

grasp them; and field trips or work placements are essential for those who need hands-on learning. All these learning styles are effective for people who learn at a slower pace.

Adapting the System to the Student

Through CICE, there is considerable work done to modify and adapt the course to each student. And students are provided with support to go to class for as long as they want that support. Central to the role of the CICE faculty members is collaboration with other students and instructors so that major points of the course can be highlighted, assignments identified, and field placements arranged. The discussion then focuses on making this all happen for one particular student. For example, because Lorraine has difficulty reading and writing, it is necessary for someone to give her a copy of their class notes so they can be read onto a tape for her to review at home. A group assignment is adapted so Lorraine's group will be evaluated not only on their presentation but on how they involve her in completing the work. Instead of a book review, Lorraine will do a film review, spoken into a tape recorder rather than written out. A field placement will be scaled to her confidence level; but it will take place on the same day, in the same setting, and under the same supervision as for everyone else.

Peer Education

Despite thorough planning, challenges arise along the way. For example, when the semester first began, a dilemma arose over how to elicit the support of students in Lorraine's class. Should Lorraine simply start class on the same day as everyone else, leaving them to follow their own instincts about how to be involved with her? She would, after all, be with a support person whose main role would be to introduce her to other students, initiate conversation and generally model a way of interacting. The alternative was to inform the students that Lorraine would be joining them before she was introduced to the class. That meant going in on the first day, without