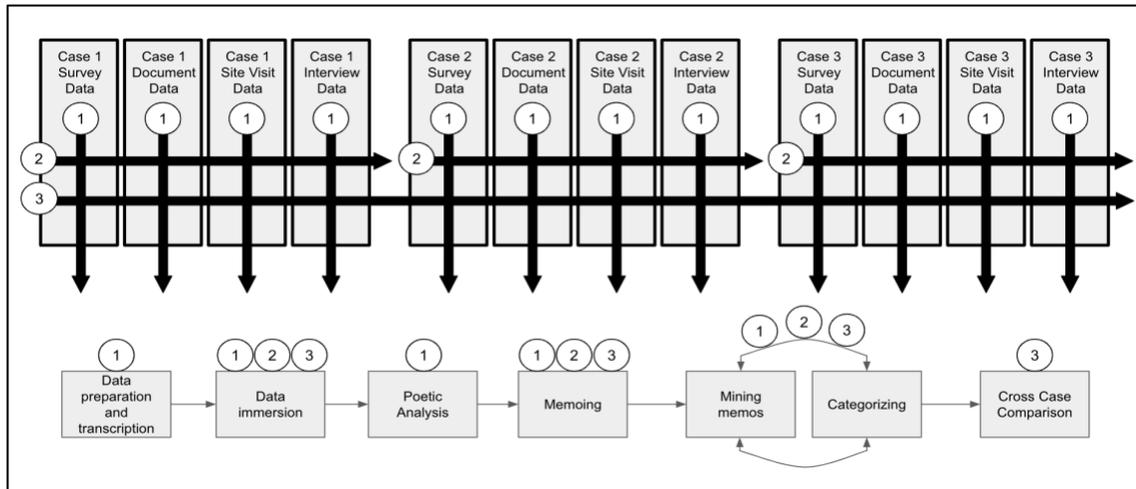
<p>What piece of advice would you give a frontline staff member in your department who wanted to increase inclusion of students with IDD in recreation and sports?</p>	<p>What piece of advice would you give an administrative staff member in your department who wanted to increase inclusion of students with IDD in recreation and sports?</p>	<p>strategy, socialization, information, leadership, power, and resistance to change</p>
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For the department of recreation and sports at the Small State University, these interviews occurred in-person and were audio-recorded. For the department of recreation and sports at the Large State University and the Private University, interviews occurred online via Web-Ex and were audio-recorded. Field notes were recorded by the interviewer immediately following each interview.

Data Analysis

As previously described, data was collected in a specific order with two distinct phases of data collection. As data was collected, analysis began and was built throughout the data collection process. Data analysis was an iterative and comparative process (see Figure 1). Within this process, certain activities took place, including data preparation, data immersion, poetic analysis, memoing, categorizing, and case comparisons. Additionally, multiple researchers (i.e., my four committee members) assisted with the interpretation of data to capture varying interpretations and to reduce bias within thematic findings. Throughout the data collection and data analysis process, a living journal for each case was created. These three living journals created an audit trail, which increased the trustworthiness of the findings. These three living journals also assisted with writing a thick and rich, narrative description of each case.

Figure 1. Qualitative Analysis Process



Open-ended responses from the Qualtrics survey were extracted from Qualtrics and inserted into a Word document. Documents and information from the recreation and sports departments were organized and inserted into a Word document. Interviews were transcribed verbatim by an online transcription service (i.e., Weloty). I listened to each audio file one-by-one, followed along on the respective transcript, and added notes about emotions and tones of voice into each respective transcript. Each finalized transcript was then physically printed. Field notes from site visits were organized and inserted into a Word document. Participation rate data from the departments of recreation and sports was entered into SPSS. Data from the close-ended responses of the Qualtrics survey was cleaned and entered into SPSS. All qualitative and quantitative data was organized so that there was a clear distinction between each case.

As data was collected, data analysis included a process of immersing myself in the data. This process included reading and looking at all the data to provide a general

sense of the information and an opportunity to reflect on its overall meaning. Since the first phase of data collection included the Qualtrics survey with IPSE program staff and retrieval of documents/information from recreation and sports departments, I was able to begin to develop impressions from initial analysis of this data. Impressions that were formed from immersing myself in the Qualtrics survey data informed the focus of my site visit with each IPSE program. Impressions that were formed from immersing myself in the document data informed the interviews that I completed with frontline and administrative recreation and sports staff, as well as the subsequent analysis and impressions that I formed as I immersed myself within the interview data.

Overall, the analysis procedures included a process of vertical and horizontal analysis (Hesse-Biber & Leavy, 2010). First, vertical analysis was completed, which included a separate analysis process for each type of data within each case. After all four types of data within each case were vertically analyzed, the four types of data were then horizontally analyzed within each case. This included a process of analysis that spanned across the four types of data within each case. Once the horizontal analysis across the four types of data within each case was complete, a final horizontal analysis process was completed to make comparisons across the three cases. Thematic ideas that emanated from vertical analysis and horizontal analysis across the four types of data within each case were placed within a matrix to aid in cross-case comparison (see Appendix A). A process of “mining” the horizontal analysis matrix to identify the most prominent thematic ideas across cases was completed. The most prominent thematic ideas across cases were then organized within a visual diagram and visual connections were made

between thematic ideas (see Appendix B). Lastly, a memo was created that described the flow of these thematic findings.

A unique technique (i.e., poetic analysis) was used throughout the analysis procedures for the recreation and sports departments' document data, the IPSE programs' site visit data, and the recreation and sports departments' interview data. In research, poetry can take the existence of truths within attitudes, feelings, or ideas, and illuminate them through poetry that speaks to the mind and heart of readers (Harmon, 2011). According to Ratner (2002), poetry can be effectively used when researchers respect the participants' reality and are wanting to comprehend participants' stories. The use of poetry in data analysis provides researchers with an opportunity to: (1) present research findings that may otherwise go unnoticed, and (2) gain new perspectives of the data (McCulliss, 2013; Sparkes, 2008). Poetry within qualitative analysis can be used to explore emotions (Mazza, 1999) and can serve as an excellent tool for exploring themes (Krill, 1978). It is for these reasons that social scientists have utilized the creation of research poems as a means of data reduction, analysis, and presentation (Richardson, 1993; Poindexter, 2002; Langer & Furman, 2004).

Data analysis started with vertical analysis of the survey data from the IPSE programs. I started by visually documenting the following close-ended responses for each case: years the IPSE program has existed, total students enrolled in the IPSE program, reported placement on the academic-specific continuum of inclusion (i.e., 1 = substantially separate programs, 2 = mixed programs, and 3 = inclusive individualized services), total number of students within the IPSE program who participated in campus

rec/sports within the last semester, and whether or not students within the IPSE program participated in off-campus rec/sports within the last semester. I then ran descriptive statistics within SPSS with the following close-ended data to obtain the means and standard deviations, and generated interpretations of the following calculations: years the IPSE program has existed, total students enrolled in the IPSE program, reported placement on the academic-specific continuum of inclusion, total number of students within the IPSE program who participated in campus rec/sports within the last semester, and whether or not students within the IPSE program participated in off-campus rec/sports within the last semester. I calculated the percentage of “rec/sports participation” of students with IDD for each case by dividing the total number of students with IDD who participated in campus rec/sports within the last semester by the total number of students with IDD enrolled in the IPSE program, and multiplying that number by 100.

For the open-ended responses from the IPSE program surveys, I read through the open-ended responses for each case without taking any notes. I then read through the open-ended responses for each case, took notes for each case, and highlighted things that stood out to me within the notes for each case. I read through the highlighted notes for each case and made a list of questions that I had going into the site visit for each case (i.e., data collection questions). Lastly, I reviewed through each case’s visual descriptions, descriptive statistics with interpretations, notes, list of data collection questions, and calculations to begin to develop a rich, narrative description for each case.

In this step, I was sure to flag this portion of the narrative description as emanating from the survey data.

For the recreation and sports departments' document data, I calculated the percentage of "utilization" for each case's rec/sports department by dividing the total number of participations (i.e., from the rec/sports document data) by the total number of students enrolled at the university and multiplying that number by 100. I read through all of the documents and information provided from each case without taking any notes. I then read through all of the documents and information provided from each case and took notes for each case to record things that stood out to me in relation to disability and inclusion. I created a poem for each case based on the notes of things that stood out to me. The developed poems were *in vivo*, or based in the actual language from the document data. I read through the poem for each case and created tracked comments (i.e., memos) that captured the presence of language that I was noticing that related to disability and inclusion. I read through the poem for each case and created tracked comments (i.e., memos) that captured the absence of language that I was noticing that related to disability and inclusion. I then created a spreadsheet that tracked which types of documents had presences and absences of language within each case. I read through the poem and memos for each case and wrote a paragraph beneath each poem that described my overall impressions about the respective recreation and sports department. I read through the poem and memos for each case and added in tracked comments that identified when any portion of the poem related to Tierney's essential concepts (i.e., formal mission, strategy, environment, leadership, socialization, information). I reviewed

through each case's poem, memos, summary of overall impressions, and information within the spreadsheet to add to a rich, narrative description for each case. In this step, I was sure to flag this portion of the narrative description as emanating from the document data. Lastly, I read through the poem and memos for each case, separated the larger poem into shorter separate poems, and added titles to each shorter separate poem.

For the IPSE programs' site visit data, I read through the site visit field notes for each case without taking any notes. I then read through the site visit field notes for each case and took notes for each case to record things that stood out to me in relation to inclusion and the IPSE program's philosophy, structure, and organizational culture. I created a poem for each case based on the notes of things that stood out to me. The developed poems were *in vivo*, or based in the actual language of the observation field notes. I read through the poem for each case and created tracked comments (i.e., memos) that captured thoughts and ideas about the overall philosophy, structure, and culture of the respective IPSE program. I also read through each poem for each case and created tracked comments (i.e., memos) that identified when any portion of the poem related to Tierney's essential concepts (i.e., mission, strategy, environment, leadership, socialization, information). I read through the poem and memos for each case and wrote a paragraph beneath each poem that described my overall impressions about the respective IPSE program. I reviewed through each case's poem, memos, and summary of overall impressions to add to a rich, narrative description for each case. In this step, I was sure to add a description of where I felt each respective IPSE program would be placed on the academic-specific and broader continuum of inclusion. In this step, I was also sure to flag

this portion of the narrative description as emanating from the site visit data. Lastly, I read through the poem and memos for each case, separated the larger poem into shorter separate poems, and added titles to each shorter separate poem.

For the recreation and sports departments' interview data, I read through each transcript for each case one-by-one without taking any notes or doing any highlighting. I then read through each transcript for each case one-by-one for a second time and highlighted phrases that stood out to me. I read through each highlighted transcript for each case one-by-one for a third time and created a poem for each case, which incorporated phrases that stood out to me (i.e., previously highlighted). The developed poems were *in vivo*, or based in the actual language of the interviewees. I read through each poem for each case and created tracked comments (i.e., memos) that captured thoughts and ideas about the overall culture of the respective recreation and sports department. I read through each poem for each case and created tracked comments (i.e., memos) that identified when any portion of the poem related to Tierney's essential concepts (i.e., informal mission, strategy, environment, leadership, socialization, information). I then read through the poem and memos for each case and wrote a paragraph beneath each poem that described my overall impressions about the respective recreation and sports department. I read through the poem and memos for each case and made separate notes for each case on a printed copy of a visual that outlines "Best Practices for Inclusive Service Delivery in Recreation Agencies" from the literature. I reviewed through each case's poem, memos, summary of overall impressions, and separate notes related to "Best Practices for Inclusive Service Delivery" to add to a rich,

narrative description for each case. In this step, I was sure to flag this portion of the narrative description as emanating from the interview data. Lastly, I read through the poem and memos for each case, separated the larger poem into shorter separate poems, and added titles to each shorter separate poem for each case.

At this point in the analysis process, the vertical analysis was complete. I then started horizontal analysis within cases. First, I read through the poem and memos for the document data and interview data within each case and wrote a paragraph that described my overall impressions about the recreation and sports department. I then read through the poem and memos for the survey data and site visit data within each case and wrote a paragraph that described my overall impressions about the IPSE program. I read through the poems and memos for the four types of data, as well as the narrative description, within each case and wrote memos that described potential themes within each case, while referring back to the literature. I then read through the poems and memos for the four types of data, as well as the narrative description, within each case and created a drawing to visually represent each case (see Appendix C). I also created a memo for each drawing, and noted potential themes within each case, while referring back to the literature. Lastly, I reviewed through each case's paragraphs that described overall feelings about the recreation and sports department and IPSE program, memos that described potential themes, and drawing with memos to add to a rich, narrative description for each case. In this step, I was sure to flag this portion of the narrative description as emanating from the horizontal analysis across data within each case.

I then started the final step in the horizontal analysis process, which was cross-case comparison. Cross-case comparisons occurred with a focus on the following areas for comparison: frontline staffs' vs. administrative staffs' perceptions of and experiences with students with IDD; recreation and sports department's formal and informal concept of mission vs. recreation and sports department's strategy for decision-making and change; recreation and sports department's leadership, environment, socialization, and information; IPSE program's mission, strategy, leadership, environment, socialization, and information; IPSE program's placement on the academic vs. broader continuums of inclusion; and recreation and sports department's organizational culture vs. IPSE program's placement on the academic vs. broader continuums of inclusion. I generated a horizontal analysis matrix (see Appendix A) as a tool for visualizing the data across cases for cross-case comparison. First, I read through the cells of the matrix within each case and the narrative description within each case, while referencing back to the developed themes within each case and their associated memos within various types of data within each case, to further refine the final themes that were represented across all three cases. I then reviewed through the final themes that were represented across all three cases and created notes for each final theme that described the "story" that each case told for each final theme. Lastly, I reviewed through the horizontal analysis matrix, the narrative description within each case, and the final themes that were represented across all three cases and created notes for each of my research questions.

Throughout the process of data analysis, analytic questions were utilized at multiple points in order to assist with the development and description of categories and

themes. I asked specific questions of the data based on essential concepts from Tierney’s framework and two additional sensitizing concepts from organizational change literature (see Table 6).

Table 6. Analytic Questions

Essential Concept from Tierney’s Framework or Sensitizing Concept	Analytic Questions
mission (formal)	<p>What are the policies, philosophy, mission, and resources within campus recreation and sports?</p> <p>How do these policies, philosophy, mission, and resources within campus recreation and sports relate to the inclusion of students with IDD?</p> <p>What is the philosophy and structure of the IPSE program, in regard to integration and inclusion?</p> <p>According to the philosophy and structure of the IPSE program, where does the IPSE program fall on the continuum of inclusion?</p>
mission (informal)	<p>What are stakeholders’ perceptions of the inclusive participation of students with IDD in campus recreation and sports?</p> <p>How do stakeholders perceive participation of college students with IDD in campus recreation and sports?</p> <p>How do stakeholders perceive current resources and strategies for inclusive participation of students with IDD in campus recreation and sports?</p> <p>How do stakeholders perceive potential changes for campus recreation and sports that could increase the inclusion of students with IDD?</p>

mission (informal)	<p>What are stakeholders' experiences with students with IDD in campus recreation and sports?</p> <p>What challenges to inclusive participation of students with IDD in campus recreation and sports have stakeholders experienced?</p> <p>What successes to inclusive participation of students with IDD in campus recreation and sports have stakeholders experienced?</p> <p>What experiences have stakeholders had implementing (or trying to implement) formal policies and procedures?</p>
strategy	<p>What is the impact of formal concepts of mission (e.g., policies, philosophy, mission, and resources) on stakeholders' decision-making concerning the inclusion of students with IDD in campus recreation and sports?</p> <p>What is the impact of informal concepts of mission (e.g., stakeholders' perceptions and experiences) on decision-making concerning the inclusion of students with IDD in campus recreation and sports?</p>
environment	<p>How does the organization define its environment?</p> <p>What is the attitude towards the environment? (Hostility? Friendship?)</p> <p>Does the environment support or inhibit inclusion? How so?</p>
leadership	<p>What does the organization expect from its leaders?</p> <p>Who are the leaders? Are there formal and informal leaders?</p>
socialization	<p>How do new staff members become socialized within the organization?</p> <p>How is socialization within the organization articulated?</p> <p>What do we need to know to survive/excel in this organization?</p>

information	<p>What constitutes information within the organization?</p> <p>Who has information within the organization and how is information disseminated?</p>
power	<p>Who is perceived as powerful?</p> <p>Who is perceived as powerless?</p> <p>How is power shared?</p> <p>How is power made explicit or invisible?</p>
resistance to change	<p>How are staff socialized in regard to proposed change?</p> <p>What are the staffs' feelings towards change?</p> <p>How is the staffs' support for change supported/not supported?</p> <p>How is the staffs' resistance to change supported/not supported?</p> <p>What information informs support for change?</p> <p>What information informs resistance to change?</p> <p>Who has this information?</p> <p>How is this information disseminated?</p>

Analytic questions, like the ones presented in Table 6, were asked at the level of the individual data source, across frontline or administrative staff, within all data for a case, and across all data for all cases. Answers to analytic questions directed me back to the literature, and/or altered probes in subsequent interviews.

The iterative process of data analysis also included a consideration of the concepts found within the main research questions and sub-questions (i.e., placement of IPSE

program on academic-specific vs. broader continuums of inclusion; differences within organizational culture of each recreation and sports department based on where their university's IPSE program fell on the academic specific vs. broader continuums of inclusion), as well as essential concepts within Tierney's framework (i.e., mission, environment, socialization, information, strategy, and leadership) and my two additional sensitizing concepts from organizational change literature (i.e., power and resistance to change). Additionally, the analysis process was tied to the design of the study, due to the creation of a narrative description and a living journal for each case, as well as the completion of cross-case comparison.

Within the process of data analysis, it was also expected that the document data would speak to the interview data, and the Qualtrics survey data would speak to the site visit data. For example, there were confirmations and/or discrepancies between a recreation and sports department's document data that represented the formal concept of mission and the interview data that represented the informal concept of mission. There were also confirmations and/or discrepancies between an IPSE program's reported formal mission (i.e., where administrative staff perceived their program as falling on the academic-specific continuum of inclusion) and informal mission and strategy (i.e., what was actually happening within the IPSE program and the program's placement on the academic-specific and broader continuums of inclusion based on observation). When these types of confirmations and/or discrepancies occurred, a memo was created that described how the confirmation and/or discrepancy spoke to the theoretical framework, as well as the main research questions and sub-questions.

The iterative process of data analysis included a thought process of determining how the themes and descriptions should be represented in the qualitative narrative. A drawing was created for each case that provides a visual description of some of the main thematic ideas that emanated from each case (see Appendix C). These drawings accompany and compliment the qualitative narrative. Additionally, thematic ideas were visually organized and connected through the creation of a post-it diagram of thematic ideas (see Appendix B). This diagram assisted in revealing the story that the themes should tell in the qualitative narrative. An interpretation of the findings was created to determine lessons learned from the data. These lessons learned included my own personal interpretation, meaning derived from a comparison of findings with information pulled from existing literature or theories, questions raised by the data and analysis, and/or interpretations that call for action and change.

Positionality and Reflexivity

I understand the research process and knowledge through my ascription to the constructivist worldview as my paradigm. Within this paradigm, I understand the research process and knowledge as an opportunity to see how individuals understand the world in which they live and work, as well as to understand the subjective meanings of individuals' experiences, which I believe to be varied and multiple. Within these subjective meanings, I believe that it is important to recognize the importance of the subjective human creation of meaning, and not reject the notion of some objectivity. I understand the research process and knowledge as an opportunity to look for complexity, instead of narrowing meanings into a few categories or ideas. This paradigm and my

subsequent understanding of the research process and knowledge impacted the design of my study. The philosophical worldview for this study was the constructivist worldview, which has been supported and used by Stake (1995) within case study research.

Therefore, my study used a qualitative, case study design.

I am a qualitative researcher who has approximately nine years of practical experience working with individuals with IDD and approximately four years of practical experience working with college students with IDD. More specifically, I worked as a student support coordinator and licensed/certified therapeutic recreation specialist within the Beyond Academics IPSE program at the University of North Carolina Greensboro for four years. My connection to college students with IDD and IPSE programs is through my past work as an employee within the Beyond Academics IPSE program. My connection to campus recreation and sports departments is through my ten years of varying engagement as a college student at two different universities, and through my past work with college students with IDD at the University of North Carolina Greensboro as a student support coordinator and licensed/certified therapeutic recreation specialist. When engaging with the three IPSE programs in this study, I allowed myself to explore and learn about each program as if I had no previous experiences with an IPSE program. I allowed myself to push aside any potential biases and engage with each IPSE program as if I did not have previous experiences within an IPSE program.

I believe that inclusion is often times confused with integration, and that true social inclusion should be the ultimate goal for college students with IDD within campus recreation and sports, as well as all other aspects of the college environment. I believe

that specialized, segregated programming is quite limiting and restrictive for individuals with IDD. I also believe that individuals with IDD are often times marginalized and seen by other individuals without IDD as having special needs. I believe that these views can cause individuals without IDD to feel unable to adequately or appropriately serve, include, or participate alongside of individuals with IDD. These beliefs collectively influenced my analysis and interpretation as I approached, analyzed, and interpreted the data with these beliefs in the back of my mind. I also believe that IPSE programs can really set the stage for their larger university in regard to how students with IDD are viewed, treated, and served. This belief influenced the design of my study as I used purposeful sampling for heterogeneity to capture three unique IPSE programs and their respective recreation and sports department within a collective case study design. This belief also influenced my analysis and interpretation as I asked questions of the data regarding the impact of the IPSE program's philosophy, structure, and overall organizational culture on the inclusion of students with IDD within the recreation and sports department.

My beliefs regarding inclusion and supports for college students with IDD also created some challenges for me as I conducted the study. For example, when I was communicating with IPSE program staff during site visits and with recreation and sports staff during interviews, I often times found myself having to monitor, control, and withhold my reactions to statements and ideas that were othering in nature or that did not support inclusion of students with IDD. Going into the study, I also had a skewed view of the best type of support for college students with IDD: individualized and person-

centered supports that are not around-the-clock supports. As I learned about each of the three IPSE programs in this study, this belief was challenged and I widened my perspective to see that there is a continuum of best practices in regard to the type of and amount of supports that different college students with IDD need and desire.

I believe that the most power for change exists at higher levels of the socio-ecological model. This influenced the design of my study as I chose to focus on my research topic from the perspective of organizational level stakeholders. This also influenced my analysis and interpretation as I used sensitizing concepts, like power and resistance to change, to formulate analytic questions.

Assumptions and Limitations

An important assumption within this study related to the use of a collective case study design. The core assumption within the methods was that there would be identifiable differences between the three cases that were worthy of exploration and explanation. The methods were based on the assumption that each case would have different and unique descriptions due to the fact that each case had an IPSE program that was predicted to represent one of the three levels on the academic-specific continuum of inclusion (i.e., substantially separate program, mixed program, and inclusive individualized services) and one of the four levels on the broader continuum of inclusion (i.e., exclusion, physical integration, functional inclusion, and social inclusion). The academic-specific continuum of inclusion and broader continuum of inclusion in and of themselves were not assumptions. The three levels within the academic-specific continuum of inclusion have been defined in the literature, along with the four levels

within the broader continuum of inclusion. Therefore, they have been operationalized and are measurable.

There were also four philosophical assumptions within the qualitative methodology: ontological, epistemological, axiological, and methodological (Denzin & Lincoln, 2011). The ontological assumption was that the idea of multiple realities was embraced within this study design (Denzin & Lincoln, 2011). The epistemological assumption was that the design supported the efforts of the researcher to get as close as possible to the participants being studied. With this assumption, the subjective evidence was assembled based on individual views (Denzin & Lincoln, 2011). The axiological assumption was that the researcher made their values known in this study by actively reporting their values and biases within the complete dissertation (Denzin & Lincoln, 2011). The methodological assumption was that the study would be inductive, emerging, and shaped by the researcher's experience when collecting and analyzing data. With this assumption, it was possible for research questions to change in the middle of the study to better reflect the types of questions needed to understand the research problem. During data analysis, the researcher also followed a path of analyzing data to develop an increasingly detailed knowledge of the topic being studied (Denzin & Lincoln, 2011).

Despite the significant contributions to science that this study makes, there are also limitations. Within collective case studies, there is no real limit to the number of cases that could potentially be studied (Mills, Durepos, & Wiebe, 2010). However, the scope of this study was limited by both the timeline for the dissertation and available resources. Although a collection of cases could include many more cases, the study was

limited to include a selection of three cases. Additionally, some argue that because collective case studies are bounded by time and space, and the very nature of case study involves researching in a current context, it is more likely that resources, rather than space, limits a collective case study (Mills et al., 2010). This collective case study was investigated in multiple locations. However, the range of locations was limited to the Eastern Time Zone and Central Time Zone due to limited resources.

Other important limitations were strategically and purposefully chosen for the study. Within the case study, there were a variety of perspectives and questions that could have been explored. In regard to perspectives explored, this study was limited to include the recreation and sports department and the IPSE program at three universities. Within each university's recreation and sports department, stakeholders were defined as frontline and administrative recreation and sports staff. Within each university's IPSE program, stakeholders were defined as administrative staff. While there were other stakeholders (i.e., students with and without IDD, support staff of students with IDD, other entities within the university, and the university at large), it was important for boundaries to be established for this study. This study was focused on stakeholders at the organizational level based on the literature and theories of organizational change. Although the perspectives and experiences of other stakeholders (i.e., students with and without IDD, support staff of students with IDD) were important, the largest amounts of power for organizational change that supports the inclusion of students with IDD within campus recreation and sports lies with the organizational level stakeholders that were the focus of

this study (i.e., frontline and administrative recreation and sports staff; IPSE program administrative staff).

In regard to questions to explore, the proposed study was limited by the dissertation timeline and available resources. While there were many aspects of organizational culture, the research questions and specific questions utilized for data collection were limited by the following theoretical perspectives: social model of disability and Tierney's individual institutional culture framework.

One final limitation of this study existed within one of the closed-ended questions of the Qualtrics survey for IPSE programs. The two administrative staff at each university who worked together to answer the question regarding the level of their IPSE program on the academic-specific continuum of inclusion may have presented a potential response bias. These two administrative staff at each university may have felt more inclined to positively represent their respective IPSE program with a selection of a level that was closer to the higher end of the academic-specific continuum (i.e., inclusive individualized services). The presence of the open-ended questions in the Qualtrics survey that explored the philosophy, structure, and broader organizational culture of each IPSE program, as well as the completion of a site visit at each IPSE program, allowed the researcher to capture a less biased and more accurate understanding of each IPSE program's level on the academic-specific vs. broader continuum of inclusion.

CHAPTER IV

PAPER ONE

Introduction

Participation in recreation and sports can produce physical and social health benefits for all college students, including provision of a comfortable, engaging, and motivating environment that supports social interaction (e.g., Bryant, Bradley, & Milborne, 1994) and development of authentic and meaningful social relationships (Logan et al., 1995). Participation in leisure and recreation are an important part of people's lives and can open pathways to inclusion for people with varying abilities in the community, including people with intellectual and/or developmental disabilities (IDD; Buttimer & Tierney, 2005).

In 2016, there were 7.5 million Americans with IDD (Karimi, 2018). Given that this population continually experiences exclusion, segregation, physical and social inactivity (Zijlstra & Vlaskamp, 2005), it is possible that college students with IDD are also experiencing low levels of inclusion in campus recreation and sports. For the growing number of college students with IDD on over 260 college campuses across the U.S. (Think College, 2017), limited access to recreational opportunities not only further decreases the likelihood for physical activity, but also makes it challenging for them to reap the social benefits of recreation and leisure activities while attending college. Pilot data collected prior to the development of this study revealed over a dozen barriers to

inclusion of students with IDD within campus recreation and sports (Milroy, Oakes, & Hickerson, 2018). Some of these barriers related to the recreation and sports departments' organizational decision making and culture (e.g., lack of collaboration with support staff at the IPSE program, lack of formal training of all recreation and sports staff to serve students with IDD; overall need for increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff). What is specifically telling about these findings is that they were generated from an inclusive postsecondary education (IPSE) program considered to be very integrated and inclusive within their campus community (Milroy et al., 2018). The importance of organizational culture was revealed within this pilot data.

Organizational culture is the shared beliefs and assumptions about the organization's expectations and values, and these "unwritten rules" and expectations drive behavior within organizations (Human Synergistics, 2015). Intervening at the organizational level (i.e., with IPSE program administrative staff; frontline and administrative recreation and sports staff) holds the greatest power for change that supports the inclusion of students with IDD. Stakeholders at the organizational level have the power to impact the social and physical environment (McLeroy et al., 1988). Efforts are needed to explore the organizational culture of IPSE programs, along with campus recreation and sports departments, to better understand how these factors facilitate or impede meaningful, social inclusion of college students with IDD. Perspectives of organizational level stakeholders can increase our understanding of these factors and be used to inform systems-level change. Without such information and efforts, inclusion of

college students with IDD within campus recreation and sports will likely remain limited.

Literature Review

Social Health of Individuals with IDD

Individuals with IDD make up a significant portion of our nation's largest marginalized population: people with disabilities, with approximately 7.5 million Americans with IDD in 2016 (Karimi, 2018). The World Health Organization (2001) estimated that almost 3% of the world's population has some form of IDD. Historically, individuals with IDD have been excluded from full community participation and continue to make up one of the most physically and socially inactive and segregated groups in our communities (Zijlstra & Vlaskamp, 2005). When compared to individuals without IDD, they are at higher risk for lower than average levels of participation in leisure and recreation activities (Badia, Orgaz, Verdugo, & Ullán, 2013), and have few opportunities to make decisions about involvement and participation that affect their lives (Jurkowski, 2008).

Health is socially patterned. People with more extensive social networks and who report feeling connected to their community tend to have better health (Health and Medicine, 2005). Participatory research demonstrates social and emotional aspects of health that are frequently highlighted by people with IDD as being important determinants of overall health and wellbeing (Jurkowski, Rivera, & Hammel, 2009). People with IDD are frequently exposed to social conditions associated with poor health outcomes (Graham, 2005). Community participation is an important goal for national

policies involving people with IDD (e.g., Verdonschot, de Witte, Reichrath, Buntinx, & Curfs, 2009), and it is necessary to consider social determinants of health and availability of social opportunities for individuals with IDD (e.g., Fiorati & Elui, 2015).

Benefits of Social Inclusion in Recreation and Physical Activity

Social inclusion within recreation and leisure benefits everyone and can contribute to holistic health and wellbeing of individuals and communities (e.g., Logan et al., 1995). There are multiple benefits experienced by individuals with and without disabilities when meaningful, social inclusion is accomplished (Logan et al., 1995). Recreation and leisure provide a comfortable, engaging, and motivating environment for development of authentic and meaningful social relationships (Logan et al., 1995). Furthermore, leisure and recreation exist as an important part of people's lives and can open pathways to inclusion for people in the community (Buttimer & Tierney, 2005).

Along with recreation and leisure, social inclusion of individuals with IDD through physical activity also produces important benefits for individuals with IDD, such as: increased physical activity, increased fitness, better health, improved quality of life, and greater community participation (Heller et al., 2011). Increasing physical activity among individuals with IDD can lower the presence of secondary health conditions (Traci, Seekins, Szalda-Petree, & Ravesloot, 2002). The inclusion of college students with IDD in other college opportunities and activities other than recreation and sports have produced benefits for students without IDD (e.g., decreased anxiety and increased comfort, increased positive attitudes towards disability, and increased supportive feelings toward peers with disability; Carroll, Petroff, & Blumberg, 2009).

Inclusive Postsecondary Education (IPSE) Programs for College Students with IDD

Although there is a dearth of empirical research focused on the inclusion of college students with IDD within campus recreation and sports environments, there are a variety of effective efforts outside of research focused on increasing inclusive opportunities for individuals with IDD in college environments. One effective effort aims to provide opportunities for individuals with IDD to be able to attend college. There are a large number of IPSE programs nationwide that are attempting to create, expand, and/or enhance high-quality, inclusive higher education experiences to support positive and holistic outcomes for individuals with IDD. The total number of programs in the United States has increased by approximately 67.5% between 2010 and 2016 (Think College, 2017), and it is believed that this new population of college students will continue to grow. According to a college database by Think College (2017), current estimates show more than 260 IPSE programs for students with IDD across the United States that provide varying levels and combinations of person-centered planning, access to academic advising, residential support, employment services, specialized support for families of students, and/or student support from peer mentors in the areas of academics, socialization, employment, independent living, and transportation (Think College, 2017).

The level of integration and inclusion the IPSE program experiences within the larger university reveals important information about the culture and philosophy of the IPSE program itself. Levels of inclusion within IPSE programs are described in one main continuum in the literature. This continuum focuses on academic life (e.g., Hart, Mele-

McCarthy, Pasternack, Zimbrich, & Parker, 2004; referred to as “*academic continuum of inclusion*” for the purposes of this study). Another continuum of inclusion (Schleien, Ray, & Green, 1997; referred to as the “*broader continuum of inclusion*” for the purposes of this study) has been developed and described in the literature based on social inclusion in communities at large, and will be used within this study to explore the levels of inclusion within IPSE programs. There are important conceptual differences between the academic-specific and broader continuums of inclusion. The academic-specific continuum of inclusion was developed specifically for the academic component of IPSE programs, while the broader continuum was developed for a variety of programs that exist within the community. While the academic-specific continuum is mainly focused on the structure of the IPSE program in terms of the degree to which students with and without IDD have opportunities to participate in classes and other activities together, the broader continuum of inclusion focuses on specific barriers and facilitators to social inclusion within community-based programs. It is helpful to understand IPSE programs in terms of their positions on both continuums because the college experience of a student with IDD goes well beyond just academics. The programs’ positions on both continuums will provide a more comprehensive view of inclusion of students with IDD within the larger university.

Inclusion of College Students with IDD in Campus Recreation and Sports

Despite the increasing numbers of IPSE programs for individuals with IDD, research on these students’ inclusion in recreation and sports is limited. Only one study to date has investigated health and wellness needs of college students with IDD (Milroy et

al., 2018), and findings revealed that opportunities for physical activity, campus recreation, and intramural participation were of importance to students with IDD. Additionally, increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff is needed (Milroy et al., 2018). The same researchers conducted a follow-up study to examine facilitators of and barriers to participation in recreation and sports among college students with IDD. Findings underscored multiple interpersonal, structural, and systemic barriers to inclusive participation of students with IDD (e.g., required travel and/or fees for equipment, feelings of not fitting in, and feeling unwelcome). Additionally, recreation and sports staff identified multiple barriers to inclusion of students with IDD (e.g., lack of collaboration with support staff at the IPSE program, and lack of formal training of all recreation and sports staff to serve students with IDD).

Theoretical Framework

Two theoretical frameworks were used to view the problem within this study: the *social model of disability* (Union of the Physically Impaired Against Segregation, 1975) and *Tierney's individual institutional culture framework* (Tierney, 1988). The social model of disability expresses disability as an outcome of societal processes, rather than an outcome of a diagnosis, label, or disability in and of itself. Within this model, societal structures, political power, organizational attitudes, and social relations all play an important role in having, experiencing, or being labeled as having a disability (e.g., Fiorati & Elui, 2015). The aim of the model is to accomplish social change in structural relationships between people with and without disabilities (Gilbert, 2004), and this model

supported the necessity of this study to focus on organizational change and key stakeholders at the organizational level. In regard to the issue of a lack of inclusion of students with IDD in campus recreation and sports, the social model of disability framed this study by shifting the focus of observation away from students' disabilities and towards physical and social barriers that may be inhibiting inclusion.

Tierney's individual institutional culture framework has been used to explore ways in which culture affects change processes within unique institutions, and it provides a sophisticated tool for understanding complexities of organizations within unique institutions (Tierney, 1988). Tierney's framework includes six categories: environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). By focusing on and examining these key elements, this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) of IPSE programs as it relates to inclusion of college students with IDD within campus recreation and sports.

Purpose of Study and Research Questions

This study's purpose was to understand the organizational culture of IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) each program's placement on the academic-specific vs. broader continuums of inclusion.

This study explored the following main research question, with sub-questions listed in italics: How does organizational culture of IPSE programs support and inhibit inclusion of college students with IDD? *What is the organizational culture of IPSE programs in regard to inclusion of college students with IDD within three different universities? How does the IPSE program's placement differ on the academic-specific versus broader continuums of inclusion?*

Methods

A constructivist qualitative case study design, which was instrumental and collective, was used within this study (Stake, 1995). This design was specifically selected for this study because it allowed for an exploration and increased understanding of organizational level factors that support and inhibit inclusion, which was integral to the purpose of this study. Additionally, this design aided in identifying criteria to help place each IPSE program on the academic-specific vs. broader continuums of inclusion. Lastly, within this design, both qualitative and quantitative data was collected and used to describe and compare the cases (Creswell, 2014).

Setting

This study included two universities located in the Eastern Time Zone and one university located in the Central Time Zone of the United States. The three participating universities were identified by exploring descriptions of IPSE programs on Think Colleges' website within the Eastern and Central Time Zones, and by using purposeful sampling for heterogeneity to select three universities with IPSE programs (see Table 7 for a description of each university and their IPSE program). A loose description of each

IPSE program's structure and philosophy was determined through a telephone conversation with an administrative staff member at each program. Ultimately, it was predicted that each of the three participating programs would fall within one of the three levels of the academic-specific continuum of inclusion: (a) substantially separate programs, (b) mixed programs, and (c) inclusive individualized services (e.g., Hart et al., 2004). Prediction of a position on the academic-specific continuum was made based on descriptions of the amount of time students spend engaging in various academic and student life activities among students without disabilities, descriptions of the amount of supervised time versus free time, as well as the students residence (i.e., on- and/or off-campus, segregated housing, integrated housing). Purposeful sampling for heterogeneity allowed for a combination of cases that provided maximum heterogeneity on a certain attribute (i.e., IPSE programs' predicted placements on the academic-specific continuum of inclusion; Tashakkori & Teddlie, 1998). Each of the three participating university's IPSE programs participated in study procedures. Pseudonyms that represent the size of each university and whether each university was private or public have been used to ensure anonymity.

Table 7. Description of Each Case

Pseudonym of University	Estimated Number of Students at University	Comparison of Number of Students in IPSE Program Across Cases	IPSE Program's Predicted Placement on Academic- Specific Continuum of Inclusion
Small State University	19,500	Most number of students across cases	Inclusive individualized services
Large State University	35,000	Number of students falls between number of students in Small State University's IPSE program and Private University's IPSE program	Mixed program
Private University	12,500	Least number of students across cases	Substantially separate program

Sample and Participants

Once three universities agreed to participate, each with their respective IPSE program, purposeful recruitment was used to select administrative staff at the IPSE program to serve as the participants of the study. The criteria for selection of administrative staff at the IPSE program included full-time employment status and a job title with duties that reflected an administrative, leadership position with decision making responsibilities within the IPSE program. While the administrative staff within the IPSE program did not represent the majority of staff within the program, they were able to provide accurate information about their program as a whole. For this reason, frontline staff who provided direct support to students within the IPSE program were not asked to complete the Qualtrics survey.

The goal of recruitment was to select two administrative staff at each IPSE program ($n = 6$). A gatekeeper within each of the three IPSE programs was established and assisted with recruitment of two administrative staff within their respective IPSE program via an email recruitment.

Data Collection and Instrumentation

All data was collected in a specific order, with two distinct phases of data collection. In the first phase of data collection, a Qualtrics survey was administered to IPSE program staff. During the second phase of data collection, a member of the research team conducted a site visit at each IPSE program. Data collected during the first phase of data collection informed data collection during the second phase of data collection. For example, information provided by an IPSE program through the Qualtrics survey informed the specific focus of the observations and conversations during that same IPSE program's site visit.

In phase one of data collection, a Qualtrics survey with a combination of closed-ended and open-ended questions was used with each IPSE program to explore and capture the participation rates of college students with IDD within recreation and sports within the last semester, as well as demographic information about the IPSE program, the philosophy and structure of the IPSE program in regard to integration and inclusion, and the administrative staff member's perceived placement of the IPSE program on the academic-specific continuum of inclusion. Two participants who were administrative staff at each IPSE program were asked to work together to complete the Qualtrics survey. It was ideal for two administrative staff members to work together, rather than just one

administrative staff member completing the Qualtrics survey on their own because the responses were more likely to be comprehensive and holistically representative of the IPSE program.

In phase two of data collection, a site visit was completed with each IPSE program to observe the structure, philosophy, and overall organizational culture of each program in regard to their level of inclusion within the university. Results from the Qualtrics survey in phase one of data collection were used to further guide and refine the observation guide for each site visit. Each IPSE program was visited for a half-day, and the visit included a meeting with administrative and other staff to receive a description and “tour” of the IPSE program, and informal conversations with IPSE program staff and students with IDD. Each site visit also included an observation of a student or students with IDD participating in some aspect of recreation and sports. Field notes were taken during each site visit and a more comprehensive and finalized field note was recorded at the end of each site visit.

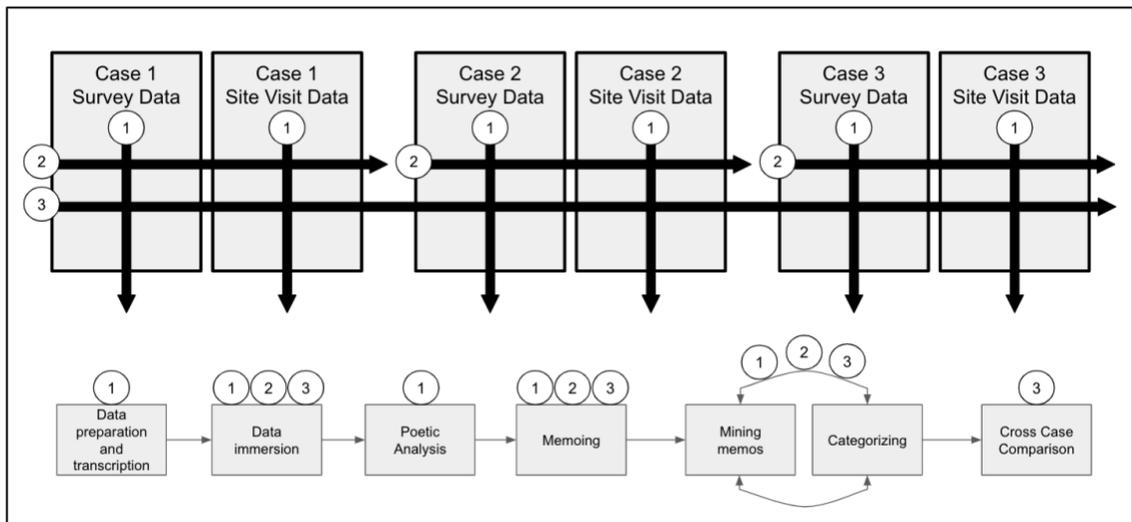
Additionally, the academic-specific and broader continuums of inclusion were used as an instrument to determine where each IPSE program fell on each continuum and to compare each program’s placement on both continuums. Definitions of each level of the academic-specific and broader continuums of inclusion can be seen at the bottom of Figure 3.

Data Analysis

As data were collected, an iterative and comparative process of analysis began (Hesse-Biber & Leavy, 2010; see Figure 2). The following activities were completed for each of the two types of data: (a) data preparation and transcription, (b) data immersion, (c) poetic analysis, (d) memoing, (e) mining memos, (f) categorizing, and (g) case comparisons. Since poetic analysis was used as an analytic technique, all quotes presented within the results section of this article are in the format of *in vivo* poems that were generated during analysis. Overall, the analysis procedures included a process of vertical and horizontal analysis (Hesse-Biber & Leavy, 2010). Vertical analysis included a separate analysis process for each type of data. The two types of data within each case were then horizontally analyzed, which included a process of analysis that spanned across the two types of data within each case. A final horizontal analysis process was completed to make comparisons across the three cases. Thematic ideas that emanated from vertical analysis and horizontal analysis across the two types of data within each case were placed within a matrix to aid in cross-case comparison, and a process of “mining” the horizontal analysis matrix to identify the most prominent thematic ideas across cases was completed. The most prominent thematic ideas across cases were organized within a visual diagram and visual connections were made between thematic ideas. Additionally, horizontal analysis within each case informed each program’s placement on the academic-specific and broader continuums of inclusion. Multiple researchers assisted with the interpretation of data to capture varying interpretations and to reduce bias within thematic findings. Throughout data collection and analysis, a living journal for each case

was developed by the lead investigator. The purpose of having a living journal for each case was to create an audit trail, which increased the trustworthiness of the findings and assisted with developing a thick and rich, narrative description of each case (Stake, 2000).

Figure 2. Qualitative Analysis Process for IPSE Program Data

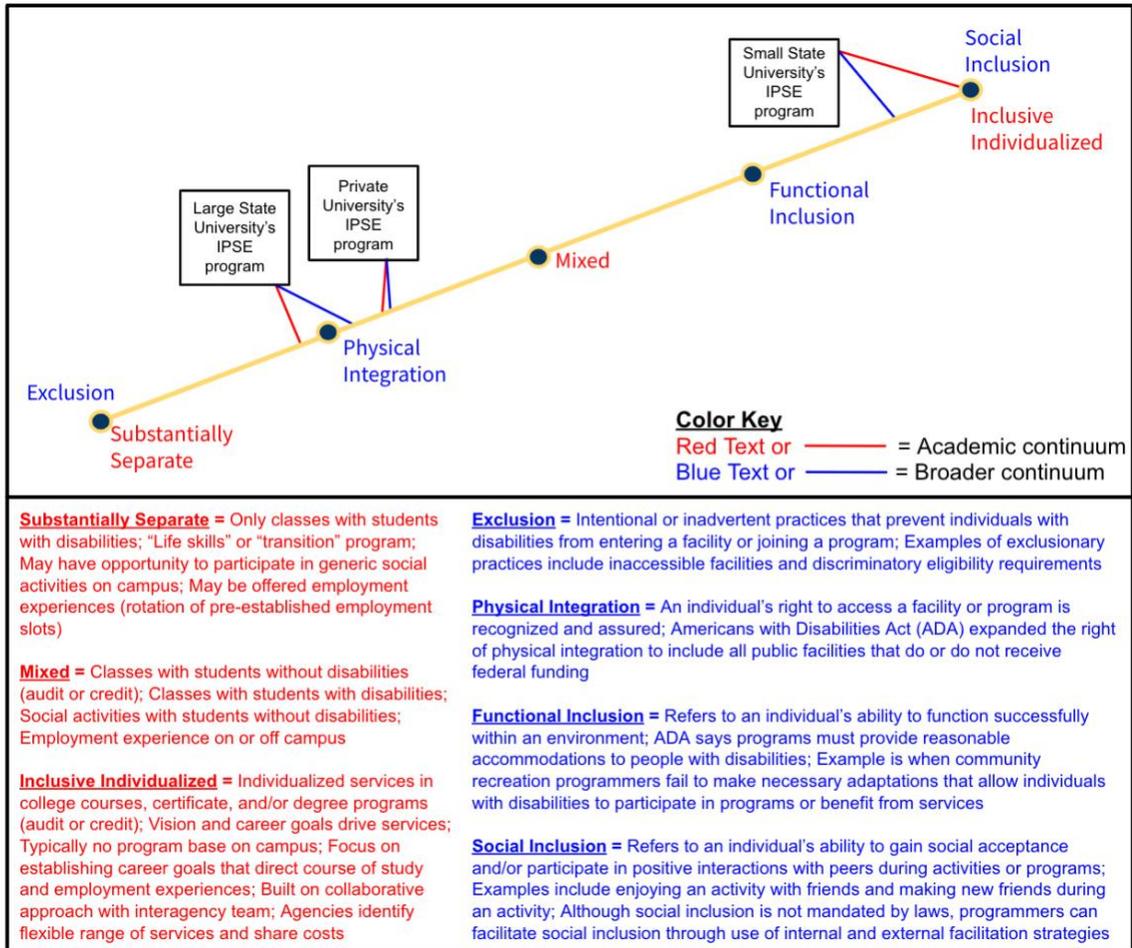


Results

The placement of each IPSE program on the academic-specific and broader continuums of inclusion provided a valuable description of each case (see Figure 3). The Small State University’s IPSE program fell as inclusive individualized on the academic-specific continuum. This was determined due to opportunities to take university classes for audit or credit, presence of some degree-seeking students, opportunities to take part in naturally occurring social activities, and encouraged access to employment experiences. Furthermore, there was no base or “hub” on campus, and there was a collaborative

approach with an interagency team who provided college life supports. This program fell between functional and social inclusion on the broader continuum. This was determined due to students being supported to function successfully in various environments at the Small State University, provision of reasonable accommodations on campus, and opportunities for students to gain social acceptance and/or participate in positive interactions with peers during activities or programs. There were some entities on campus (e.g., some recreation and sports programming, mental health programming, counseling services, and sexual health programming) where this level of social inclusion did not yet exist or was not experienced by all students with IDD, which supported this program's placement between functional and social inclusion.

Figure 3. IPSE Programs' Placements on Academic-Specific vs. Broader Continuums of Inclusion



The Large State University's IPSE program fell between substantially separate and mixed on the academic-specific continuum. This was determined due to opportunities to take classes with students without IDD, a lack of options to take classes for credit; possible opportunities to participate in generic social activities on campus, and participation mainly occurred in specialized, segregated programming offered by the IPSE program. Furthermore, there were pre-established employment spots on campus,

and limited choices for employment experiences. This program fell between physical integration and functional inclusion on the broader continuum. This was determined due to students being supported to function successfully in recreation academic courses, participation in recreation and sports was based on belief that students just had the right to access a facility or program, no provision of reasonable accommodations, and no provision of necessary adaptations.

The Private University's IPSE program fell between substantially separate and mixed on the academic-specific continuum. This was determined due to the majority of classes being with students with IDD, no opportunities to audit or take classes for credit, some opportunities to participate in generic social activities on campus with students without disabilities, pre-established employment spots on campus, and limited choices for employment experiences. This program fell between physical integration and functional inclusion on the broader continuum. This was determined due to students having the right to access most facilities and programs, and most students were able to function successfully in most environments they were accessing. Furthermore, there were some entities (e.g., recreation and sports programming, and residential life) on campus that were not providing reasonable accommodations and necessary adaptations.

Beyond these descriptive results for each case, a total of two main thematic findings were discovered: (1) influence of values: fear vs. risk and (2) type of programming produces multiple outcomes.

Influence of Values: Fear vs. Risk

Examining the values embedded within the programs highlighted the role that fear played in each program. When fear was present within the organizational culture of the program, it revolved around concerns of students with IDD messing up or making mistakes. The Large State University's and Private University's IPSE programs revealed influential values of safety first and trying their best not to "rock the boat" at their respective university, which was demonstrated when administrative staff at the Private University's IPSE program explained:

To go to main rec
First year student has to be
Accompanied by [support staff]
Once student has proven their self
Have to let advisor know
When going to main rec center
Rec center has no rule
This is our program's rule

Both IPSE programs at the Large State University and Private University presented a sense of fear. For example, the Large State University's IPSE program seemed fearful that their students might "rock the boat" or make mistakes in their on-campus residences without the presence of around-the-clock supports (see Poem 1). Similarly, the Private University's IPSE program also seemed fearful and emphasized the presence of around-the-clock supports within their desired model for on- and off-campus residences (see Poem 2):

Poem 1

Program assesses adult living
To see if students need
In-room or in-building
Around the clock support

Poem 2

Program wants
A model where
Students live with graduate students
Live-in graduate students

The presence or absence of a sense of fear within these two programs impacted the amount of structure/support provided. The Large State University's (see Poem 3) and Private University's (see Poem 4) IPSE programs both presented a sense of fear that was connected to the support they provided. During site visits, administrative staff revealed higher levels of support and more structure for all students:

Poem 3

Group assistance during activities
Level one, structured program provided
Level two, supports in group settings
Level three, students supported individually
There are staff available
From 4-9pm on weekdays
From 11-9pm on weekends

Poem 4

Students average 32 hours/week on campus
6 hours per week with [support staff]
6 hours per week in class
Up to 20 hour per week service or internship
Not much free time
If free time is available
[Support staff] help with planning

Subsequently, the amount of structure and support provided by these two programs also aligned with the program's provision of specialized/segregated programming. Both the Large State University's (see Poem 5) and Private University's (see Poem 6) IPSE programs revealed higher levels of supports and more structure for students, which aligned with the fact that they provided specialized, segregated programming for students with IDD:

Poem 5

Activities provided by program
Book club
Friday fitness at rec center
Weekly trips and game nights
Tailgates and potlucks
Lanes at pool just for students with IDD

Poem 6

Special Olympics Unified Sports
Flag football, basketball
[Student supports] play with students
IPSE Program offers programming
[Student supports]
Attend with students

The Small State University's IPSE program served as a comparison, where a culture of fear wasn't present. Instead, risk was valued, and support and structure became individualized and student-centered. This program revealed that one of their most influential values was a foundational belief in the dignity of risk. During a site visit, administrative staff explained:

Students buy into programs more
When it is their choice
Students might think
“This might not go well,
But I am going to try it out”
Dignity of risk
Foundational to how we work

The Small State University’s IPSE program did not display a sense of fear. They displayed a bold sense of advocacy on behalf of meaningful inclusion. Administrative staff explained:

Conversations with campus recreation
To challenge their perception of
Inclusive programming
Why have Special Olympics Unified Sports?
If already have intramurals that can be inclusive?

The Small State University’s IPSE program revealed lower levels of structure and support that were individualized and person-centered, which aligned with the fact that they did not provide any specialized, segregated programming for students with IDD:

Does not support, promote, or facilitate
Involvement of students in
Specialized, segregated programming
If students participate off campus
They do so independently
Program encourages students
To explore inclusive opportunities on campus

Type of Programming Produces Multiple Outcomes

The presence or absence of specialized, segregated programming that was provided by the IPSE program and just for students with IDD seemed to connect to multiple outcomes. At the Large State University's IPSE program, the presence of high amounts of specialized, segregated programming appeared to produce lower levels of independence and fewer opportunities for independence among students with IDD:

Programs or activities offered every week
Bowling, mall, movie, physical fitness, game night
We found they need
Need a spot to hang their hat
Something that would consistently happen

As a college student, it can be argued that there is a lack of opportunity to experience and gain skills related to independently making choices, navigating the community, and planning free time when opportunities are already structured and presented every week.

At the Large State University's IPSE program, high amounts of specialized, segregated programming seemed to lessen the degree to which students with IDD were perceived as university students. Greater evidence of "othering" of students with IDD was found at the Large State University and the Private University. The fact that students with IDD were frequently seen at these universities participating in specialized, segregated opportunities could have impacted the "othering" perspectives of students with IDD that emanated from these two universities:

These are university students
They are part of the university
Certain aspects of the university
Might need education
What “part of” really means

At the Private University’s IPSE program, the presence of specialized, segregated programming seemed to produce less authentic or contrived attempts at inclusion within the specialized programming that was offered by the program:

Special Olympics Unified Sports
Flag football, basketball
Same structure as university’s Best Buddies chapter
[Support staff] play alongside students with IDD

While the presence of support staff within this specialized sports programming was indeed an attempt to accomplish integration of individuals with and without IDD, the individuals without IDD were support staff. This produced an unnatural and contrived attempt at inclusion. These support staff played a paraprofessional role within the lives of these students with IDD and were assigned to work with and support these students. The very nature of this student and support staff relationship interfered with the potential for the developmental of meaningful social relationships and the experience of true, social inclusion.

Lastly, at the Large State University’s IPSE program, the presence of high amounts of specialized, segregated programming seemed to produce lower levels of understanding of the differences between integration and inclusion among support staff:

Community *integration* supports
Modeling of *inclusive* practices
For me [community integration support], it is all about *integration*
Within the university community
It is all about *inclusion*
Activities like the program's bowling are very good

This quote from an analytic poem demonstrates how integration and inclusion were terms that were utilized interchangeably within the title and job description of support staff, as well as among the support staff themselves as they described their provision of support. Simply training support staff on the differences between integration and inclusion may not be enough. Support staff need to live it in order to understand it. In the case of the Large State University's IPSE program, the support staff were living the experience of specialized, segregated programming that was provided by the program. Therefore, their understanding of the differences between integration and inclusion were limited.

Discussion

Based on the results of this study, components of the IPSE programs' organizational culture that supported inclusion of college students with IDD included (a) foundational belief in the dignity of risk, (b) absence of a sense of fear, (c) lower levels of structure, (d) supports that are individualized and person-centered, and (e) absence of specialized, segregated programming that is provided by the IPSE program. According to Tierney's framework, these components fall within the essential concepts of informal mission, strategy, and environment, which each play a uniquely important role in the organization's culture (Tierney, 1988). When supports for individuals with disabilities

are individualized and person-centered, the individual is less restricted and experiences greater outcomes that are supportive of meaningful inclusion (O'Brien & Lovett, 1993).

Components of the IPSE programs' organizational culture that inhibited inclusion of college students with IDD included (a) values of safety first and trying not to "rock the boat," (b) presence of a sense of fear, (c) higher levels of structure and support, and (d) presence of specialized, segregated programming that is provided by the IPSE program. These components fall within the essential concepts of informal mission, strategy, and environment, which each play a uniquely important role in the organization's culture (Tierney, 1988). Within the broader literature of marginalization, fear is very potent and serves as an influential expression of vulnerability (Hyndman, 2007). Within this context of marginalization, fear literally contributes to marginalization as it serves as a rationale for safety and security measures (Hyndman, 2007).

Additionally, when an IPSE program provides specialized, segregated programming for their students with IDD, this produces a variety of outcomes that further inhibit inclusion of these students. Students within IPSE programs that provide specialized, segregated programming may experience lower levels of independence and fewer opportunities for independence, increased "othering" and lower chances of being viewed as university students, more contrived inclusion attempts with less potential for development of meaningful and authentic social relationships, and lower levels of understanding of differences between integration and inclusion among support staff. The presence of consistent specialized, segregated programming as the main choices for students with IDD to participate in recreational and/or leisure activities inhibits inclusion,

since inclusion always allows for choice (Schleien, Ray, & Green, 1997). When IPSE programs are setting up contrived inclusion attempts that involve paid support staff (i.e., paid with money or service hours), this lack of authenticity is also inhibiting inclusion. Inclusion allows for opportunities of socialization and development of meaningful social relationships (Schleien, Ray, & Green, 1997), which cannot be accomplished when students are participating alongside support staff. The lack of understanding of differences between integration and inclusion among support staff aligns with Tierney's essential concept of mission, which breaks down to informal and formal concepts of mission (Tierney & Lanford, 2018), along with Tierney's essential concepts of environment, information, and socialization. In this case of support staffs' understanding of the differences between integration and inclusion, the informal concept of mission includes staffs' perceptions, experiences, and beliefs. Since support staffs' informal mission (i.e., not fully understanding differences between integration and inclusion) are not aligned with the larger formal mission of the IPSE program (i.e., inclusion of students with IDD within the university), the likelihood of inclusion occurring and being successful is very low (Tierney & Lanford, 2018).

Results related to the organizational culture of these three IPSE programs produces important implications for IPSE programs nationwide. While ensuring the safety of students with IDD is of utmost importance, it is equally as important to embrace the concept of dignity of risk, which dates back as an essential construct within the Disability Rights Movement (Perske, 1972). While a sense of fear can certainly be influenced by external factors (e.g., university structures and policies), it is important for

IPSE programs to monitor this sense of fear and how it influences the type and amount of structure and support that is provided to students with IDD. When decisions are being made within an IPSE program, decision makers should examine what is informing their decision making and specifically search for the presence of fear. Identifying the presence of fear will then allow an IPSE program to parse out and address these fears. With the presence or absence of specialized, segregated programming that is provided by the IPSE program producing important outcomes for students with IDD, it is important for IPSE programs to critically assess the types of programming that they are providing and/or supporting within the larger university. The broader continuum of inclusion could be used as a valuable assessment instrument for IPSE programs to strive to ensure that any programming they offer is aligned with social inclusion. IPSE programs should consider the type of message about students with IDD the programming sends to students without IDD and the university at large. In order to accomplish sustainability of these efforts, IPSE programs need to ensure commitment among all staff for these recommended adjustments to their program's organizational culture. IPSE programs also need to secure support from their board of directors and the university at large as a means of increasing sustainability. Lastly, it is necessary for IPSE programs to develop a "community of practice" to serve as a vehicle to share best practices among varying IPSE programs.

When juxtaposing the academic-specific and broader continuums of inclusion, the positioning of each IPSE program aligns with itself and is not drastically different from one continuum to another. This alignment relates back to Tierney's essential concept of strategy. An organization's strategy in one segment of the organization can infiltrate into

their larger organizational processes (Christens, Hanlin, & Speer, 2007). The strategy for inclusion that an IPSE program is living out within academic settings can infiltrate and reveal itself within non-academic settings. Therefore, it is expected for an IPSE program's placement on the academic-specific vs. broader continuums of inclusion to approximately align. While the academic continuum of inclusion has been researched and established within the IPSE literature (e.g., Hart et al., 2004), it's also essential for IPSE researchers and scholars to widen their lens beyond academics to incorporate and place a more weighted emphasis on life of students outside of the classroom. There is a need for more research that is focused on the non-academic, college life of students with IDD within IPSE programs, and the broader continuum of inclusion (Schleien, Ray, & Green, 2007) could serve as a powerful tool for future research.

If the field moves beyond the academic-specific continuum of inclusion and incorporates the broader continuum of inclusion, organizational culture should be taken into account. Tierney's individual institutional culture framework (Tierney, 1988) would serve as a useful tool. Within this study, Tierney's framework allowed for a deeper exploration of the ways in which an IPSE program's culture can affect inclusion within unique institutions of higher education (Tierney, 1988). By focusing on and examining essential concepts within Tierney's framework (i.e., environment, mission, socialization, information, strategy, and leadership; Tierney, 1988), this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) of IPSE programs. Not only is the organizational culture of the three IPSE programs in this study apparent throughout the findings, the use of Tierney's framework produced a more sophisticated

understanding of complexities of IPSE programs as unique organizations within unique institutions of higher education (Tierney, 1988). This study is unique in its use of a theoretical framework that exists outside of and spans well beyond the field of IPSE programs. However, the relevancy and appropriateness of Tierney's framework is apparent due to the framework's placement within the field of higher education, which is the broader context in which IPSE programs are situated. By examining the organizational culture of the three IPSE programs in this study through the use of Tierney's framework, more was uncovered than if just the academic-specific and broader continuums of inclusion were applied.

Limitations

Despite the significant contributions to science this study makes, there are also limitations. Within collective case studies, there is no real limit to the number of cases that could potentially be studied (Mills, Durepos, & Wiebe, 2010). However, the scope of this study was limited by both the timeline for the study and available resources. Although a collection of cases could include many more cases, this study was limited to include a selection of three cases. Additionally, some argue that because collective case studies are bounded by time and space, and the very nature of case study involves researching in a current context, it is more likely that resources, rather than space, limits a collective case study (Mills et al., 2010). This collective case study was investigated in multiple locations, but the range of locations was limited to the Eastern and Central Time Zones due to limited resources. While transferability of findings within this study can be

upheld, other universities' IPSE programs and campus recreation and sports departments could have experiences that are significantly different than this study's findings.

Conclusion

With there being over 260 IPSE programs in the United States, students with IDD are a rapidly growing population on college campuses nationwide. The time has come to begin to critically assess and examine the inclusion of these students within campus life at large, as well as the organizational culture of the IPSE programs and other entities within the larger institution. Since recreation and leisure is arguably the most prime and rich environment for the development of meaningful social relationships, the inclusion of college students with IDD within campus recreation and sports is a prudent place to start. If the goal of IPSE programs is to create, expand, and/or enhance high-quality, inclusive higher education experiences that support positive and holistic outcomes for individuals with IDD (Think College, 2017), it is time for the field to move beyond the academic classroom and into the broader authentic, college life experiences of students with IDD. Tierney's individual institutional culture framework could serve as a useful tool to accompany the broader continuum of inclusion in exploring, understanding, and promoting inclusion of college students with IDD within campus life at large.

CHAPTER V

PAPER TWO

Introduction

The number of college students with intellectual and/or developmental disabilities (IDD) is growing, with over 260 college campuses across the United States that have an inclusive postsecondary education (IPSE) program for students with IDD (Think College, 2017). Given this growth, it is important to understand how students with IDD can be served within campus recreation and sports departments and not just academically (e.g., accommodations and supports within college courses). When college students participate in recreation and sports, they can experience physical and social health benefits (Bryant, Bradley, & Milborne, 1994; Christie & Dinham, 1991), including the provision of a comfortable, engaging, and motivating environment that supports social interaction (Bryant et al., 1994; Christie & Dinham, 1991) and the development of authentic and meaningful social relationships (Logan et al., 1995). Due to these various social benefits, participation in leisure and recreation can open pathways to inclusion for people with varying abilities in the community, including people with IDD (Buttimer & Tierney, 2005).

In order to better support college students with IDD and their recreational needs, change in the structure of how they are served and supported is necessary. To accomplish this level of change, it is imperative that organizational level stakeholders (e.g., frontline

and administrative recreation and sports staff and IPSE program staff) be involved. These individuals have the potential capacity to enlist policy, system, and environmental changes that can also contribute to leading critical cultural shifts. Focusing on organizational level stakeholders brings forth an important construct: organizational culture. Organizational culture is the shared beliefs and assumptions about the organization's expectations and values, and drives behaviors within organizations (Human Synergistics, 2015). Tierney's individual institutional culture framework is a valuable tool for exploring organizational culture within higher education (Tierney, 1988). Efforts are needed to explore the organizational culture of campus recreation and sports departments, along with IPSE programs, to better understand how these cultures facilitate or impede meaningful, social inclusion of college students with IDD. Perspectives of organizational level stakeholders can increase our understanding of these cultures and be used to inform systems-level change. Without such information and efforts, inclusion of college students with IDD within campus recreation and sports will likely remain limited.

Background

IPSE programs endeavor to create, expand, and/or enhance high-quality, inclusive higher education experiences to support positive and holistic outcomes for individuals with IDD. Each IPSE program is unique in the provision of varying levels and combinations of person-centered planning within academics, as well as outside of the classroom, both of which are essential for a comprehensive, inclusive environment. Examples include: access to academic advising, residential support, employment

services, specialized support for families of students, and provision of student support from peer mentors in the areas of academics, socialization, employment, independent living, and transportation (Think College, 2017).

Campus recreation and sports is an important and essential part of college life for all college students. Researchers have demonstrated multiple benefits experienced by individuals with and without disabilities when meaningful, social inclusion is accomplished (Dattilo et al., 2019). Recreation and leisure provide a comfortable, engaging, and motivating environment for development of authentic and meaningful social relationships (Logan et al., 1995). According to Buttimer and Tierney (2005), leisure and recreation exist as an important part of people's lives and can open pathways to inclusion for people in the community.

Despite the increasing number of IPSE programs, research on the inclusion of students with IDD in recreation and sports is limited. To date, a team of researchers completed the first investigation of health and wellness needs of college students with IDD at a public university in the Southeast (Milroy, Oakes, & Hickerson, 2018). Thematic findings revealed that opportunities for physical activity, campus recreation, and intramural participation were areas of importance and potential improvement in regard to inclusion. Specifically, results revealed college students with IDD were not included within all types of campus recreation and sports and felt unfulfilled. These students and IPSE program support staff identified a need for increased awareness, attitudinal change, and inclusion training among campus recreation and sports staff (Milroy et al., 2018).

To continue to explore these findings, the researchers examined at the same university successes and barriers to participation in recreation and sports among college students with IDD. The researchers also examined the inclusion of students with IDD from the perspective of recreation and sports staff. Students with IDD reported multiple barriers to inclusive participation that were interpersonal, structural, and systemic, including: required travel with intramural and club teams, required fees for equipment, lack of skills for higher level competitive games within intramural and club tournaments, specialized programming for students with IDD further contributed to marginalization, academic schedule not aligning with intramural and club schedules, and feelings of not fitting in and feeling unwelcome. Recreation and sports staff reported a different set of barriers, such as: lack of collaboration with support staff at the IPSE program, lack of formal training of all recreation and sports staff on how to include and effectively serve patrons with disabilities, lack of financial resources for adaptive equipment, lack of effective marketing to attract students with IDD, concerns about safe participation, assumptions regarding lack of skills, and environments that are not designed for students who experience sensitivities to sensory rich and overstimulating environments.

Best practices for the provision of inclusive recreation in community settings highlights the importance of assessing the perspectives of recreation and sports staff at the programmatic and administrative levels (Schleien, Miller, & Shea, 2009). However, if an agency-wide vision for inclusion does not exist, “how these building blocks come together is left to chance” (Schleien et al., 2009, p. 32). One of the major barriers to inclusive recreation service delivery “may be the lack of an organizational will to change

the way recreation is provided in communities” (Schleien & Miller, 2010, p. 94). Another important barrier to inclusive recreation service delivery is a lack of necessary skills and training for recreation staff to be successful in their efforts to include individuals with varying abilities (Schleien & Miller, 2010). In order to generate valid models of best practices for inclusive service delivery in the field of recreation, there is much to be learned about the experiences, needs, and assets of staff, administrators, and the organization at large in order to increase levels of motivation, comfort, and preparedness in serving and including individuals with varying abilities (Schleien et al., 2009).

Theoretical Framework

Two theoretical frameworks guided the design of this study: the *social model of disability* (Union of the Physically Impaired Against Segregation, 1975) and *Tierney’s individual institutional culture framework* (Tierney, 1988). The social model of disability expresses disability as an outcome of societal processes, rather than an outcome of a diagnosis, label, or disability in and of itself (Fiorati & Elui, 2015; Fujimoto, Rentschler, Lee, Edwards, & Hartel, 2014). The social model of disability supported the necessity for this study to focus on key stakeholders at the organizational level and framed the study by shifting the focus away from the students’ disabilities and toward physical and social barriers that may be inhibiting inclusion.

Tierney’s individual institutional culture framework is used to explore the ways in which culture affects change processes and provides an organizational-level tool for understanding the complexities of an organization’s culture (Tierney, 1988). Tierney has described organizational culture in higher education as including six essential concepts:

environment, mission, socialization, information, strategy, and leadership (Tierney, 1988). Tierney utilized these essential concepts to create Tierney's individual institutional culture framework (Tierney, 1988). Tierney emphasized that all institutions of higher education are not culturally alike, and his framework provides six essential concepts that should be explored and studied at each unique institution of higher education in order to gain a valuable picture of each institution's organizational culture (Tierney, 1988). By focusing on and examining Tierney's essential concepts within campus recreation and sports departments, this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) as it relates to inclusion of college students with IDD, or lack thereof.

Purpose of Study and Research Questions

The purpose of this study is to understand the organizational culture of recreation and sports departments that facilitate or impede meaningful social inclusion of college students with IDD. There were seven different elements of organizational culture for the recreation and sports departments that were particularly relevant for this study: (1) stakeholders' perceptions and experiences, which is the informal concept of mission in higher education (Tierney & Lanford, 2018), (2) existing structures, policies, philosophies, and resources, which is the formal concept of mission in higher education (Tierney & Lanford, 2018), (3) how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD, which aligns with the strategy category of Tierney's individual institutional culture framework (Tierney, 1988), as well as (4) leadership, (5) environment, (6) socialization, and (7)

information, which are each essential concepts from Tierney’s framework (Tierney, 1988). This study explored the following main and guiding research question, with a sub-question listed in italics: How does organizational culture of campus recreation and sports departments support and inhibit inclusion of college students with IDD? *What is the organizational culture of campus recreation and sports departments in regard to inclusion of college students with IDD within three different universities?*

Method

Research Design

An instrumental and collective qualitative case study design allowed for an exploration and increased understanding of organizational level factors that support and inhibit inclusion. Both qualitative and quantitative data were collected and used to describe and compare the cases. The constructivist philosophical worldview has been supported and used by Stake (1995) within case study research. Subsequently, this study was guided by the belief that “individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences, which are varied and multiple” (Creswell, 2014, p. 8).

Setting

This study included two universities in the Eastern Time Zone and one university in the Central Time Zone of the United States. Each university’s respective recreation and sports department and IPSE program were involved in this study. Purposeful sampling for heterogeneity was used to select three universities with IPSE programs (see Table 8 for a description of each case). Pseudonyms that represent the size of each university and

whether or not the university was public or private have been used to ensure anonymity. Purposeful sampling for heterogeneity allowed for a combination of cases that provided maximum heterogeneity on a certain attribute (i.e., IPSE program’s predicted level of inclusion within the university; Tashakkori & Teddlie, 1998).

Table 8. Description of Each Case

Pseudonym of University	Estimated Number of Students at University	Comparison of Number of Students in IPSE Program Across Cases	IPSE Program’s Estimated Placement on Academic-Specific Continuum of Inclusion	Number of full-time administrative staff within recreation and sports department
Small State University	19,500	Most number of students across cases	Inclusive individualized services	24
Large State University	35,000	Number of students falls between number of students in Small State University’s IPSE program and Private University’s IPSE program	Mixed program	27
Private University	12,500	Least number of students across cases	Substantially separate program	16

Participants

Once the three cases were finalized, purposeful recruitment was used to select frontline and administrative staff at each recreation and sports department to serve as the participants of the study. The criteria for selection of the frontline staff at each recreation and sports department was full- or part-time employment, job duties that included at least 75% of direct interaction with college students, and job duties that did not include administrative tasks. The criteria for selection of the administrative staff at each recreation and sports department was full-time employment and a job title with duties that reflected an administrative, leadership position within recreation and sports.

The goal of recruitment was to select two frontline plus two administrative staff at each recreation and sports department ($n=12$). A gatekeeper within each of the three IPSE programs was established and provided an email and/or phone connection with a rec/sports gatekeeper at their respective university's recreation and sports department. Each rec/sports gatekeeper then assisted with recruitment of two administrative and two frontline staff within their respective recreation and sports department via email recruitment.

Procedures

All data were collected in a specific order, with two distinct phases of data collection. Phase one included retrieval of documents from recreation and sports departments. Phase two consisted of interviews with staff from recreation and sports departments. Data collected in phase one was used to inform phase two data collection.

Documents collected from the recreation and sports departments were reviewed to understand each department's policies, philosophy, mission, and resources (i.e., inclusion or diversity trainings), as well as how the information within these documents did or did not align with the inclusion of college students with IDD. Each department was asked to electronically share the following public and private documents from the current year: mission statement, philosophy and/or vision, policies, annual reports, and training materials, reports, and/or advertisements (e.g., brochures, websites, emails, social media blasts) for specific events and the program as a whole that relate to diversity. Each department was also asked to share the participation rates of all college students within the last semester. None of the cases declined to provide documentation.

Semi-structured interviews captured stakeholders' perceptions of the inclusive participation and experiences of students with IDD in campus recreation and sports. Interview guides were developed and refined with the information gained from the document review, which improved the quality of the data from interviews. Each interview lasted approximately 45 minutes, and specific types of questions were asked dependent upon whether the interviewee was a frontline or administrative staff member. Interviewees were first asked to broadly describe the participation of students with IDD within their department. Interviewees were then asked about challenges and successes experienced when trying to include students with IDD, resources and strategies to support inclusion, potential changes to increase inclusion, how decisions and changes are made within their department, and advice they would give to a new staff member who wants to increase inclusion of students with IDD. For the department at the Small State University,

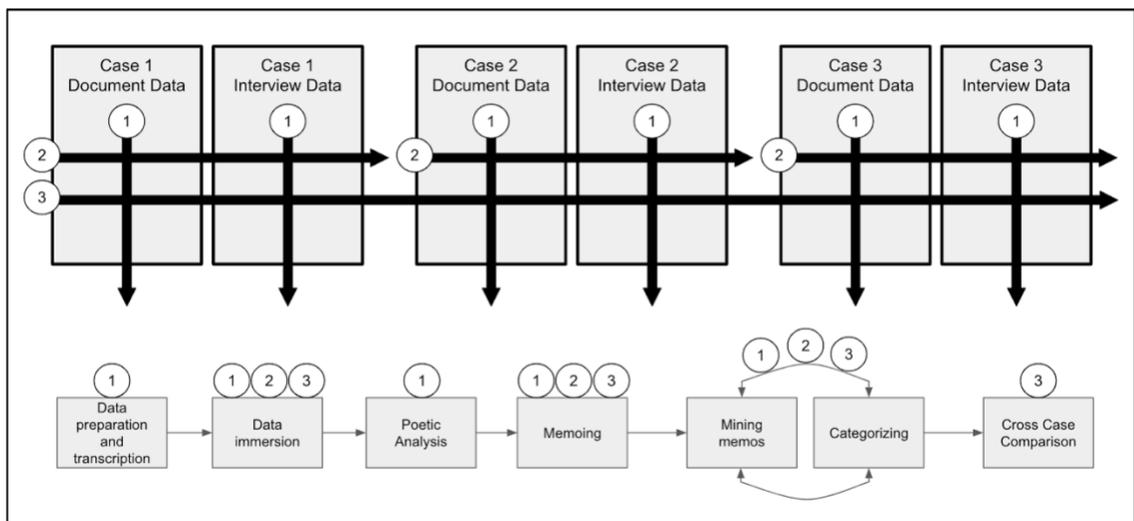
these interviews occurred in-person and were audio-recorded. For the departments at the Large State University and the Private University, interviews occurred online via Web-Ex and were audio-recorded. Field notes were typed by the interviewer immediately following each interview.

Analysis

Data analysis was conducted using an iterative and comparative process (see Figure 4), and the following activities were completed for each of the two types of data: data preparation and transcription, data immersion, poetic analysis, memoing, mining memos, categorizing, and case comparisons. Poetic analysis was chosen as an analytic technique due to its ability to present new perspectives and findings in ways that may otherwise go unnoticed (McCulliss, 2013; Smith & Sparkes, 2008). Additionally, social scientists have a history of using poetic analysis as an effective tool for empathizing and understanding more complex psychosocial processes (McCulliss, 2013), as well as exploring themes (Krill, 1978). Since poetic analysis was used as an analytic technique, all quotes presented within the results section of this article are in the format of *in vivo* poems that were generated by the investigator during analysis. An overall process of vertical and horizontal analysis was utilized (Hesse-Biber & Leavy, 2010). Vertical analysis included a separate analysis process for each type of data. After the two types of data were vertically analyzed, the two types of data within each case were horizontally analyzed. Once the horizontal analysis across the two types of data within each case was complete, a final horizontal analysis process was completed to make comparisons across cases. To aid in cross-case comparison, thematic ideas that emanated from vertical and

horizontal analysis were placed within a matrix to aid in cross-case comparison. A process of “mining” the horizontal analysis matrix was used to identify the most prominent thematic ideas across cases. A visual diagram was created to organize the most prominent thematic ideas across cases and make visual connections between thematic ideas. Lastly, a memo was created that described the flow of these thematic findings. Three co-researchers assisted the main researcher with the interpretation of data to capture varying interpretations and to reduce bias within thematic findings. A living journal for each case was created throughout the data collection and data analysis process, which created an audit trail, increased the trustworthiness of the findings, and assisted with writing a thick and rich, narrative description of each case.

Figure 4. Qualitative Analysis Process for Recreation and Sports Department Data



Results

When data was collected and vertically analyzed from each recreation and sports departments' documents and interviews, an overall description of each department was established. A profile of each case is presented below followed by thematic findings across the cases that are informed by Tierney's essential concepts of organizational culture.

Small State University Profile

The mission, philosophy, and goals within the Small State University's recreation department revealed value placed on social wellness, movement beyond physical integration and functional inclusion towards social inclusion, and language that implied facilitation of self-determination and provision of support as needed. One of the five values was "Inclusion," demonstrating the department's commitment to inclusion. The description of this value was also specific and provided details that aligned with true inclusion rather than physical integration. Interviews made evident the value placed on participation of students with IDD with staff thinking about participation of students with IDD prior to the interview. One competitive sports staff member described an environment where students with IDD were meaningfully included on intramural and club teams. In discussion on increasing inclusion of students with IDD, staff described broader, more systemic efforts (i.e., enhancing marketing, increasing collaboration), and how they ensure departmental practices match what they formally state in their mission and values. The department's relationship with their university's IPSE program appeared collaborative. Staff revealed frequent reliance on the program for guidance and viewed

them as true experts regarding students with IDD. In terms of their own organization, a supportive environment from lower level staff was described, with a mixture of top-down and bottom-up decision-making strategies.

Large State University Profile

The mission, philosophy, and goals of the Large State University's recreation and sports department revealed some fundamental, surface level attributes of inclusion, some language described the environment as designed to create feelings of comfort, and language revealed value placed on ensuring rights for all students and respecting guests at all time. One of the department's six values (i.e., Community) specifically referred to diversity and inclusion, which may or may not specifically include disability. In interviews, students with IDD were referred to as kids and viewed as different or special. Participation of students with IDD was not something the staff were thinking and talking about on a regular basis. Overall, there was a lack of participation of students with IDD within the department, other than specialized, segregated programming organized by the university's IPSE program. In discussion on increasing inclusion of students with IDD, staff discussed additional ideas for specialized, segregating programming. The department's relationship with their university's IPSE program appeared collaborative, but only in the areas of internships and specialized, segregated programming. In terms of their own organization, a mixture of top-down and bottom-up decision-making strategies were described.

Private University Profile

The mission, philosophy, and goals of the Private University's recreation and sports department revealed appreciation for diverse communities, which may or may not specifically include people with disabilities. Some language could have related to the social component of inclusion, but no language within the department's values hinted towards inclusion. Interviews revealed an overall lack of knowledge about the university's IPSE program and students with IDD. Participation of students with IDD was not something staff were thinking and talking about on a regular basis. Students with IDD were not participating within the department and several instances of attitudinal barriers were revealed. Staff explained that students with IDD were participating in specialized, segregated programming provided and initiated by the university's IPSE program. In discussion on increasing inclusion of students with IDD, three staff members were not able to think of ideas and one administrative staff member stated that increasing inclusion of students with IDD was not part of the department's strategic plan. This staff member did not view the department as an appropriate provider of programming for students with IDD. There was no collaborative relationship with the university's IPSE program. The department simply responded to the program's requests by providing space for specialized, segregated programming. In terms of their own organization, most decision-making was top-down and decisions always originated from the top of the department (i.e., the director). Lower level staff did not always agree with the director, and there was a lack of teamwork with decision-making.

Thematic Findings Across Cases

Beyond these descriptive results for each case, a total of six main thematic findings were discovered across cases: (1) formal vs. informal mission: a disconnect (2) informal mission: innate fear, (3) informal mission, information, and socialization: follow the leader, (4) influence of informal mission, information, and socialization on strategy: influenced views of “best” programming for students with IDD, (5) leadership and strategy: leadership style and decision-making, and (6) informal mission: IPSE program students or university students? Along with a description of each thematic finding, excerpts from *in vivo* poems are presented as evidence for each thematic finding.

Formal vs. Informal Mission: A Disconnect

Each of the three departments had mission statements and/or statements of philosophy or values that used language suggestive of inclusion in a broader sense. However, not all three departments were engaging in inclusive service delivery specifically in regard to students with IDD. If one were to only read each department’s mission statement, philosophy, and values, it would appear as if each department was equally inclusive and focused on serving a diverse student body.

Formal Mission and Values at Small State University

Social wellness
Engaging students
Experiential
Meaningful
Inclusive
Programs and resources
Enrich student experience
Through inclusive opportunities
One of 5 values
Inclusion
Welcoming
Inclusive atmosphere
Intentionally designed
Programs and services

Formal Mission and Values at Large State University

Philosophy
Creating comfortable
Environment
For all
Members
For all
Students
Values
1 of 6
Community
Building diverse
Building inclusive
Relationships

Formal Mission and Values at Private University

Instill
Appreciation of
Diverse communities
Enhance
Interpersonal relationships
Designed for all
Offer fun
Offer active
Opportunities for everyone

However, the additional thematic findings revealed disconnect between the Large State University's and Private University's recreation and sports department's formal and informal missions. These two departments were not inclusive or focused on serving students with IDD as a part of their diverse student body.

Informal Mission: Innate Fear

Within all three departments, there seemed to be an innate sense of fear (i.e., fear of accountability/liability, fear of the unknown, fear of not knowing what to do) when thinking and talking about inclusion of students with IDD. This sense of fear was an important theme within staffs' perceptions, beliefs, and actions, which contributed to their department's informal mission. Within each case, staff spoke about fears associated with safety of students with IDD who may injure their self during participation. Staff spoke about not knowing how to handle various situations involving students with IDD and making a wrong decision in how to handle any given situation. Staff also spoke about not knowing how to communicate with students with IDD, and some staff revealed an overall lack of knowledge about their university's IPSE program. For example, the Large State University's recreation and sports department's staff described sensitivity of situations when students with IDD were involved, which demonstrated this innate sense of fear.

Someone had to be very careful
In how they told him
This is not allowed here
Sensitive situation
Then we should also be trained
How to deescalate situations properly
Didn't know if they're allowed to tell them
You can't use machine this way
Because it's a safety issue
Communication is hard

Informal Mission, Information, and Socialization: Follow the Leader

The innate sense of fear within each recreation and sports department seemed to influence the departments' tendencies to follow the leader, with the leader being the IPSE program who were viewed by each department as the true experts. This sense of fear that contributed to the department's informal mission interacted with the department's perceived information or lack of information about students with IDD and socialization with the IPSE program in important ways. While there were varying amounts of fear revealed within each case, the sense of fear that contributed to each department's informal mission led each department to look to and rely on their respective IPSE program for guidance and direction. For example, the staff at Small State University's (see Poem 1) and Private University's (see Poem 2) recreation and sports departments referred to the IPSE program as the "experts" for whom they "reach out to" and "rely on."

Poem 1

When situations come up
We reach out to the program
When situations come up
Probably out of our expert hands
We're experts on the risk management components
In terms of students who may have
Additional adaptive needs
We want to reach out
Staff there have been phenomenal
Helping out

Poem 2

Participation of students with IDD
Don't have too much information about it
We work with director of the program
Outside the rec we rely on them as partners
To implement their structure
They're the experts in those areas

Influence of Informal Mission, Information, and Socialization on Strategy: Influenced Views of "Best" Programming for Students with IDD

The tendencies to follow the leader led to each recreation and sports department's views of the "best" programming for students with IDD that were largely influenced by the IPSE program. The sense of fear that contributed to the department's informal mission, along with the department's perceived information or lack of information about students with IDD and socialization with the IPSE program, influenced the department's strategy for serving students with IDD. The Private University's (see Poem 3) and the Large State University's (see Poem 4) recreation and sports departments viewed specialized, segregated programming as the best, most appropriate, and most fitting type of programming for students with IDD due to their universities' IPSE programs'

provision of high amounts of specialized, segregated programming just for students with IDD. These two departments were unable to see beyond specialized, segregated programming.

Poem 3

The program for IDD students
Like to do their own kind of events and stuff
Every now and then the program
Requests use of space
The bowling alley for all students with IDD
To come bowl together
I thought it was really an
Awesome opportunity that we provide

Poem 4

The program's Special Olympics team
Specialized days
Group classes just for students with IDD
Specific class
Swimming for people with IDD
They had swim time
When they could come in for a couple hours
We reserve a couple of lanes in our pool
For them to use to swim
I think that is very nice
It is just nice to see them coming in
Nice to show that there are things
Things you can be a part of
Ideas to increase inclusion
No ideas
Just increase awareness
Of specialized and segregated opportunities

The Small State University's recreation and sports department seemed to think that pre-existing programming that was open to all university students was the best type of

programming for students with IDD due to their university's IPSE program's practice of not providing any specialized, segregated programming just for students with IDD.

Students with IDD from the program
Come usually as a free agent
To our intramural programs
The traditional student participates this way too
Take all free agents based on their availability
Based on their desired nights of play or skill
Based on competitive versus recreational
Will combine teams that way
Traditionally
We don't see
Full team of individuals with IDD
Participating as a whole
They join up on intramural teams
Very positive experiences

Leadership and Strategy: Leadership Style and Decision-Making

While following the lead of the IPSE program and the influenced views of the “best” programming for students with IDD seemed to have the most impact on each department's efforts to include students with IDD, the leadership style and decision-making strategy within each department also had an important impact on each department's aptitude or readiness for inclusive service delivery. Leadership styles and decision-making strategies that embraced a mixture of top-down and bottom-up processes were more conducive of inclusive service delivery. However, leadership styles and decision-making strategies that only embraced top-down processes were less conducive of inclusive service delivery. The Private University's recreation and sports department

was experiencing a “top-down takeover” with all power residing with the director and all top-down decision-making.

In our department
A lot of decisions come from the top down
The director has put us on a path
How decisions are made
A lot of it is senior leadership
It will always kind of be
Top down in the end
Potential changes to increase inclusion?
At this point that’s not in our foreseeable future
Not a part of our strategic plan

Unfortunately, the director did not see value in or the need for efforts to increase inclusion of students with IDD, so it was not a part of the department’s strategic plan.

The aptitude or readiness of this department for inclusive service delivery was low due to this “top-down takeover.” Conversely, the decision-making strategy within the Large State University’s department included a healthy mix of top-down and bottom-up processes, which could be very supportive of inclusive service delivery.

Recent changes within our department
Go through pro staff
They decide amongst themselves
They always present to us
What are your thoughts about this?
What do you think we could improve?
To see what we think
I think it is pretty nice
We always get a say

However, the Large State University's department had highly influenced views of the "best" programming for students with IDD that interfered with their ability to see beyond specialized, segregated programming. The decision-making strategy within the Small State University's department also included a healthy mix of top-down and bottom-up processes, which were supportive of inclusive service delivery that was occurring within the department.

Within our department
If [frontline staff] feel like something needs to be changed
We go straight to our assistant directors
In our program area
With our thoughts
They can discuss it with the pro staff
When [frontline staff] bring things up
To our direct supervisors
They take it to a higher level
See how they can get that changed
A lot of time we vote as a staff
[Administrative staff] want [frontline] staff to feel like
They have autonomy

Unlike the Large State University's IPSE program, the Small State University's IPSE program did not provide or support any specialized, segregated programming just for students with IDD. Subsequently, the Small State University's recreation and sports department was following the lead of their IPSE program and believed in the inclusion of students with IDD within recreation and sports programming that existed for all of their university students. Combined with these views that were supportive of inclusive service delivery, their recreation and sports department's healthy mix of top-down and bottom-up

decision-making processes increased the department's aptitude or readiness for inclusive service delivery.

Informal Mission and Strategy: IPSE Program Students or University Students?

Within all three cases, there seemed to be a relationship between whether or not students with IDD were seen as university students within the larger university and inclusive service delivery within the university's recreation and sports department. Each department's perceptions and beliefs regarding students with IDD, which contributed to the department's informal mission, aligned with the department's strategy for serving students with IDD. The Small State University viewed and treated students with IDD as university students, instead of IPSE program students. It was clear when speaking with the Small State University's recreation and sports department staff that they viewed students with IDD as university students and they felt responsible and motivated to serve and include students with IDD just like any other university student.

In our department
We want to serve all university students
Students with IDD are a part of
Who we want to serve
We want their opinions too
On programming, activities, and events

At the Large State University, the broader university had only recently announced that students with IDD were university students and were a part of the university. However, their IPSE program staff felt like the university may not have been putting their words into action and may not have fully understood the meaning of "part of" the university.

The staff within the Large State University's recreation and sports department still seemed to view students with IDD as IPSE program students, instead of university students, and still believed in specialized, structured programming that was provided by their university's IPSE program for students with IDD only.

We have the program's Special Olympics league
We have special fitness days
We reserve lanes in the pool
Just for students with IDD
It is so great for the university students
To see the students with IDD come in

At the Private University, students with IDD were not viewed as university students and were not afforded the same opportunities as university students (e.g., students with IDD did not have an option to live on campus). When speaking with staff within the Private University's recreation and sports department, it was clear they viewed these students as IPSE program students, and not as university students. Their views of students with IDD as IPSE program students aligned with the department's overall lack of focus on inclusive service delivery within their strategic plan.

We don't see many students with IDD
Participating in our programming
We have had a few students with IDD
Complete internships within our department
We mainly just allow their program
To access space in our facilities
For their program's activities and events

Discussion

Based on results of this study, components of the recreation and sports departments' organizational culture that impacted inclusion of college students with IDD included an innate sense of fear in serving students with IDD (i.e., informal mission), tendencies to follow the lead of the respective IPSE program (i.e., informal mission, information, and socialization), influenced views of the "best" programming for students with IDD (i.e., influence of informal mission, information, and socialization on strategy), leadership style and decision-making (i.e., leadership and strategy), and whether or not students with IDD were viewed as university students (i.e., informal mission). While formal mission is an important component of the department's organizational culture, results of this study revealed that formal mission does not always align with informal mission and does not have much of an impact on inclusion of students with IDD (i.e., formal vs. informal mission). According to Tierney's framework, these components of organizational culture fall within the essential concepts of informal and formal mission, strategy, information, leadership, and socialization, which each play a uniquely important role in the organization's culture (Tierney, 1988).

The innate fear of serving students with IDD found in this study is common within organizations that are not specifically designed to serve individuals with disabilities. Most fears are motivated by feelings of unfamiliarity and lack of experience. When people are unfamiliar with or lack experience in serving individuals with disabilities, assumptions can easily be made. Misunderstandings about people with disabilities persist in our communities, and this is particularly true for people who have

not experienced disability in their own life or in the lives of people for whom they come in contact with from day-to-day (DHS Office for Civil Rights and Civil Liberties, 2013). In order to successfully interact with and serve individuals with disabilities, people have to understand that individuals with disabilities are “part of the fabric of the community and share the same societal goals of equality of opportunity, full participation, independent living, and economic self-sufficiency” (DHS Office for Civil Rights and Civil Liberties, 2013, p. 1).

When innate fears in serving individuals with IDD exist, it’s natural for people experiencing these fears to rely on or follow the lead of the disability experts or supports of individuals with IDD. One study exploring experiences and attitudes of course lecturers who had students with IDD auditing their university courses revealed desires among these lecturers for more resources and opportunities from the IPSE program to learn how to effectively meet needs of students with IDD (O’Connor, Kubiak, Espiner, & O’Brien, 2012). Just like these lecturers were relying on the IPSE program for resources and strategies, it makes sense for the recreation and sports departments to also have tendencies to follow the lead of their IPSE program.

When a campus recreation and sports department follows the lead of their IPSE program, it can lead to influenced views of the “best” programming for students with IDD that can have negative consequences for inclusion. Two IPSE programs in this study provided specialized, segregated recreation and/or sports opportunities that were specifically designed for students with IDD. Subsequently, the recreation and sports departments at these universities believed that specialized, segregated programming was

the best way to serve students with IDD. There are five decades worth of literature that demonstrates negative outcomes of specialized, segregated recreation and/or sports programming, including lowered community expectations of people with disabilities (Hutchinson, 1980); development of an overprotective and “custodial” approach to recreation and/or sports service delivery within organizations (Errickson, 1977); development of feelings of pity towards individuals with disabilities among community members (Errickson, 1977); feelings of anxiety, dependency, withdrawal, and poor self-esteem among individuals with disabilities (Carpenter, 1976); encouragement of comparison between people with and without disabilities (Brown et al., 1980); development of inappropriate labeling (Wolfensberger, 1972); and drastic decreases in normalization and increases in othering (Neufield, 1982). Based on this literature, it is clear to see how a campus recreation and sports department’s influenced views of specialized, segregated programming as the “best” programming for students with IDD can have myriad negative outcomes. The most recent literature on inclusive recreation and leisure services in the community supports the necessity for inclusive service delivery (Dattilo et al., 2019).

Although influenced views of the “best” programming for students with IDD can have substantial impacts on inclusive service delivery within recreation and sports departments, a department’s leadership style and decision-making strategy can influence the department’s aptitude or readiness for inclusive service delivery. Researchers have shown that the power to make and enact decisions has to be acknowledged as both a driving and inhibiting force in human action, belief, and perception (Christens, Hanlin, &

Speer, 2007; Parsons, 2007). If staff with the most power within the department do not embody actions, beliefs, and perceptions that align with inclusive service delivery, this informal mission (Tierney & Lanford, 2018) can infiltrate into decision-making processes (Christens et al., 2007; Parsons, 2007). If there is leadership within the department that embodies actions, beliefs, and perceptions that align with inclusive service delivery, this informal mission (Tierney & Lanford, 2018) will serve as an important function in the decision-making processes within the department (McRoy & Gibbs, 2003; Bell, 2006; Kondakci & Van den Broeck, 2009).

Another important component of a departments' informal mission (Tierney & Lanford, 2018) includes staffs' perceptions of students with IDD. Perceptions of others are an important component of attitudes towards others, and the literature has historically demonstrated that attitudes towards individuals with disabilities can be one of the most powerful barriers to the pursuit of leisure and recreation among individuals with disabilities (Dattilo et al., 2019; Schleien, Ray, & Green, 1997). If students with IDD are viewed as university students instead of IPSE program students, the department would be more likely to make efforts to effectively serve and meaningfully include students with IDD within programming that exists for all university students. Labeling theorists in the world of disability (Scheff, 1966) have suggested that people who are negatively labeled will be treated based on their labels rather than their behaviors. Similarly, if students with IDD are labeled as IPSE program students, they will be treated differently than university students.

When moving beyond the perceptions of students with IDD, each department also has a formal mission (Tierney & Lanford, 2018) that is an important component of organizational culture. When reflecting on the disconnect between the formal mission and the provision of inclusive service delivery within two of the departments in this study, it is important to acknowledge the larger legal and social pressures of having inclusive language within formal mission statements, philosophy, and values. The Americans with Disabilities Act (ADA) is one of the most comprehensive pieces of civil rights legislation and guarantees that all people with disabilities have the same rights and opportunities as everyone else to participate in all areas of public life (Young, Ramos, York, & Fletcher, 2016). Postsecondary educational programs are covered under Titles II and III of the ADA and must ensure that all programs offered, including campus recreational sport, are accessible and welcoming to students with disabilities (Leuchovius, 2003). These larger legal and social pressures could explain the disconnect between formal mission statements, philosophy, and values of each department and what was actually happening in regard to inclusive service delivery.

Implications

Recommendations for Recreation and Sports Programs and Personnel

Based on the results of this study, there are several recommendations for recreation and sports programs and personnel. Best practices for inclusive service delivery within community-based agencies offer several recommendations that could be applied in campus recreation and sports departments. Hiring an inclusion facilitator within the agency who oversees several responsibilities related to inclusive service

delivery (i.e., participant assessments, accommodations/inclusion plans, documentation and program evaluation, and on-site technical support for all other staff within the department) is recommended (Miller, Schleien, & Lausier, 2009; Schleien et al., 2009; Schleien & Miller, 2010). If possible, it is ideal for the inclusion facilitator to be a nationally certified therapeutic recreation specialist (CTRS), and a state licensed recreational therapist (LRT) if the state of the department has licensure for recreational therapists (i.e., DC, NC, NH, OK, & UT; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010). The provision of extensive and consistent inclusion training is recommended for all staff to learn how to effectively serve and support students with disabilities (Schleien, Miller, Walton, Roth, & Tobin, 2017; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010). These trainings should focus on accommodations for students with disabilities based on individual needs, positive impact of inclusive service delivery on students without disabilities, and concepts of universal design and equitable versus identical programming (Schleien et al., 2017; Staeger-Wilson & Sampson, 2012; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010). When generating a departmental model for inclusion, all responsibility should not fall on the inclusion facilitator. A decentralized model of inclusion with a healthy mix of top-down and bottom-up decision-making should be established by emphasizing that inclusion is everyone's responsibility within the department. When situations involving inclusive service delivery occur, the inclusion facilitator should guide staff in problem solving, observe staff in action, and provide appropriate modeling and feedback (Schleien et al., 2017; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010).

Tierney's framework of organizational culture offers several recommendations. Departments should reflect on their formal mission (i.e., mission statement, philosophy statement, vision statement, etc.) and be sure it aligns with their informal mission (i.e., perceptions, experiences, and beliefs of staff). According to Tierney and Lanford (2018), an organization's informal mission can directly impact ways the organization's formal mission is or is not authentically enacted in day-to-day happenings. If the department's formal and informal mission specifically in regard to inclusive service delivery and students with IDD are not aligned or compatible, the likelihood of successful inclusion occurring is low. An essential part of the department's informal mission as it relates to students with IDD is how staff view students with IDD. Based on the literature that demonstrates the negative impacts of labeling and othering individuals with disabilities (i.e., perceiving or portraying individuals with disabilities as fundamentally different), it is essential for all staff to understand the importance of authentically perceiving students with IDD as university or college students (Schleien et al., 1997; Bedini, 1991; Scheff, 1966).

In order for these recommendations to be sustainable when implemented within campus recreation and sports departments, each department must establish a commitment to fund the inclusion facilitator year-round, as well as a commitment to fund in-depth training for all staff. Additionally, departments need to secure support from their board of directors and university at large. Departments should strive to seek additional grant funding and/or donations to fund inclusive service delivery efforts and should create a goal of securing an "endowment of inclusion." Lastly, it is essential for departments to

develop a “community of practice” with other campus recreation and sports departments as a vehicle to share best practices for inclusive service delivery.

Limitations

To our knowledge, this is the first study to explore the inclusion of college students with IDD within campus recreation and sports at the organizational level. However, there are some limitations worth noting. Within collective case studies, there is no real limit to the number of cases that could potentially be studied (Mills, Durepos, & Wiebe, 2010). However, the scope of this study was limited by both the timeline for the study and available resources to three cases. Since collective case studies are bounded by time and space and their very nature involves researching in a current context, it is more likely that resources, rather than space, limits a collective case study (Mills et al., 2010). This collective case study was investigated in multiple locations. However, the range of locations was limited to the Eastern and Central Time Zones due to limited resources. While transferability of findings within this study can be upheld, other universities’ IPSE programs and campus recreation and sports departments could have experiences that are significantly different than the findings from the three cases in this study.

Conclusion

Students with IDD are quickly becoming a regular part of university and college campuses nationwide. The time has come to begin to critically assess and examine the inclusion of these students within campus life at large, as well as the organizational culture of the campus recreation and sports departments and other entities within the larger institution. Since recreation and leisure is arguably the most prime and rich

environment for the development of meaningful social relationships, the inclusion of college students within campus recreation and sports is a great place to start. If the goal of IPSE programs is to create, expand, and/or enhance high-quality, inclusive higher education experiences that support positive and holistic outcomes for individuals with IDD (Think College, 2017), it is time for the field to consider the organizational culture of campus recreation and sports departments that can support positive and holistic outcomes for students with IDD.

CHAPTER VI

DISCUSSION AND IMPLICATIONS

Restatement of Purpose and Research Questions

The overall purpose of this study was to understand the organizational culture of recreation and sports departments and the characteristics of IPSE programs that facilitate or impede meaningful, social inclusion of college students with IDD. There were seven different elements of organizational culture for the recreation and sports departments that were particularly relevant for this study: (1) stakeholders' perceptions and experiences, which is the informal concept of mission in higher education (Tierney & Lanford, 2018), (2) existing structures, policies, philosophies, and resources, which is the formal concept of mission in higher education (Tierney & Lanford, 2018), (3) how the informal and formal concepts of mission impact decision-making and change concerning the inclusion of students with IDD, which aligns with the strategy category of Tierney's individual institutional culture framework (Tierney, 1988), as well as (4) leadership, (5) environment, (6) socialization, and (7) information, which are each essential concepts from Tierney's framework (Tierney, 1988). There were seven elements of organizational culture for the IPSE programs that were particularly relevant for this study: (1) formal and informal mission, (2) strategy, (3) leadership, (4) environment, (5) socialization, and (6) information from Tierney's framework (Tierney, 1988), as well as (7) the programs' placements on the academic-specific vs. broader continuums of inclusion.

This study explored the following main and guiding research questions, with sub-questions listed in italics below the main research questions.

Main RQ #1. How does organizational culture of campus recreation and sports departments support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of campus recreation and sports departments in regard to inclusion of college students with IDD within three different universities?*

Main RQ #2. How does organizational culture of IPSE programs support and inhibit inclusion of college students with IDD?

- *What is the organizational culture of IPSE programs in regard to inclusion of college students with IDD within three different universities?*
- *How does the culture of recreation and sports departments differ by the IPSE program's placement on the academic-specific and broader continuums of inclusion?*

Key Findings

There are several takeaways that are provided from the IPSE programs' findings and the campus recreation and sports departments' findings.

- Components of IPSE programs' organizational culture that supported inclusion of college students with IDD:
 - Foundational belief in the dignity of risk
 - Absence of a sense of fear
 - Lower levels of structure

- Supports that are individualized and person-centered
- Absence of specialized, segregated programming that is provided by the IPSE program
- Components of IPSE programs' organizational culture that inhibited inclusion of college students with IDD:
 - Values of safety first and trying not to "rock the boat"
 - Presence of a sense of fear
 - Higher levels of structure and support
 - Presence of specialized, segregated programming that is provided by the IPSE program
- IPSE program's provision of specialized, segregated programming for their students with IDD produces a variety of outcomes that further inhibit inclusion for these students:
 - Lower levels of and opportunities for independence
 - Increased "othering"
 - Lower chances of being viewed as University students
 - More artificial or contrived inclusion attempts with less potential for the development of meaningful and authentic social relationships
 - Lower levels of understanding of the differences between integration and inclusion among their support staff
- Components of recreation and sports departments' organizational culture that impacted the inclusion of college students with IDD:

- Innate sense of fear in serving students with IDD
- Tendencies to follow the lead of the respective IPSE program
- Influenced views of the “best” programming for students with IDD
- Leadership style and decision-making strategy
- Whether or not students with IDD are viewed as university students
- Disconnect between formal and informal mission

Research Significance

This is the first study to increase knowledge and understanding of the organizational culture of recreation and sports departments and IPSE programs, as well as how this culture facilitates or impedes meaningful, social inclusion of college students with IDD. This study uncovers the cultures of IPSE programs and recreation and sports departments that support or do not support inclusion of students with IDD and creates an illustration of what can be done to increase inclusion. These contributions are significant because they reveal organizational level stakeholders’ perceptions and experiences with the inclusion of college students with IDD; organizations’ existing structures, policies, philosophies, and trainings that relate to the inclusion of college students with IDD; as well as how recreation and sports departments’ informal and formal concepts of mission, strategy, leadership, environment, information, and socialization impact the inclusion of students with IDD. Not only is there a dearth of literature and a need to focus on inclusion of college students with IDD within various aspects of college life, there is also a need to go beyond surface level policies and mission statements that allow for a program to say it is inclusive without really working towards being inclusive. It is not

enough to rely on these formal documents to fully explain what is happening or not happening in regard to inclusion. This is the very reason why it was critical for this study to focus on organizational level stakeholders and to utilize the six essential concepts of Tierney's individual institutional culture framework (i.e., mission, strategy, leadership, environment, socialization, and information) as the theoretical framework. This study was unique in its use of Tierney's framework that exists outside of and spans well beyond the field of IPSE programs. However, the relevancy and appropriateness of Tierney's framework was apparent due to its placement within the field of higher education, which is the broader context in which IPSE programs are situated. By examining the organizational culture of the three IPSE programs in this study through the lens of Tierney's framework, more information about organizational culture was uncovered than if just the academic-specific and broader continuums of inclusion were applied. In turn, this knowledge can inform theory, as well as systems change efforts that support the inclusion of college students with IDD within campus recreation and sports environments. Since there are other important aspects of college life, other than campus recreation and sports, these contributions could indirectly inform the inclusion of college students with IDD within other aspects of college life. For example, the findings of this study could inform efforts to increase inclusion of students with IDD within campus activities and programming departments, as well as student health or counseling departments on campus. Additionally, there are many organizations and communities that are seeking to more effectively serve and increase inclusion of people with IDD.

These contributions could have an indirect impact on inclusive service delivery for other organizations and communities.

The results of this study adequately answered my research questions by providing data about the organizational culture of campus recreation and sports departments and IPSE programs in regard to inclusion of college students with IDD within three different universities. With these findings, I was able to determine how the organizational culture of each campus recreation and sports department supports and inhibits the inclusion of college students with IDD, along with how the organizational culture of each IPSE program supports and inhibits the inclusion of college students with IDD. The descriptive findings for the IPSE programs also allowed me to determine each IPSE programs' placement on the academic and broader continuums of inclusions, as well as the relationship between each IPSE programs' organizational culture and placement on the academic and broader continuums of inclusion.

Recommendations and Future Research

There are several practical implications that emerged from the findings for both IPSE programs and campus recreation and sports departments. The results related to the organizational culture of the three IPSE programs produces important implications for IPSE programs nationwide. While ensuring the safety of students with IDD is of utmost importance, it is equally important to embrace the concept of dignity of risk, which dates back as an essential construct within the Disability Rights Movement (Perske, 1972). While a sense of fear can certainly be influenced by external factors (e.g., university structures and policies), it is important for IPSE programs to monitor this sense

of fear and how it influences the type and amount of structure and support that is provided to students with IDD. Relating back to Tierney's framework, IPSE programs should try to utilize Tierney's essential concepts of information and socialization to influence their program's organizational culture. When decisions are being made within an IPSE program, decision makers should examine what is informing the decision-making process and specifically search for the presence of fear. This could be accomplished by reflecting on whether or not a decision is being made based on fear of mistakes that could be made, fear of disrupting or disappointing other departments or entities on campus, fear of accountability, fear of liability, and/or as a means of ensuring safety and security in relation to these feelings of fear. Identifying the presence of fear will then allow an IPSE program to parse out and address these fears in ways that do not necessarily result in the creation of and/or support of specialized, segregated programming or the provision of high levels of support for all students with IDD, regardless of individualized levels of need. Considering that the absence of specialized, segregated programming provided by the IPSE program produces positive outcomes for students with IDD, it is important for IPSE programs to critically assess the types of programming that they are providing and/or supporting within the larger university. IPSE programs should also try to utilize Tierney's essential concepts when developing and refining their program's organizational culture. The broader continuum of inclusion could be used as a valuable assessment instrument for IPSE programs to strive to ensure that any programming they offer is aligned with social inclusion. IPSE programs should

consider the type of message about students with IDD the programming sends to students without IDD and the university at large.

There are several recommendations for campus recreation and sports programs and personnel. The literature on best practices for inclusive service delivery within community-based recreation agencies recommends hiring an inclusion facilitator within the agency. This inclusion facilitator within a campus recreation and sports department could oversee several responsibilities related to inclusive service delivery: participant assessments, accommodations/inclusion plans, documentation and program evaluation, and on-site technical support for all other staff within the department (Miller, Schleien, & Lausier, 2009; Schleien et al., 2009; Schleien & Miller, 2010). Campus recreation and sports departments should try to utilize Tierney's essential concepts of informal mission and strategy to influence their department's organizational culture. If possible, it is ideal for this inclusion facilitator to be a nationally certified therapeutic recreation specialist (CTRS), and a state licensed recreational therapist (LRT) if the campus recreation and sports departments is a state that has licensure for recreational therapists (i.e., DC, NC, NH, OK, & UT; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010).

Based on best practices for inclusive service delivery within community-based recreation agencies, the provision of comprehensive and consistent training to all campus recreation and sports staff on inclusion and how to effectively serve and support students with disabilities is recommended (Schleien, Miller, Walton, Roth, & Tobin, 2017; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010). If hiring or assigning a staff member as an inclusion facilitator is feasible, the campus recreation and sports

department could assign the design, delivery, and sustainability of comprehensive and consistent inclusion training to the inclusion facilitator. If hiring or assigning a staff member as an inclusion facilitator is not feasible, the campus recreation and sports department could collaborate with the IPSE program, other disability-related agencies or organizations in their local community, and/or disability-related departments on campus to deliver inclusion training. Campus recreation and sports departments should also try to utilize Tierney's essential concepts of information, socialization, and strategy to influence their department's organizational culture. Within these trainings, there should be a focus on how all students with disabilities can be accommodated based on individual needs, awareness of positive impact of inclusive service delivery on students without disabilities, and emphasis on concepts of universal design and equitable versus identical programming (Schleien et al., 2017; Staeger-Wilson & Sampson, 2012; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010). When generating a departmental model for inclusion, all responsibility should not fall on the inclusion facilitator. A decentralized model of inclusion with a healthy mix of top-down and bottom-up decision making should be established by emphasizing that inclusion is everyone's responsibility within the department. Campus recreation and sports departments should try to utilize Tierney's essential concepts of informal mission, strategy, information, and socialization to influence their department's organizational culture. When situations involving inclusive service delivery occur, the inclusion facilitator should guide staff in problem solving, observe staff in action, and provide appropriate modeling and feedback for staff (Schleien et al., 2017; Miller et al., 2009; Schleien et al., 2009; Schleien & Miller, 2010).

Campus recreation and sports departments should reflect on their formal mission (i.e., mission statement, philosophy statement, vision statement, etc.) and be sure that their formal mission aligns with their informal mission (i.e., perceptions, experiences, and beliefs of staff). Campus recreation and sports departments should try to utilize Tierney's essential concepts of formal mission, informal mission, and strategy to influence their department's organizational culture. According to Tierney and Lanford (2018), an organization's informal mission can directly impact ways in which the organization's formal mission is or is not authentically enacted in day-to-day happenings. Additionally, if the department's formal and informal mission specifically in regard to inclusive service delivery and students with IDD are not aligned or compatible, the likelihood of successful inclusion occurring is low. An essential part of the department's informal mission (i.e., perceptions, experiences, and beliefs of staff) as it relates to students with IDD is how staff view students with IDD. Based on the literature that demonstrates the negative impacts of labeling and othering individuals with disabilities, it is essential for all staff within the department to understand the importance of perceiving students with IDD as university or college students and to authentically perceive students with IDD in this way (Schleien et al., 1997; Bedini, 1991; Scheff, 1966).

There are also several research implications from my findings for both IPSE programs and campus recreation and sports departments. Since there are over 260 IPSE programs in the United States, students with IDD are quickly becoming a regular part of college campuses nationwide. The time has come to begin to critically assess and examine the inclusion of these students within campus life at large, as well as the

organizational culture of the IPSE programs and other entities within the larger institution. It is recommended that this important research be done through the use of community-based, qualitative or mixed methods designs as a means of effectively engaging key stakeholders and capturing rich data and perspectives of organizational culture. Since recreation and leisure is arguably the most prime and rich environment for the development of meaningful social relationships, the inclusion of college students with IDD within campus recreation and sports is an ideal place to start. If the goal of IPSE programs is to create, expand, and/or enhance high-quality, inclusive higher education experiences that support positive and holistic outcomes for individuals with IDD (Think College, 2017), it is time for the field to move beyond the classroom and into the authentic, college life experiences of students with IDD. When juxtaposing the academic-specific and broader continuums of inclusion, the positioning of each IPSE program aligns with itself and is not drastically different from one continuum to another. This alignment relates back to Tierney's essential concept of strategy. An organization's strategy or strategies in one segment of the organization can infiltrate into their larger organizational processes (Christens, Hanlin, & Speer, 2007). The strategy for inclusion that an IPSE program is living out within academic settings can permeate and reveal itself within non-academic settings. Therefore, it is expected for an IPSE program's placement on the academic-specific vs. broader continuums of inclusion to approximately align. While the academic-specific continuum of inclusion has been researched and established within the IPSE literature (Hart et al., 2004; Neubert et al., 2002; Stodden & Whelley, 2004), it is also essential for IPSE researchers and scholars to widen their lens beyond the

academic component of postsecondary education to incorporate and place a more weighted emphasis on life of students outside of the classroom. There is a need for more research that is focused on the non-academic, college life of students with IDD within IPSE programs, and the broader continuum of inclusion (Schleien, Ray, & Green, 2007) could serve as a powerful tool for future research. It is recommended that this important research be done through the use of community-based participatory research with qualitative or mixed methods designs as a means of effectively and meaningfully engaging key stakeholders and capturing rich data and perspectives of the non-academic, college life of students with IDD.

If the field moves beyond the academic-specific continuum of inclusion and incorporates the broader continuum of inclusion, organizational culture should be taken into account. Tierney's individual institutional culture framework could serve as a useful tool to accompany the broader continuum of inclusion in exploring, understanding, and promoting inclusion of college students with IDD within campus life at large. Within this study, Tierney's framework allowed for a deeper exploration of the ways in which an IPSE program's culture can affect inclusion within unique institutions of higher education (Tierney, 1988). By focusing on and examining the essential concepts within Tierney's framework (i.e., environment, mission, socialization, information, strategy, and leadership; Tierney, 1988), this study was able to generate a clearer picture of the organizational culture (Kezar & Eckel, 2002) of IPSE programs as it relates to inclusion of college students with IDD within campus recreation and sports. Not only is the organizational culture of the three IPSE programs in this study apparent throughout the

findings, the use of Tierney's framework produced a more sophisticated understanding of the complexities of IPSE programs as unique organizations within unique institutions of higher education (Tierney, 1988). Future studies should aim to examine the organizational culture of IPSE programs through the lens of Tierney's framework. It is recommended that these future studies make use of community-based, qualitative or mixed methods designs as a means of effectively engaging key stakeholders and capturing rich data and perspectives of organizational culture. Like this study, more will be uncovered than if just the academic and broader continuums of inclusion are applied.

Additionally, future research exploring the organizational culture of IPSE programs should also take into account and truly focus on characteristics of another important group of key stakeholders: college students with IDD. This study was intentionally designed to focus on organization level stakeholders, which did not include college students with IDD. However, each IPSE program across our country is unique in the types of college students with IDD that they serve and support. For example, some IPSE programs may serve and support a larger number of students with more significant support needs and who are more significantly impacted by their disability. Other IPSE programs may serve and support a larger number of students with less significant support needs and who are less significantly impacted by their disability. This is an important variable that could potentially impact and inform the organizational culture of IPSE programs. Thus, this variable should be examined within future research that explores the organizational culture of IPSE programs. It is recommended that this important research be done through the use of community-based participatory research methods as a means

of effectively and meaningfully engaging students with IDD and capturing their perspectives.

This is the first study to explore organizational culture and the inclusion of college students with IDD within campus recreation and sports. This alone demonstrates the extreme lack of consideration of the inclusion of this growing population of college students within an important part of college life: campus recreation and sports. It is essential for research to continue in this arena. While it is essential to include the perspectives of campus recreation and sports departments' organizational level stakeholders in future research efforts, it is also important to incorporate the perspectives of other key stakeholders (i.e., college students with and without IDD, support staff of college students with IDD, and representatives within the larger university). With this being the first study of its kind and a study that only includes three universities, it is essential for these research efforts to continue and expand to include more universities, to establish a more representative set of findings, and to develop an evidence-based conceptual model for the inclusion of college students with IDD within campus recreation and sports. Future research should embrace the power of community-based, participatory, action research by empowering key stakeholders as co-researchers in the process of designing, implementing, and testing the feasibility and effectiveness of inclusion training among campus recreation and sports departments across the United States. In turn, this knowledge can inform theory, as well as systems change efforts that support the inclusion of college students with IDD within campus recreation and sports

environments. Without such information and efforts, inclusion of college students with IDD within campus recreation and sports will likely remain limited.

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APPENDIX A

HORIZONTAL MATRIX FROM HORIZONTAL ANALYSIS

Part 1 (from left side to right side) of the Horizontal Matrix from Horizontal Analysis

Cases	Why So Much Structure and Support?	For or Against Specialized, Segregating Programming for Students with IDD?	Do IPSE Program Support Staff Understand Inclusion?
Private University	<p>Private University's IPSE Program's Fear Leads to High Amounts of Structure and Support - When administrative staff within the IPSE program explained that students with IDD have to have a support staff with them if they are wanting to go over to the rec/sport facility (i.e., until they "prove themselves") or they have to tell their support advisor everytime they are going to go over to the rec/sport facility (i.e., once they have proved themselves). I got the impression that the IPSE program provides high levels of support to all students with IDD (i.e., not necessarily individualized amounts of support) and the motivation for these high levels of support may be related to fear that students with IDD might mess up or do something wrong. It almost seems as if the IPSE program is walking on egg shells at the University of Barries. I also get the impression that the University is very structured and the IPSE program is trying to fit into that structure and sometimes even trying to work around rules and policies. For example, the University does not allow auditing in any classes. The IPSE program has secured an opportunity for students with IDD to "participate in" some University classes. I also get the impression that a typical day for a student with IDD is very structured with support, classes, and activities that are organized and provided by the IPSE program. I get the impression that students with IDD do not have much free time and autonomy. The University has told the IPSE program that they will not allow students with IDD to live on campus and the director of the IPSE program spoke about liability and legal concerns that were spoken about during her meetings with higher ups within residential life at the University. I get the impression that the IPSE program has been somewhat at a stand still with this desired advocacy effort because it doesn't seem like they have anyone within the University who is receptive to, in agreement with, and willing to support this advocacy effort. I also get the impression that the IPSE program is overcompensating with the support and structure that they are envisioning for the on-campus housing that they are wanting to secure for students with IDD, due to the fear of students with IDD messing up or confirming any liability/legal concerns that are coming from higher ups in residential life at the University. The IPSE program has a vision for on-campus living that is highly structured and includes high volumes of support. Additionally, their vision for on-campus living does not include autonomy for the student with IDD in regard to whether they want to live with students with or without IDD. The highly structured, around-the-clock support and living with other students with IDD as being the only option can be quite limiting for students with IDD who do not have high levels of support need and even for all students with IDD in specific regard to integration and relationship building with students without IDD.</p>	<p>Private University's IPSE Program's Provision of Specialized, Segregated Programming - I get the impression that the IPSE program is supportive of specialized and segregated programming, and they organize and provide some specialized, segregated programming for their students with IDD. I also get the impression that they view their student support (i.e., ambassadors) as individuals without IDD who can contribute to the inclusive experiences of the students without IDD for whom they are paid (i.e., through service hours) to work with. For example, the IPSE program has organized Special Olympics Unified Sports leagues and use space from the rec/sports department to host and implement these leagues. The IPSE program's support staff members are the players without IDD who play with the students with IDD. This gives me the impression that the support staff may not be playing for the pure fun and enjoyment of it, and because they truly want to be a part of this inclusive team. They may be playing partially due to the fact that they can gain service hours to meet their various service requirements as University students.</p>	<p>Private University's IPSE Program's Support Staff Need Deeper Training and Structure to Support Inclusion of Students with IDD - When discussing the support staff with the student support coordinator at the IPSE program, I got the impression that there is a desire and need to improve and enhance the formal preparation of support staff and to get a system of student specific goals set in place for support staff to use, refer to, and document progress while supporting students with IDD. I also get the impression that the IPSE program is supportive of specialized and segregated programming, and that they view their support staff as individuals without IDD who can contribute to the inclusive experiences of the students without IDD for whom they are paid (i.e., through service hours) to work with. For example, the IPSE program has organized Special Olympics Unified Sports leagues and use space from the rec/sports department to host and implement these leagues. The IPSE program's support staff are the players without IDD who play with the students with IDD. This gives me the impression that the support staff may not be playing for the pure fun and enjoyment of it, and because they truly want to be a part of this inclusive team. They may be playing partially due to the fact that they can gain service hours to meet their various service requirements as University students.</p>
Large State University	<p>Large State University's IPSE Program's Foundational Beliefs in High Amounts of Structure and Support - The specialized, segregated programming that is provided by the IPSE program is specifically for students with IDD, and their part-time student support staff without IDD are also invited to participate and support students with IDD in this programming. Through this participation, the student support staff are also providing support to students with IDD. I also get the impression that the IPSE program provides higher amounts of supports to students with IDD, and it makes me wonder if these higher levels of supports might be limiting to students with IDD who do not have high levels of support needs. These impressions are further supported by the fact that students with IDD are assessed for independent living skills and either end up having supports that live in their apartment and provide around the clock supports or supports that live on their same hall and provide around the clock supports. Students with IDD are also living in dorms only with other students with IDD and then a support staff who is paid to live with them and support them (i.e., for students with IDD who do not have the independent living skills to qualify for the option where their support staff lives on their hall instead of in their dorm room). This not only confirms my impression that there is potentially too much support that is being provided to all students with IDD (i.e., without individualized support options), but it also gives me the impression that students with IDD are limited socially in residence life in regard to their inability to develop natural, meaningful relationships and engage socially with roommates who do not have IDD. When speaking with administrative staff about opportunities for decision making and choice among students with IDD, I got the impression that there is some choice making that is encouraged by the IPSE program, but the IPSE program is typically presenting students with options for programming that is mostly specialized, segregated programming.</p>	<p>Large State University's IPSE Program's Foundational Beliefs in Specialized, Segregated Programming - From speaking with administrative and support staff within the IPSE program, I got the impression that there is a large amount of specialized, segregated programming that is consistently organized by and provided by the IPSE program. This programming is specifically for students with IDD, and their part-time student support staff without IDD are also invited to participate and support students with IDD in this programming. When speaking with administrative staff about opportunities for decision making and choice among students with IDD, I got the impression that there is some choice making that is encouraged by the IPSE program, but the IPSE program is typically presenting students with options for programming that is mostly specialized, segregated programming. From speaking with the director of the IPSE program, it seems like she is not only supportive but also willing to defend specialized, segregated programming. When speaking with a student support within the IPSE program, he made it clear that he thinks that the specialized, segregated programming that is provided by the IPSE program is "really great" for the students.</p>	<p>Large State University's IPSE Program's Support Staff May Think Inclusion and Integration are the Same Thing - When speaking with a support staff member from the IPSE program who lives in the dorms with students with IDD, I got the impression that he did not fully understand the difference between integration and inclusion. He seemed to be using these terms interchangeably. It seems as if there are staff within both parties (i.e., rec/sports and the IPSE program) that do not fully understand the differences between integration and inclusion.</p>
Small State University	<p>Small State University's IPSE Program's Individualized Philosophy and Beliefs in the Dignity of Risk Lead to Support and Structure As Needed - The IPSE program explained that they have successfully ensured that students with IDD have all the same residential options as students without IDD (i.e., on and off campus housing, with students with or without IDD), and students with IDD that choose to live on campus complete the same housing and roommate matching forms as any other student without IDD. The IPSE program provides person-centered supports that are individualized based on each student's level of need. The IPSE program does not provide around the clock or live in supports of any kind. The majority of supports for students with IDD are provided by part-time college students without IDD, who are supervised by full-time staff who are directing the provision of supports through the use of person-centered goals that are individualized and specific to each student. There are also three full-time licensed and certified therapeutic recreation specialists that provide specialized supports to some students with IDD (i.e., as needed). Through speaking with the administrative staff within the IPSE program, they shared their foundational beliefs in the dignity of risk. They view the college experience as the perfect time for students with IDD to explore independent living and independent decision making and to make mistakes. They view these mistakes as extremely valuable learning opportunities for students with IDD.</p>	<p>Small State University's IPSE Program's Foundational Belief in Specialized, Segregated Programming - From speaking with administrative and support staff within the IPSE program during the site visit, I got the impression that the program has a strong stance regarding specialized and segregated programming. Overall, the program does not support specialized and segregated programming of any kind. They explained that they ultimately support the choices of students with IDD in regard to specialized and segregated programming. However, they do not utilize their resources to support students with participating in specialized and segregated programming. Instead, they view their role as opening students' eyes to the options and opportunities that are naturally occurring on campus and in the community that all University students have access to. This also aligned with survey data from the IPSE program, as some programs like Special Olympics where not mentioned when they were asked to describe on and off-campus participation of students with IDD in recreation and/or sports. The administrative staff from the IPSE program specifically explained during the site visit that they challenge the ideas and efforts of the rec/sports department in regard to specialized programming, like Special Olympics Unified Sports. These administrative staff members said things like, "Why would you need Special Olympics Unified Sports leagues when you already have intramurals and club sports that you can focus your efforts on making more inclusive of students with IDD?"</p>	<p>Small State University's IPSE Program's Support Staff are Required to Know the Difference Between Inclusion and Integration - I got the impression that it is very important to the IPSE program that each of their support staff have a full understanding of inclusion and the differences between inclusion and integration. The support staff are tested during their hiring process to ensure that they know the difference between integration and inclusion of students with IDD, by using various real-life scenarios and asking potential support staff to explain the differences between integration and inclusion for the real-life scenarios.</p>

Part 2 (from left side to right side) of the Horizontal Matrix from Horizontal Analysis

Cases	Placement on Academic Continuum of Inclusion	Placement on Broader Continuum of Inclusion	Decision Making Processes Impacts Aptitude for Increasing Inclusion
Private University	I feel that the Private University's IPSE program would fall between a substantially separate and mixed program on the academic continuum of inclusion. This positioning would lean slightly closer to the mixed program. This placement is based on the fact that students with IDD mainly have classes with other students with IDD; students with IDD may have opportunities to participate in generic social activities on campus; students with IDD participate in some classes with students without IDD, but can't take the classes as audit or for credit; students may participate in social activities with students without disabilities, but not very often; and students are offered employment experiences in pre-established employment settings that are mostly on campus.	I feel that the Private University's IPSE program would fall between physical integration and functional inclusion on the broader continuum of inclusion. This positioning would lean slightly closer to physical integration. This placement is based on the fact that students with IDD have the right to access most facilities and programs. Additionally, most students with IDD can function successfully in most environments that they are accessing. There are some entities on campus that are failing to necessary adaptations that allow students with IDD to participate in programs or benefit from services.	Private University's Top-Down Takeover - Not thinking about, talking about, and taking action towards inclusion of students with IDD very often. Decision making is most always top down. Power within the organization (i.e., which lies mostly with the director) is very influential on decision making. There were situations described where the director is making a lot of decisions and changes on his own, and other staff within the department do not agree or see eye to eye with director, so much so that staff have left the department. Director spoke about bottom up decision making in a way that was pointing out the weaknesses of bottom up decision making and defending top down decision making. At one point the department talked about hiring an inclusion facilitator, of sorts, that would not be specifically focused on students with IDD, but more broadly on students who are not utilizing and participating in recreation and sports. It never ended up happening and the department decided not to. Based on the information gathered about power and decision making within the organization, perhaps the director and maybe other higher ups within the organization did not agree with or see the importance of hiring this inclusion facilitator, of sorts. Inclusion of students with IDD is not a focus or priority within the department because the director specifically explained that inclusion of students with IDD is not a part of the department's strategic plan. Once again, power comes into play. Another frontline staff member had some very basic ideas that revealed she would like to increase inclusion of students with IDD. However, these ideas will probably never be recognized and supported and will most likely never come to fruition because the power within the organization is at the top of the department, the top of the department is the creator of the department's strategic plan, and inclusion of students with IDD is not part of the strategic plan.
Large State University	I feel that the Large State University's IPSE program would fall between a mixed program and substantially separate program on the academic continuum of inclusion, and the Large State University's IPSE program would fall slightly closer to the substantially separate program on the academic continuum of inclusion. This placement is based on the fact that students with IDD are in some classes with students without IDD but they do not have the option to take any classes for credit. Additionally, students with IDD might have the opportunity to participate in generic social activities on campus, but it seems like students with IDD are mainly participating in specialized, segregated activities and programming that are offered by the IPSE program. It also seems that there are pre-established employment spots for students with IDD on campus, and students with IDD may have limited choices in regards to the type of employment experiences they engage in on campus (i.e., picking from pre-established employment spots).	I feel that the Large State University's IPSE program would fall between physical integration and functional inclusion on the broader continuum of inclusion. This positioning would lean only slightly above physical integration and only barely approach functional inclusion. This placement is based on the fact students with IDD are supported to function successfully in the recreation courses at the university. However, the majority of the participation of students with IDD within recreation and sports and the larger campus community aligns with students with IDD having the right to access a facility or program. The recreation and sports department and the larger campus community, for the most part, is not providing reasonable accommodations to students with IDD. It seems like campus recreation and sports programmers, for the most part, are failing to make necessary adaptations that allow students with IDD to participate in programs or benefit from services.	Large State University's Decision Making Could Support Efforts for Increased Inclusion - When speaking with frontline and administrative staff about decision making within rec/sports, I got the impression that there is a healthy mix of top down and bottom up decision making. I also got the impression that the department values the insights, ideas, and feedback of staff at various levels of the department. There was even a situation described by an administrative staff member where her frontline staff where telling her that they did not feel equipped and adequately prepared to communicate with and serve students with IDD. The administrative staff member took these insights very seriously and surveyed all of her frontline staff. The results of her survey confirmed that her frontline staff needed and wanted training related to communicating with and serving students with IDD. The administrative staff member has been working on securing professional speakers to come in for an annual Lunch and Learn for her frontline staff. These trainings could contribute to the inclusion of students with IDD.
Small State University	I feel that the Small State University's IPSE program would be considered a program that provides inclusive individualized services on the academic continuum of inclusion. This placement is based on the fact that students with IDD have classes with other students with IDD and with students without IDD. Additionally, students with IDD can choose to audit university classes or take university classes for credit. There are also some students within the IPSE program that are degree seeking students. The students with IDD have various opportunities to participate in naturally occurring social activities on campus. Students with IDD participate in various social activities with students without disabilities. Students are supported to connect with employment experiences of their choosing in various employment settings that are on and off campus. The IPSE program has no program base or "hub" for students on campus. There is also a collaborative approach with an interagency team (i.e., a non-profit support agency), where this collaborating organization provides college life supports to students with IDD. The IPSE program and the collaborating organization work together to provide a flexible range of services that are based on each student's person-centered plan, and they work together to share costs.	I feel that the Small State University's IPSE program would fall between functional inclusion and social inclusion on the broader continuum of inclusion. This positioning would lean slightly closer to social inclusion. This placement is based on the fact students with IDD are supported to function successful in various environments at the University. Reasonable accommodations are provided to students with IDD at the University's campus. Based on the information gathered from the site visit regarding the students' with IDD participation in campus recreation and sports, most students with IDD have the ability to gain social acceptance and/or participate in positive interactions with peers during activities or programs. There are some entities on campus where this level of social inclusion does not yet exist. This supports my placement of the program between functional and social inclusion on the broader continuum of inclusion.	Small State University's Decision Making Is Supportive of Efforts for Increased Inclusion - In regard to decision making, I get the impression that there is a healthy mix between top down and bottom up decision making, and the department values the perspectives and insights of staff at all levels of the department. I also got the impression that the department makes efforts to effectively communicate decisions and changes across all levels of the department. I also get the impression that when decisions or changes are made within the department and there is adverse feedback, the department really listens to that feedback and is willing to go back to the drawing board and make adjustments. During interviews with frontline staff, they spoke about desires to increase and enhance training around how to effectively serve and include students with IDD. When speaking with administrative staff about these same ideas, it was apparent that they had heard these desires from lower level staff and they viewed them as important to act upon. Additionally, a middle level staff member (i.e., graduate assistant) brought the idea for Adaptive Rec Day to administrative staff. The administrative staff were receptive, immediately jumped on board, and followed this graduate assistant's lead in making Adaptive Rec Day a reality.

Part 3 (from left side to right side) of the Horizontal Matrix from Horizontal Analysis

Cases	Rec/Sports' Influenced Views of the Right Programming for Students with IDD	Are Students with IDD Viewed as University Students?
<p>Private University</p>	<p>Private University's Views of Specialized, Segregating Programming from the IPSE Program as the Best and Only Way - I get the impression that the IPSE program is supportive of specialized and segregated programming, and that they view their support staff as individuals without IDD who can contribute to the inclusive experiences of the students without IDD for whom they are paid (i.e., through service hours) to work with. For example, the IPSE program has organized Special Olympics Unified Sports leagues and use space from the rec/sports department to host and implement these leagues. The IPSE program's support staff are the players without IDD who play with the students with IDD. This gives me the impression that the support staff may not be playing for the pure fun and enjoyment of it, and because they truly want to be a part of this inclusive team. They may be playing partially due to the fact that they can gain service hours to meet their various service requirements as University students. In speaking with administrative staff within rec/sports, I learned that they feel that they have fulfilled the needs presented by the IPSE program (e.g., using space for Special Olympics Unified Sports leagues). I get the impression that the department does not even really feel responsible for including students with IDD within recreation and sports. In fact, the top of the department (i.e., the director) is the creator of the department's strategic plan, and inclusion of students with IDD is not part of the strategic plan. This gives me the impression that the department may feel that the IPSE program has what they need and what is best for students with IDD, which is specialized programming (i.e., rec/sports provided space for Special Olympics Unified Sports leagues). When rec/sports staff explained the participation of students with IDD, I got the impression that students with IDD mainly participate in specialized, segregated opportunities that are set up by the IPSE program. I also got the impression that the rec/sports staff believed that this type of segregated and specialized participation is most appropriate for students with IDD.</p>	<p>Private University's Views Students with IDD as IPSE Program Students, Not University Students - From speaking with the IPSE program's staff during their site visit, I got the impression that the largest barrier to inclusion of students with IDD within recreation and sports, and even other aspects of college life, is the fact that students with IDD are not allowed to live on campus. Almost all of the students with IDD are commuter students and are living up to 50 miles away, which limits their access to campus. I also get the impression that students with IDD are not even fully integrated within campus in a physical sense, because the IPSE program's "hub" and the main spaces that are accessed by students with IDD are not even on the main University campus, they are on the neighboring portion of the campus, which is about a 10-15 minute walk away from the main campus. Within the building where the IPSE program's "hub" is located, there is an exercise space that is smaller in size and is not managed by, staffed by, or affiliated with campus recreation and sports in any way. I got the impression that this is the main space that students with IDD access for physical exercise purposes. I also get the impression that the University is very structured and the IPSE program is trying to fit into that structure and sometimes even trying to work around rules and policies. For example, the University does not allow auditing in any classes. The IPSE program has secured an opportunity for students with IDD to "participate in" some University classes. I get the impression from the rec/sports department that one external barrier to inclusion of students with IDD is their lack of integration and inclusion within college life and the University. I got the impression that students with IDD are viewed as IPSE program students and not as University students. Not one during a rec/sports interview did a staff member call students with IDD University students. They always referred to them as IPSE program students or those students or they.</p>
<p>Large State University</p>	<p>Large State University's Views of Specialized, Segregating Programming from the IPSE Program as the Best and Only Way - I get the impression that the IPSE program is very supportive of specialized and segregated programming, and they have even organized and offer the most segregated for of rec/sports programming (i.e., Special Olympics) and just connect with rec/sports to obtain space for their segregated, specialized rec/sports programming. I even got the impression that after graduation, rec/sports continues to support structured, specialized programming for IPSE program alumni. I get the impression that the rec/sports department does not even really think about more inclusive opportunities and they view the specialized, segregated programming as the best way and the only way for students with IDD to participate in rec/sports. In fact, the administrative and frontline staff within the department only thought of ideas for specialized, segregated programming when they were asked to describe ideas for increasing inclusion. This gives me the impression that the department may feel that the IPSE program has what they need and what is best for students with IDD, which is specialized, segregated programming (i.e., rec/sports provides space for the IPSE program's specialized, segregated programming). When rec/sports staff explained the participation of students with IDD, I got the impression that students with IDD mainly participate in specialized, segregated opportunities that are set up by the IPSE program. I also got the impression that the rec/sports staff believed that this type of segregated and specialized participation is most appropriate for students with IDD.</p>	<p>Large State University's Views Students with IDD as IPSE Program Students, Not University Students - From speaking with rec/sports staff during their interviews, I got the impression that one of the largest barriers to inclusion of students with IDD within recreation and sports, is the fact that students with IDD are consistently provided with segregated, specialized opportunities that are organized and provided by the IPSE program and are intended for students with IDD. From speaking with the director of the IPSE program, it seems like she is not only supportive but also willing to defend specialized, segregated programming. I also get the impression that students with IDD are not fully included within campus life even they are physically integrated in the dorm buildings on campus, because the students with IDD are accessed for independent living skills and either end up having supports that live in their apartment and provide around the clock supports or supports that live on their same hall and provide around the clock supports. Students with IDD are also living in dorms only with other students with IDD and then a support staff who is paid to live with them and support them (i.e., for students with IDD who do not have the independent living skills to qualify for the option where their support staff lives on their hall instead of in their dorm room). This not only gives me the impression that there is potentially too much support that is being provided to all students with IDD (i.e., without individualized support options), but it also gives me the impression that students with IDD are limited socially in residence life in regard to their inability to develop natural, meaningful relationships and engage socially with roommates who do not have IDD. I also get the impression that students with IDD are mostly taking classes with students with IDD, and there are some students who audit certain university courses. When I observed students with IDD participating in recreation and sports, I got the impression that the only opportunity for inclusive participation of students with IDD are the recreation university courses, and there are no inclusive opportunities that are natural and sporadic. From speaking with administrative staff, I got the impression that the university only recently announced that students with IDD are University students and are a part of the University. However, it seems like the university may not be putting their words into action and may not fully understand the meaning of "part of" the University.</p>
<p>Small State University</p>	<p>Small State University's Beliefs in their Ability to Include Students with IDD Impacted by the IPSE Program's Lack of Specialized, Segregated Programming - There is no specialized, segregated programming of any sort that is organized by and/or provided by the IPSE program in the area of recreation and sports or any other area of college life. It seems as if the absence of specialized, segregated rec/sports programming from the IPSE program impacts the overall beliefs of the rec/sports department in regard to inclusion. It seems as if the rec/sports department sees the inclusion of students with IDD as their responsibility, and it seems like something they want to accomplish. Inclusion of students with IDD seems to be something the department as a whole thinks about. Since there is no specialized, segregated rec/sports programming from the IPSE program, the rec/sports department does not have an influenced belief that students with IDD need specialized, segregated programming and that specialized, segregated programming is the best way for students with IDD to participate in recreation and sports. One of the goals within the department (initiating and sustaining Unified Sports leagues) is questionable due to the language of the department wanting to have an option for students registered through the University's disability and accessibility office to participate in competitive sports. This reveals a potential lack of understanding from the department of the various types of students that may be registered through the University's disability and accessibility office. The disability and accessibility office on campus is all about providing academic accommodations to University students. This could include students who need additional test taking time, and things of that nature. Why would a student who needs additional test taking time need or want an opportunity like Special Olympics Unified Sports to participate in competitive sports? While Special Olympics Unified Sports brings athletes into leagues that do not have disabilities, it is still specialized and focused on athletes that have IDD. There is a very small population of students with IDD that are registered through the University's disability and accessibility office. The majority of University students that are registered through the disability and accessibility office are students without IDD. I also get the impression from the rec/sports department that there is a lack of collaboration with the IPSE program in some aspects of the department's initiatives, including the Special Olympics Unified Sports programming. This may be due to a lack of alignment of philosophy in regard to inclusive service delivery. The IPSE program does not support specialized programming, like Special Olympics Unified Sports, and the rec/sports department is trying to start and sustain a Special Olympics Unified Sports league. This may be the reason for the absence of the IPSE program as a mentioned partner in this effort. This misalignment of philosophy may be carrying over and tempering the nature of collaboration with the IPSE program within other aspects of the department (i.e., not related to Special Olympics Unified Sports). For example, the department has reached out to the University's disability and accessibility office to do a training about Universal Design principles for higher level staff, and the higher level staff then communicated information down to their lower level staff. However, there has not been any collaboration with the IPSE program for agency-wide, sustained trainings. I get the impression that most of the collaboration with the IPSE program involves more reactive efforts (i.e., when situations come up involving students with IDD, the department will reach out to the IPSE program to assist in handling the situation). From speaking with administrative staff, I get the impression that there are various pressures from the university at large related to diversity and inclusion. These various pressures are coming from the university being focused on the inclusion of different marginalized groups (i.e., not just students with IDD or disabilities). Therefore, I get the impression from administrative staff that they don't really know where to start with inclusion and they view it as a really big target. With Adaptive Rec Day, the administrative staff explained that they had to start somewhere with inclusion, so they decided to start with more of a focus on adaptive recreation and physical disability.</p>	<p>Small State University's IPSE Program's Language Sets the Stage for University of Inclusion's Views of Students with IDD as University Students - I also got the impression that the IPSE program attributes much of their success with inclusion of students with IDD within various aspects of the university to the language that they use to describe the students with IDD (i.e., as University students who are paying tuition and fees) and the language that they use to describe specific programming and efforts involving students with IDD (i.e., students without IDD from the Special Education department who are working with students with IDD for tutoring is referred to as learning partners). The IPSE program does not initiate, support, or allow for any type of collaboration, partnership, or programming between students with and without IDD that is hierarchical in nature. Not only are students with IDD referred to by the IPSE program as University students who pay tuition and fees, but they are also integrated and included within campus living in a way that is the same as any other University student without IDD. The IPSE program explained that they have successfully ensured that students with IDD have all the same residential options as students without IDD (i.e., on and off campus housing, with students with or without IDD), and students with IDD that choose to live on campus complete the same housing and roommate matching forms as any other student without IDD. The IPSE program provides person-centered supports that are individualized based on each student's level of need. The IPSE program does not provide around the clock or live in supports of any kind. The majority of supports for students with IDD are provided by part-time college students without IDD, who are supervised by full-time staff who are directing the provision of supports through the use of person-centered goals that are individualized and specific to each student. Students with IDD are mainly out and about on campus and in the community either on their own or with their part-time support staff who are college students without IDD. This type of support allows for a "blending" where other people on campus or in the community would not suspect that the student without IDD is a support staff of the student with IDD. I also got the impression that it is very important to the IPSE program that each of their support staff have a full understanding of inclusion and the differences between inclusion and integration. Something as simple as the language that the IPSE program uses to refer to students with IDD as University students who pay tuition and fees, along with the integration and inclusion of students with IDD within campus living in a way that is the same as any other University student without IDD could be setting the stage for inclusion within other entities on campus, and could be attributed to the inclusive participation of some students with IDD within recreation and sports (i.e., intramurals, club sports, exercise, employment, etc.).</p>

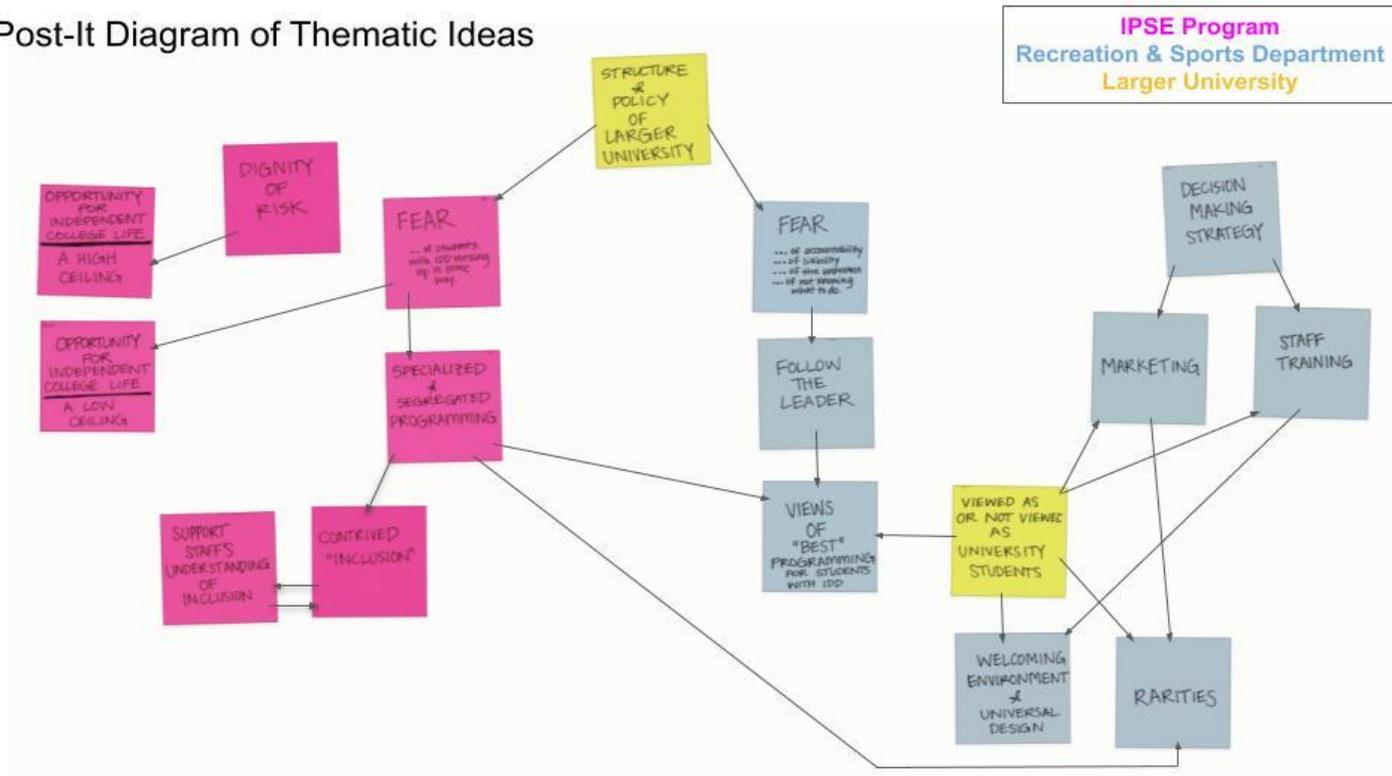
Part 4 (from left side to right side) of the Horizontal Matrix from Horizontal Analysis

Cases	Have Students with IDD Fallen Through Rec/Sports' Marketing Gaps?	Does Rec/Sports Have a Welcoming Nature and Presence of Universal Design Principles?	The One and Only
Private University	<p>Private University isn't Even Thinking About Marketing Specifically to Students with IDD - I get the impression that inclusion of students with IDD is not happening within the department and is not even a priority within the department due to the fact that administrative and frontline staff could not think of or describe any strategies or resources for inclusion. The staff explained that they normally turn to the IPSE program to take the initiative in letting the department know what students with IDD need. This gives me the impression that the department does not even really feel responsible for including students with IDD within recreation and sports. I also get the impression that inclusion of students with IDD is not a focus or priority within the department because the director specifically explained that inclusion of students with IDD is not a part of the department's strategic plan.</p>	<p>Private University's Lack of Language that is Welcoming in Nature to Students with IDD and Lack of Universal Design Principles - The rec/sports department's mission statement is very brief and not specific in regard to inclusion of students with IDD and/or disabilities. The department's philosophy and values do not speak to inclusion or diversity at all. The policies within group fitness and outdoor adventures use some language that sounds welcoming and resembles a few universal design principles. However, I get the impression that this is not specific to disability and it sounds good in writing, but the interview data and site visit data reveal that inclusion of students with IDD within group fitness and outdoor adventures is not really happening. The language used within competitive sports policies makes it sound as if competitive sports are more than just competitive in nature and are also promoted as a social environment. This sounds supportive towards inclusion. However, the interview data and site visit data reveal that inclusion of students with IDD within competitive sports is not really happening. When the department shared their document data, there were no training materials, annual reports, or advertisements related to disability, diversity, or inclusion. This gave me the impression that disability and inclusion may not be important to the department, or may not be a priority of the department. Within the department's employment policy, there is language that speaks to the diversity of staff within the department. Based on the interview data, I get the impression that this diversity may not be specific to disability because it seems as if students with IDD are mainly working within the department as interns and not always in the same capacity as student employees within disabilities.</p>	<p>Private University's Two Rarities - One of the two students with IDD who have participated in recreation and sports was a student with IDD who was initially engaged within the department as an intern. After speaking with one of the frontline staff members who worked closely with this intern with IDD, I get the impression that this one intern with IDD made the necessary social connections through his internship that then led to his participation in intramural basketball. I also get the impression that there is an overall lack of participation of students with IDD within recreation and sports. Other than one student with IDD who plays with the club baseball team and one student with IDD who participated in a basketball intramural team, the staff were not able to think of or provide any examples of students with IDD participating in recreation and sports.</p>
Large State University	<p>Large State University's Marketing Ideas are Focused on Specialized, Segregated Programming - From speaking with administrative staff within rec/sports, I get the impression that they do not really envision, think about, or talk about true inclusion of students with IDD. When frontline and administrative staff spoke about ideas for increasing inclusion of students with IDD, I got the impression that they did not really understand the true meaning of inclusion. They only offered ideas for additional segregated, specialized programming for students with IDD. What they envision, think about, and talk about seems to be specialized, segregated programming. The frontline and administrative staff also spoke about the need to raise awareness and get the word out about the specialized, segregated programming that exists for students with IDD.</p>	<p>Large State University's Lack of Language that is Welcoming in Nature to Students with IDD and Only Some Universal Design Principles - I get the impression that the formal mission, philosophy, and values within the rec/sports department has language that supports diversity. However, the language does not necessarily speak to inclusion or speak to disability specifically. I also get the impression that there is a mixture of policy with language that is not inclusive (i.e., "no pets allowed") and policy with language that resembles universal design, which does support inclusion (i.e., visual description of appropriate attire). There is so little language within competitive sport policy that support inclusion. However, there is also some language that is limiting in regards to inclusion. I also get the impression that inclusion of students with IDD is not seen as a need and/or is not important within the department. This is based on the fact that there are no specific training materials for staff that relate to inclusion and disability, and there are no promotional materials that relate to inclusion or diversity. The language related to events and programming (i.e., "We entertain requests from the Muslim's women group) leaves the overall impression that these types of requests are burdensome, and I would not feel very comfortable making a request related to disability or anything really that is new, unique, or different.</p>	<p>Large State University's One Rarity - They only mentioned one student with IDD who had participated in intramural basketball, so I got the impression that this more integrated and potentially inclusive participation of a student with IDD is extremely rare within rec/sports. I also got the impression that the only other way students with IDD are engaged within the department is through highly structured internships where they are accompanied by support staff.</p>
Small State University	<p>Small State University is Thinking About and Wants to Increase and Enhance Intentional Marketing for Students with IDD - Administrative staff within the rec/sports department admitted that there needs to be improvements within marketing to intentionally target students with IDD. These administrative staff gave me the impression that the department really wants to learn from the experts themselves (i.e., students with IDD) about their needs and desires so that the department can make efforts to be more inclusive. However, these efforts are not currently in place. Surveys that are administered through multiple methods are common within the department to capture the perspectives of patrons, students who are not participating within rec/sports, and rec/sports staff. However, the administrative staff admitted that they are not entirely sure if current survey efforts are reaching students with IDD. When talking with the administrative staff, they also admitted that they don't get in front of the IPSE program to share information about available opportunities and programming that same way that they do with other campus entities (i.e., international students). The administrative staff and frontline staff within rec/sports also explained that the department as a whole does not see much participation from students with IDD. They specifically referred to informal recreation and outdoor adventures as seeing the least number of students with IDD. When meeting with the IPSE program's administrative and support staff for a site visit, they explained the different types of recreation and sports that students with IDD have participated in and the majority of participation was within intramurals and club sports.</p>	<p>Small State University's Welcoming Nature and Universal Design Principles - When meeting with the IPSE program's administrative and support staff for a site visit, they explained the different types of recreation and sports that students with IDD have participated in and the majority of participation was within intramurals and club sports. The administrative staff and frontline staff within rec/sports explained that informal recreation and outdoor adventures, in particular, does not see many students with IDD participating. When speaking with an administrative staff member from competitive sports, he did not mention seeing a lack of participation of students with IDD, specifically within intramurals. It seems as if intramural programming at the University has a welcoming nature and some universal design principles that stand out when comparing intramurals to other rec/sports programming at the University. The eligibility criteria is written in a way that is inclusive of students with IDD (i.e., no reference to GPA or being a degree-seeking student). Information (i.e., schedules and sign-up information) are shared with students in a variety of ways and locations. Sportsmanship is highly valued and enforced. The free agent option of signing up for intramurals is widely used by students with and without IDD, and the administrative staff within competitive sports explained that they are most likely able to take all free agents based on their desired nights of play, skill, or competitive vs. recreational. The administrative staff member also explained scenarios that provided evidence for attitudinal access (i.e., students without IDD on the intramural teams that are playing with a student with IDD are mindful of the student with IDD, want to include the student with IDD, and are willing to modify their style of play without sacrificing the quality of the game).</p>	<p>Small State University's One Rarity, But Are There Others That Have Gone Under the Radar? - The staff within the rec/sports department consistently one student with IDD who was employed within the department and who participated within a variety of intramural sports. They spoke about this student when describing participation of students with IDD, when describing strategies for inclusion, when describing successes with inclusion, and even when describing challenges with inclusion. While it was great to hear about a successful case of inclusion, the fact that only one student with IDD was consistently referred to by rec/sports staff demonstrates the rarity of successful social inclusion of students with IDD. Even though the administrative and support staff from the IPSE program revealed a variety of situations where students with IDD have engaged in a variety of recreation and sports on campus, this participation may not be predominant enough or fully inclusive to where frontline and/or administrative staff recognize and remember this participation of students with IDD. Perhaps these students with IDD have flown under the radar of the rec/sports department. These additional students with IDD may be experiencing physical integration within programming, or maybe even functional inclusion, but not necessarily social inclusion.</p>

APPENDIX B

POST-IT DIAGRAM

Post-It Diagram of Thematic Ideas



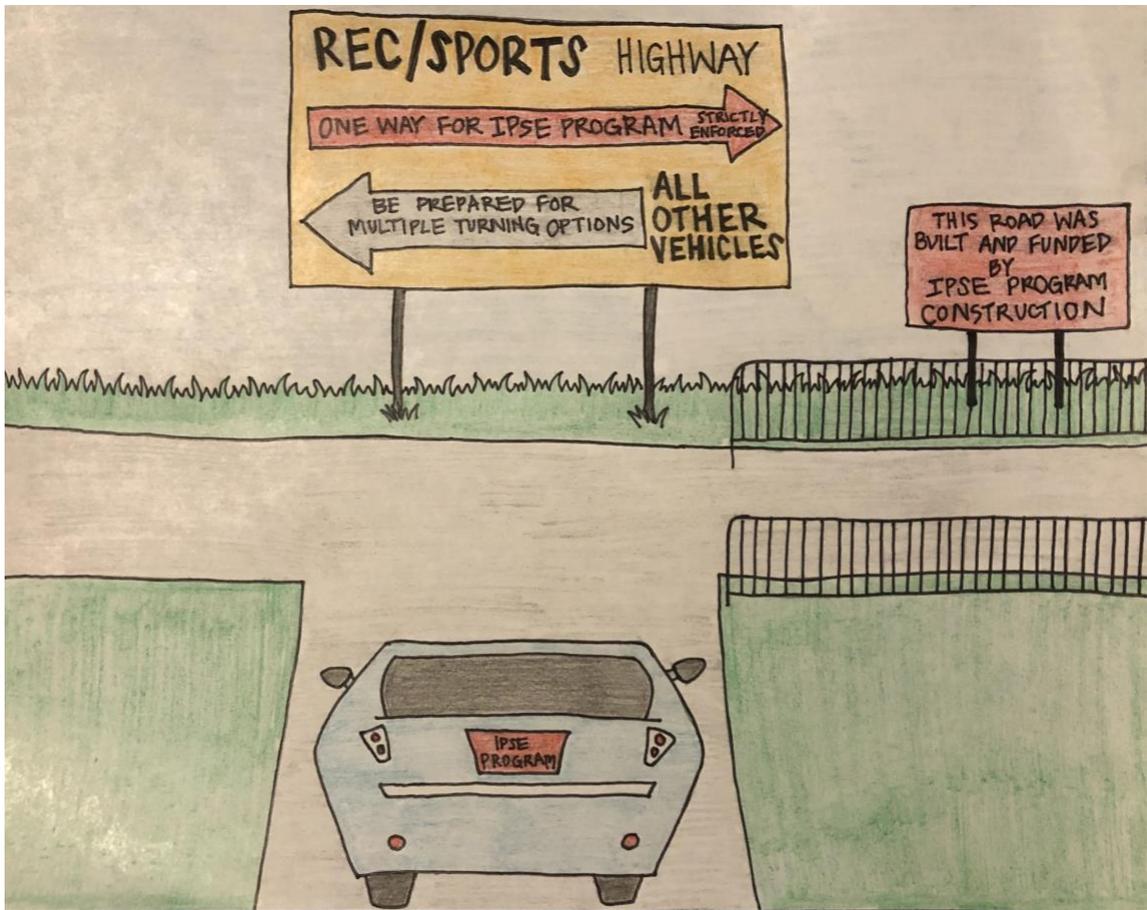
APPENDIX C

DRAWINGS TO REPRESENT EACH CASE

Drawing for Small State University and IPSE Program



Drawing for Large State University and IPSE Program



Drawing for Private University and IPSE Program

