A Critical Discourse Analysis of Federal and Provincial Government Grants for

Post-Secondary Students with Disabilities in Alberta and Ontario

by

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Abstract

Although higher education typically strengthens people with disabilities' chances to be in a competitive job market as a viable leverage to break away from poverty (Council of Canadians with Disabilities, 2014), the contemporary marketization of higher education within the era of neoliberalism has made degrees and diplomas increasingly unaffordable. The federal government responded to this predicament by increasing the Canada Social Transfer (CST) to offer up-front targeted funding to students with disabilities in 2008 (Kirby, 2011). However, virtually no literature has acknowledged whether financial grants meaningfully provide student with disabilities with an equitable opportunity to engage in post-secondary education (PSE).

Using a critical discourse analysis (CDA) on government online materials that address federal and provincial disability grants for post-secondary students with disabilities in Alberta and Ontario, this thesis reveals how the neoliberal rhetoric of personal responsibility colonizes government disability grants and leaves students with "more responsibility" and "less control" over their finances in an already disabling world.

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Obviously, this acknowledgement is not complete without mentioning my wonderful partner, Faisal. Sweetheart, I know I am choosing to grow in the right direction as a woman and researcher, and I love how you can keep up with me. I love how you are grounded in who you are, so much that you are comfortable enough to just "let me be." I look forward to celebrating this accomplishment with you.

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Dedication

To my 9-year-old self . . . this is a long time coming. Cheers.

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Chapter 1: Introduction

Whether one likes it or not, history will remember our times as the "age of neoliberalism" (Saad-Filho & Johnston, 2005). This economic doctrine has permeated into all aspects of life as it transformed how the global community interprets economics, international relations, politics, social policies, societies, citizenship, families, and individuals identities (England & Ward, 2007; Harvey, 2005; Saad-Filho & Johnston, 2005). Neoliberalism has been so pervasive that it is difficult to assess human relations without acknowledging strong neoliberal trends-- and this study is no exception.

As the narratives of "globalization," "competitive free market," and "smaller government" have fashioned itself as the new world order, the global community at large have embraced the values of marketization and principally restructured its public corporations according to the neoliberal discourse. All facets of public goods and social services are redefined as commodities, including degrees and certificates issued by post-secondary institutions.

This notion is predominantly consistent in Canada as Canadian policymakers at both the provincial and federal levels have administered PSE as an industry that develops a mechanised labour force, an instrument that facilitates business innovation, and as an operational market itself (Fisher, Rubenson, Jones, & Shanahan, 2009). Although it has been argued that the market environment in the Canadian higher education is not entirely competitive in a traditional corporate manner and is better characterised as a quasi-market environment (Lang, 2005), the predominant compositions of public universities and colleges in Canada have removed itself from the dying discourse of traditional academic-humanist values and citizenship interests. In today's world, as the wider global community have accepted the notion that "knowledge society"

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will serve to further economic development, PSE have been restructured and reframed as a valuable commodity in high demand.

As a response, the associated costs of this popular trend have significantly risen in price. Fuelled by the neoliberal discourse of self-reliance, this naturally alters the PSE's policy perspectives concerning the nature of benefits, benefactors, and beneficiaries--especially for the ones who are not able to cover the cost in an already inaccessible world. Thus, post-secondary students with disabilities stand to lose the most in the neoliberal era compared to their able-bodied counterparts as social inequities inevitably continue to systemically unravel.

My Personal Journey

As I am the primary instrument that analyzes and interprets this research project with all the complex socio-cultural historical context that construct my essence as a researcher, as part of the qualitative nature of inquiry, this section lets my personal views be known upfront.

Upon reflection, I have realized that all facets of social life constitute and reconstitute neoliberalism as a normal means to "see" the world before us. Whether it is at home or in school, every child is indoctrinated with the marketized virtues of hard work. Being part of this world, I naturally assumed that the shame of failure ought to be internalized because one only "chooses" to fail, and the messiness of life can be avoided if you have been living it "correctly." For most of my life, this one-dimensional paradigm had incapacitated my ability to authentically appreciate the disorderly human experiences that exist outside my neatly constructed ideals of "proper" human conduct.

While interpreting my experiences through the neoliberal "lens" of personal responsibility, I entered disability studies, a route that need not be elaborated on here. Naturally,

after the first few classes, I felt like an imposter as I found my discursive reality antagonizing with a schematically "whiny, politically correct" discipline. Despite my underlying trepidation, I took pride in being a keen (neoliberal) citizen and abandoning this degree program is not a viable option.

Being a reasonably competent and independent abled-bodied graduate student, I was only capable of attributing pity to those who "claim" to be living on the margins. I was not concerned about some distant advocacy claims as much as my own indifference. In some level, this contrived intention caused a dissonance that later led me to study neoliberal policies. Perhaps the faint yet lingering guilt of hijacking disability studies for the sake of a commodified degree made me quietly question the quality of my own character. I often asked: "Is this it? Is there a meaningful fight to be had?"

During this time, at the risk of living without a purpose, a course in social policy initially filled this void and ignited my titillation to pursue a thesis research project that stems from critiquing neoliberalism. After all, neoliberal policies are not an abstract construction; I embody this social practice. In lay terms, "it takes one to know one." By critiquing neoliberalism, I was examining and exploring my personal belief system. Without self-identifying as someone who lives with disability for most of my life, I have oriented my outsider perspective within the realm of disability studies-- but such as life, fate was just beginning to dance to a new unexpected rhythm.

By the time I understood the critiques of neoliberalism from a "text-book" perspective and promptly attempted to piece my thesis together as part my curriculum, I had begun experiencing exacerbating symptoms of ADHD. Unlike undergraduate programs and

prearranged work environments, the independent nature of research work left me with little built in structure. After being diagnosed with adult ADHD in recent times, I still blamed myself for falling behind. I had never allowed the realities of my own vulnerabilities to surface. Similar to earlier writing of reflexivity of self from Hansen (2002), I also " . . . did associate disability with 'fault' and, yet, I did view it as solely my responsibility to 'manage'" (Hansen, 2002, p. 66).

Witnessing how I began to share the same realities as other post-secondary students with disabilities was not initially a liberating experience. Instead, I was peculiarly aware that "thunder called my name" and required me to experience the debilitating sensation of self-perceived failure. Somehow, instead of fighting it, I eventually learned to surrender my will to control fate itself by shedding the neoliberal rhetoric of "self-made success."

After taking some time to tend my health, I returned to my studies, and for the first time, I read the same reading materials with softer eyes. I finally realized that the market principles do not value the worth and complexity of someone's existence when it systemically shames "different" characters, or individuals who do not fit into the narrow market definition of success. I am not claiming that neoliberalism has no merit in totality. To a lesser degree, a part of me still discursively enacts some neoliberal practices, but I do concede that this ideology may narrow or even distort the human experience into simplified marketized languages. After all, if the narrative of personal accountability and hard work objectively leads to success in an orderly positivist fashion, people with disabilities should be busy planning their early retirement after accumulating unless hours of laborious work in the "promising" sheltered workshop industry.

These personal revelations provided me with the momentum to finally make a small, yet significant stand for myself and I have made the cautious decision to use this research

opportunity to read, write, reflect, analyse and interpret a subject matter that positions me in a place of vulnerability--where my eligibility is dependent on other's interpretation of "a deserving recipient" or "worthy investment." As a post-secondary student with a disability, I can finally claim my identity as a researcher with an "insider perspective." Hoping to be part of disability studies for the years to come, I do not believe that I can honestly take a stand without unpacking how certain discourses may be socially positioning me in a compromised space. I do not want to become an individual who has the audacity to righteously advise how other people with disabilities "should" improve their lives while never mustering the courage to honestly observe "what it is like" to have similar complexities and messiness of life be reduced to a "check box" within a government application form.

Furthermore, as I have been interacting and constructing the world I see, I would consider myself as a critical realist at this point in time. This ontological stance is in line with Fairclough's concept of CDA. As succinctly written by Jørgensen and Philips (2002),

> In critical discourse analysis, langauge-as-discourse is *both* a form of action . . .
> through which people can change the world *and* a form of action which is socially
> and historically situated and in dialectical relationship with the other aspects of
> the social (p. 62).

Being an "outsider" and an "insider" at the same time, the outsider dimension can critically analyze how culturally situated ideals of neoliberalism are discursively structured within the discourse order of disability grants. I believe my newly found insider perspective as a post-secondary student with a disability discursively commits to the tradition of emancipation within the scholarship of disability studies. Henceforth, this chosen methodology is a logical and

personal progression, and this comfortably allows me to consciously embark on a rigorous and reflexive method of inquiry in my own right.

Statement of the Problem

According to PALS 2006, of the 4.2 million Canadians who have at least one disability, almost half a million (20.5%) working-age adults from ages 15 to 64 lived on a low income below the poverty line and this figure does not include the disability-related costs such as medication, services, or aids for mobility, communication or learning (Statistics Canada, 2007). This startling statistic entails harsh realities as people with disabilities are about twice as likely to live on low incomes compared to adults without disabilities. However, the trend is fairly consistent unless people with disabilities earn a degree, diploma or other certificate from a post-secondary institution. Compared to 8.2% of their able-bodied counterparts who also live on low income after graduating from a post-secondary institution, 12.4% of people with disabilities live on low incomes-- a difference of 1.5 times instead of twice the rate of poverty (Council of Canadians with Disabilities, 2014; Statistics Canada, 2007).

According to Council of Canadians with Disabilities (2014), higher education is a viable leverage to break away from poverty. For individuals with disabilities, PSE is likely to secure independence and financial security because their successful enrollment in a post-secondary establishment strengthens their chances to be in a competitive job market (Fichten, Asuncion, Fossey, Robillard, & Lamb, 2003). According to Fichen et al. (2003), once students with disabilities graduated from a post-secondary program, they tend to spend less time job hunting compared to individuals without PSE. Once employed, former students with disabilities are more satisfied with their employment, and their employment position is not as precarious compared to people with disabilities who have not attended PSE (Fichten et al., 2003). For these

same reasons, Fairweather and Shaver have suggested that "post secondary education is a crucial link between high school and success as an adult . . . " (1990, p. 333) with disabilities.

If living below the poverty line is associated with a lack of access to education and vocational training, here lies the dilemma: people with disabilities are unlikely to retain and maintain meaningful employment without a degree, diploma, or vocational certificate--and at the same time--these "commodities" are becoming increasingly unaffordable without substantial financial assistance. However, this concern has not been addressed in the current literature.

Similar to other Western industrialized nations, the existing research on post-secondary students with disabilities largely focuses on non-financial barriers surrounding students with disabilities in higher education (Council of Canadians with Disabilities, 2014; Duquette, 2000; Erten, 2011; Fichten et al., 2003; Harrison, Areepattamannil, & Freeman, 2012; Hill, 1992, 1994; Jorgensen, Fichten, Havel, Lamb, James, & Barile, 2005; Mullins & Preyde, 2013). The literature in Canada generally addresses physical accessibility issues on campus; unavailable adaptive equipment; insufficient funds for accessibility services; and attitudinal barriers from peers and faculty members. Virtually no existing literature has acknowledged how the marriage made between neoliberalism and higher education affects financial aid for post-secondary students with disabilities. One must ask: can students with disabilities in higher education ever be marketable citizens and be included in a society that bears so much emphasis on self-resiliency despite the vulnerability that already exists within the human condition?

Background of the Study

Before this chapter addresses how neoliberalism negatively affects the lives of people with disabilities in Canada, the following section provides an overview of neoliberalism and its

origins. Without a proper introduction to neoliberalism, it does not truly honour the gravity of the restructuring process that has affected all Canadians, especially the most vulnerable populations in society.

What is Neoliberalism?

Since the 1970s, most of the world's state-centric political economic framework experienced a radical transformation as the general global community have espoused and abided by market-driven principles, known as neoliberalism (Harvey, 2005; Luxton & Braedley, 2010; Saad-Filho & Johnston, 2005). This laissez-faire political-economic ideology originated from Friedrich Hayek and it was later refined by Milton Friedman (Harvey, 2005; Saad-Filho & Johnston, 2005). This "free enterprise" economic doctrine is characterized as "a theory of political economic practices that proposed that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade" (Harvey, 2005, p.2).

The neoliberal ideology bears several basic assumptions. First, an individual who adopts the neoliberal discourse must believe that the market is the only justifiable "allocators of resources in production and distribution" (Coburn, 2000, p. 138) where goods and services are commodified including public assets and institutions (Connell, 2010; Harvey, 2005). The accompanying "spirit of competition" within the free market is interpreted as an " . . . engine that propels efficiency and innovation" (Coburn, 2000, p. 138). Thus, these perceptions of the market define society as a composition of " . . . autonomous individuals (producers and consumers) motivated chiefly or entirely by material or economic considerations . . . " (Coburn, 2000, p. 139). These notions propagate the primacy of free market principles and the market driven resolutions became "common sense" solutions which are understood to be applicable to political,

economical, and social policy initiatives (Connell, 2010; England & Ward, 2007; Harvey, 2005; Peck, 2004; Peck & Tickell, 2002). In other words, " . . . all spheres of social life are colonized by the market . . . " (Connell, 2010, p. 24) and it became normal to promote smaller government, state debt-reduction, deregulation of the market, rescaled state services, growth in foreign investment, restricted trade union rights, regressive tax reforms, and privatization (Connell, 2010; England & Ward, 2007; Harvey, 2005).

This discourse starkly contrasts the postwar Keynesian's view of society. This alternative point of view, believes that " . . . the state, the economy, the public, and the domestic are fundamentally aligned" (Brodie, 1995, p. 39) where goods are understood to be held "in common" (Coburn, 2000) as the state has the right to impose limits and regulations on the market. Simply put, the Keynesian Welfare State (KWS), is a state that is directly responsible for the basic rights and well-being of its individual members (Brodie, 1996). Following this logic, the neoliberal philosophy fundamentally objects KWS as it is derived and rooted from liberal individualism where a person is understood to have the moral right to further their own interest without taking society into consideration (Bird, 1999; Giddens, 1998). Henceforth, this individualistic neoliberal worldview understands that " . . . the best approach to securing and protecting human well-being is through individual economic and social freedoms and . . . state interventions in the market activities should be kept to a minimum" (Cohen & Pulkingham, 2009, p. 16).

Since " . . . neoliberalism can be seen at a 'macro', 'meso' and 'micro' levels in studies that home in on specific policies, institutions, ideas and interests . . . " (Dobrowolsky, 2009, p. 3), the following section will respectively illustrate the rise of neoliberalism within the global arena and in Canada throughout the past decades.

The Global Spread of Neoliberalism

The implementation of neoliberalism was partly set up by Paul Volker in 1979. Volker was the head of the Federal Reserve under U.S. President Carter's administration and Volker renounced his commitment to the Keynesian ideal of full employment by favouring the market's monetary stability above all else. In order to wring high inflation out of the system, he drastically raised interest rates and pushed the economy into a deep recession and subsequently skyrocketed unemployment. This was known as the "Volker shock" (Steger & Roy, 2010). This economic downturn set the stage for U.K. Prime Minister Margaret Thatcher and U.S. President Regan to introduce neoliberal political and social policies by packaging neoliberalism as the sole answer to alleviating the economic recession and state debt. In the early 1980s, both Reagan and Thatcher attacked trade unions, deregulated industries, reduced taxes, and replaced the KWS ideals with the neoliberal discourse of self-reliance and entrepreneurial risk taking (Harvey, 2005; Peck, 2004; Peck & Tickell, 2002; Saad-Filho & Johnston, 2005; Steger & Roy, 2010).

In the 1990s, the Clinton Democratic administration in the United States launched the neoliberal campaign into the global arena and enforced free market principles into " . . . the processes of international economic coordination now commonly called globalization . . . " (Connell, 2010, p. 36). For example, President Clinton's administration imposed "structural adjustment programmes" to nations through international economic institutions like the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). Since refinancing debt at the new rates became impossible for many Latin American and African states, they were only given loans based on strict conditions (Connell, 2010; Steger & Roy, 2010). They were forced to comply with the neoliberal discourse by cutting domestic inflation, end import substitution policies, open capital markets to wealthy countries, and slash domestic

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spending (Smith, Stenning, & Willis, 2008; Steger & Roy, 2010). Ultimately, most nations in the world submitted to the new world order because countries were either debt dependent on the IMF or other nations were anxious of being "left out" if they were deemed uncompetitive within the global marketplace (Connell, 2010; Luxton & Braedley, 2010). Like gravity, the pressure to engage with the new world order has been understood to be an inevitable phenomenon. As a result, the

> . . . shift towards open markets and the search for comparative advantage was
>
> huge growth in the volume of international trade. Australian coal headed for
>
> Japan and India, Chilean fruit headed for the United States, African flowers
>
> headed for Europe, Japanese electronics and Chinese T-shirts headed for
>
> everywhere (Connell, 2010, p. 33).

Neoliberalism has become "hegemonic as a mode of discourse" (Harvey, 2005, p. 3) in the current era. This international spread of neoliberalism is further detailed in a meticulous manner by Hall and Lamont (2013); Saad-Fihlo & Johnston (2005); Smith et al., (2008).

Negative Impacts of Neoliberalism

Thus, across most parts of the world today, including the global North and global South and former communist East, the nations have generally shrunk its scope leaving the local/domestic industry relatively unprotected from global economic pressures. The process of neoliberalization have principally led to austerity measures, hollowed welfare provisions, loss of public sector jobs in education and health care, outsourced production, increased precarious work, steepened levels of poverty, and widened social classes (England & Ward, 2007; Giroux, 2005; Harvey, 2005; Peck & Tickell, 2002; Saad-Filho & Johnston, 2005; Smith et al., 2008).

As articulated by Giroux (2005), neoliberalism introduced the world to an " . . . emergence of a culture of permanent insecurity and fear . . . [that often hid] behind appeals to common sense and alleged immutable laws of nature" (Giroux, 2005, p. 7) and these global effects are not immune to Canada.

Neoliberalism in Canada

In fear of being left out of the global community, many countries have doubted their own "out-dated" forms of governance. Canada is one of these nations that reacted by restructuring its political, economical, and social landscape.   In the early 1980's under the Mulroney Progressive Conservative government, Canadians were " . . . bombarded at every turn with the message that things have to change, that we [Canadians] are uncompetitive in an increasingly competitive global economy, and that we can no longer afford the security and services that were once guaranteed to all Canadians by the postwar welfare state" (Brodie, 1995, p. 9). The Canadian federal and provincial deficits were attributed to reckless fiscal policies that stem from "archaic" Keynesian ideologies. This includes the extensive usage of social programs during times of high unemployment that exceeded the state's financial capacity to fund it properly. At the same time, taxpayer's growing resistance to higher individual taxes (Brodie, 1996) were packaged as reasons why Canada needs a new style of governance and neoliberalism served as an answer to the growing discourse of national fiscal crisis (Bakker, 1996; Battle, 1998; Brodie & Bakker, 2008; Dobrowolsky, 2009). This created a " . . . political and policy climate receptive to the neo-liberal ideology of free market democracy" (Gazso, 2009, p. 47).

In 1989, Prime Minister Mulroney signed the Canada-U.S. Free Trade Agreement (CUSFTA) which was later superseded by the North American Free Trade Agreement (NAFTA) in 1994 (Cohen & Pulkingham, 2009; Dobrowolsky, 2009). Although Mulroney have been

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known to pioneer neoliberal ideals into Canada, this torch had been inherited to the subsequent

Liberal governments and most neoliberal policies were executed in the mid 1990s and this

tradition continues to live on today. Currently, Canada has free trade agreements with Jordan,

Panama, Colombia, Peru, the European nations, Costa Rica, Chile, Israel, and Honduras. More

recently, Prime Minister Harper signed a trade agreement with South Korea in March 2014

(Foreign Affairs, Trade and Development Canada, 2013). These international trade agreements

are contracts that closely follow the market-driven solutions, and they fundamentally erode the

realm of state intervention. For example, CUFTA and NAFTA explicitly forbid governments

from either favouring domestic producers or subsidizing national industry. According to Brodie

(1996), " . . . these restrictions [treaties] is the clear message that we have reached--indeed,

surpassed the appropriate boundary of state intervention and that restructuring demands retreat

and attrition (p.16)."

As neoliberalism achieved discourse hegemony above other governing ideologies,

Canada's crown corporations are either privatized or contracted out. For example, Air Canada,

the Canadian National Railway, provincial telecommunications in Manitoba and Alberta,

provincial utility companies (such as Nova Scotia Power and Ontario Hydro), Petro-Canada,

Potash Corporation of Saskatchewan, Saskatchewan Wheat Pool, and Teleglobe are some of the

major crown companies that can be found in the stock exchange and its fate is tied to private

investors across the globe (Boardman & Vining, 2012).

The neoliberal restructuring process has also been manifested by the diminishing federal

transfers to provinces. In the past, the Canada Assistance Plan (CAP) dictates that the federal

and provincial governments agreed that all provincially administered social assistance programs

were cost-shared. Provinces would present their costs to Ottawa and the federal government had

no choice but to sign the cheque even if it was during times of recession where the demand and corresponding cost for human services were substantially higher (Battle, 1998). As the new era encourages fiscal conservative policy changes, CAP came to a gradual halt by the early 1990s as the federal government began to erode CAP by imposing a 5% ceiling on increases in CAP payments (Battle, 1998). By 1995, the Chrétien's Liberal government finally annexed CAP by introducing the Canada Health and Social Transfer (CHST) which is a single mega-block fund for provincial social assistance, education, health programming and social services (Baker, 1997; Battle, 1998; Gazso & Krahn, 2008). The introduction of the CHST arrived with deeper cuts. In the first two years alone, the CHST cut $7 billion in total transfer payments (Battle, 1998). In so doing, it places the financial burden onto the provinces, and this pressure fast-tracks social assistance reforms (Baker, 1997; Gazso & Krahn, 2008).

For example, since the 1980s, eligibility for Old Age Pensions were stricter and clawbacks (i.e., taxing of benefits greater than some low-income threshold) were enforced (Baker, 1997; Brodie & Bakker, 2008; Peck & Tickell, 2002). Family allowances, the non-refundable child tax credit, and the refundable child tax credit were eventually collapsed into a single income-tested Child Tax Benefit that does not fully adjust its benefits against inflation (Baker, 1997). Employment Insurance (EI) became inaccessible as EI toughened their eligibility criteria and reduced the duration of payment. Benefits have shrunk for middle-income families and scrapped benefits for high-income families (Baker, 1997; Battle, 1998). Alberta's Klein Tory government led the nation in reducing public welfare caseloads by reducing Alberta's public welfare caseload more than any other province. Since 1993, the caseload dropped to 57% by 1997, and by 2003, the caseloads slashed to 71% (Gazo & Krahn, 2008). As part of the common sense revolution in 1995 under the Mike Harris' Progressive Conservative government

in Ontario, welfare rates were reduced by 21.6% while provincial housing was immediately slashed by $300 million dollars, which constitutes a quarter of the former budget (Moscovitch, 1997). Tightened eligibility criteria also attributed to the diminished scope of paratransit and homecare provisions and responsibility for these programs was delegated to local governments, non-governmental agencies, and private firms. At the same time, it became harder for citizens to assert their rights through the justice system as funding cuts to federal and provincial human rights commissions were lacerated throughout the 1990s (Chouinard, 2001). In short, the reformed federal transfer payments have sent a clear message that the principle of universality in Canada came to an end, Battle and Torjman (1995) coins this as the "social policy by stealth."

Redefining Citizenship in the Era of Neoliberalism in Canada

Since this market-driven political-economic form of governance limits the terrain of state intervention and places more merit to the private than to the public realm, these ideals naturally reinforce the notion of market citizenship. Before this section addresses how neoliberalism dominated the discourse surrounding citizenship, it is necessary to explore what the term "citizenship" refers to within contemporary society.

As concisely articulated by Prince (2009), citizenship is a " . . . a bundle of reasoning, declarations, promises, and expectations . . . citizenship as discourse refers to cultural, rhetorical, and symbolic practices which construct the notion of citizenship itself and thus help to define membership in society" (p. 18). Therefore, citizenship determines the conditions of full membership and inclusion in society and this term refers to who is "in" and who is "out" of an imagined society (Hindess, 2002; Jenson & Saint-Martin, 2003; Prince, 2009). Following this reasoning, the inclusion criteria for full citizenship are dependent on which ideology citizenship is predominantly affiliated with.

Under the current ideal of neoliberalism, this market-driven ideology known as market citizenship (Bako, 2011; Gazso, 2009) recognizes "good citizens" as independent individuals who do not expect and rely on governmental support. According to Gazso (2009), " . . . governments increasingly use the language of risk to shape values and standards of self-discipline and personal responsibility and thereby create individual awareness of and conformity to neo-liberal understandings of citizenship" (p. 28). Thus, market citizenship is associated with "hard work" where "employment is one of the building blocks of achieving full citizenship" (Prince, 2009, p. 23). Simply put, a good citizen generally works in the waged economy and becomes fiscally sustainable on their own right (Brodie, 1996).

Naturally, the notion of market citizenship also concurrently redefines what it means to be a "bad citizen" and this can be explained by viewing neoliberal's assumption of possessive individualism through a disability studies lens. As argued by Stienstra (2002), the assumption of individualism " . . . creates two categories of people--capable individuals and the not-capable. The not-capable do not possess their own capacities, whether because they are not 'in control of their minds and bodies', or because they must rely on others to facilitate their attainment of their capacities" (p. 115). The underlying belief in the independence of every individual excludes "incapable" individuals (people with disabilities and other marginalized groups) who cannot conform to the market-oriented society (Stienstra, 2002). This makes "ableness" another condition of full citizenship (Chouinard & Crooks, 2005; Crooks, Dorn, & Wilton, 2008) and the economic or social problems are considered "individual failings" and they are to blame for instigating their own economic shortcomings (Brodie, 1996; Gazso, 2009; Hindess, 2002; Jenson & Saint-Martin, 2003). Following this logic, since " . . . markets give people what they deserve,

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there is likely to be an increase in individual blame and an inclination to punish rather than help others" (Coburn, 2000, p. 142).

This is in stark contrast to the eclipsed notion of social citizenship from the KWS post-war era (Bako, 2011; Giddens, 1998). Under social citizenship, it is understood that unemployment and poverty are heavily influenced by economic forces at the national and international levels (Hindess, 2002). This narrative interprets misfortunes as phenomena that " . . . was not always an individual's fault . . . [and for these reasons] all citizens had the right to a basic standard of living . . . " (Brodie, 1996, p. 18) which can be provided by their respective government. However, social citizenship embodiment of equality is a distant memory and failed market actors are commonly reclassified as failed citizens in the neoliberal era.

The following section documents the various literatures from disability studies that researched how people with disabilities are excluded from notions of full citizenship as the social governance continues to be grounded in human capital reasoning.

Disability Studies' Critique of Neoliberalism

Critics have argued that modalities of difference are ignored under the neoliberal viewpoint which includes race and gender among other markers of differences. This notion has been championed by feminist writers Gazso (2012); Cohen and Pulkingham (2009); Dobrowolsky (2009); Brodie and Bakker (2008); Cossman and Fudge (2002); Bashevkin, (2009); Day and Brodsky (2007); Bakker (1996); and Brodie (1995), scholars from social and cultural studies (Abu-Laban, 2008; Arat-Koc, 1999; Roberts & Mahtani, 2010), and First Nation Studies (Alfred & Corntassel, 2005; Altamirano-Jiménez, 2004, 2013; MacDonald, 2011; Michael Orsini & Papillon, 2012). This contestation has also become amplified in recent years

by disability studies scholars who also advocated against the neoliberal understanding of citizenship that systemically masks inequalities that are already socially constructed in society. This inherently casts people with disabilities as individuals detached from a deeply ableist social order (Chouinard & Crooks, 2008; Crooks, Chouinard, & Wilton, 2008; Fritsch, 2013; Fyson & Cromby, 2013; Grover & Soldatic, 2013; Harris, Owen, & Gould, 2012; Kelly, 2013; Owen & Harris, 2012; Sothern, 2007; Stienstra, 2002; Wilton, 2004; Wilton & Schuer, 2006).

Disability advocates within the scholarship of disability studies are illuminating how the practice of neoliberalism has diminished the possibility of complete implementation of rights (Wilton & Schuer, 2006) as people with disabilities' access to meaningful employment, housing, education and income are jeopardized in the neoliberal regime (Morrow, Wasik, Cohen, & Perry, 2009; Wilton & Schuer, 2006; Wilton, 2004). As neoliberalism permeates into the Canadian psyche, access to welfare is no longer expected to be attainable for all citizens as welfare programs severely reduced their costs and narrowed their scope by targeting those who are considered most "deserving" and most "in need" (Chouinard & Crooks, 2008; Crooks et al., 2008; Fritsch, 2013; Grover & Piggott, 2005; Grover & Soldatic, 2013; Vick & Lightman, 2010; Wilton, 2004; Wilton & Schuer, 2006). Subsequently, those who once depended on state provisions have become less independent and less able (Stienstra, 2002).

Individuals who are classified as "undeserving" recipients suffer from punitive and harsh measures which force these individuals to learn independency and wean them off of social assistance (Chouinard & Crooks, 2005). For example, the Ontario Disability Support Program (ODSP) requires recipients to sign an "employment contract," known as the Individual Support Agreement. These contracts force employment assistance recipients to fulfill an employment plan autonomously or punitive measures will follow (Chouinard & Crooks, 2005). Disability

advocates argue that these disciplinary measures further stigmatize and discriminate against social assistance recipients, who are likely gendered female, disabled (Crooks et al., 2008), and racialized (Wilton, 2004; Wilton & Schuer, 2006).

As for the recipients who are categorized as deserving, "…a language of individual choices has replaced that of rights with individuals positioned as consumers in a marketplace of services" (Wilton, 2004, p. 378). Under the current welfare state, recipients are understood to be "subjects of freedom" who are assumed to have the ability to be autonomous and appropriately self-direct one's destiny through "acts of choice" (Wilton, 2004; Wilton & Schuer, 2006). However disability advocates argue that people's choices are limited in actuality as the state redefines and reins in the definition of "need" (Chouinard & Crooks, 2005; Grover & Soldatic, 2013; Wilton, 2004). Instead of meeting the individual needs and providing substantial assistance for recipients, the state will merely provide basic physical subsidies to their respective beneficiaries (Wilton, 2004).

Henceforth, responsibility for material well-being is shifted to the individual and their families to "share the burden." This is especially true for people with disabilities who need personal and other assistance and support. The individuals and their families are expected to meet those needs which are deemed non-essential under government funded social programs, allowing the state to curtail welfare expenditures (Wilton, 2004). According to disability advocates, the neoliberal welfare restructuring assumes that persons with disabilities and their families are natural support networks.

Disability advocates argue that welfare policies that stem from neoliberal ideology do not distinguish people with disabilities from their able-body counterparts, and it is steeped in the

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assumption that all individuals can be self-reliant. This is especially evident in today's neoliberal welfare state where employment assistance principally focuses on improving an individual's employability without complementary strategies that ensure accessibility, accommodation, livable wages, and job security (Wilton, 2004; Wilton & Schuer, 2006). When governments have made working conditions a focus on policy, employment *assistance* programs have only emphasized voluntary compliance and incentives. Thus, the government does not require employers' mandatory change. According to Chouinard and Crooks (2005), "…income and employment needs are inconsistent with the fact that disabled individuals judged to be able to work are subjected to the same types of discipline" (p. 24).

Literature from disability studies has articulated how social welfare provisions have largely geared toward an able-body/mind norm and fail to consider the societal, financial, and environmental barriers that limit people with disabilities' ability to meet their own needs (Morrow et al., 2009). However, research from disability studies have not broadened the focus to examine whether neoliberal assumptions have spread into financial aid services in Canada within the field of PSE.

Purpose of the Study

In order unveil the ideological underpinnings within the sphere of financial aid in relation post-secondary students with disabilities in Canada, it is imperative and reasonable to critically examine the government agency that is dedicated to students with disabilities in higher education. Thus, the purpose of the study is to understand how federal and provincial disability grants use language to represent their relationship, structures, and processes of post-secondary students with disabilities.

Since the Internet is a primary communication outlet that presents publicly available online information for established institutions (Koteyko, 2010; Mautner, 2005) and because online materials are considered a fine sample that amply shows the social construction of reality (Flick, 2009), this study respectively conducts a CDA on government online materials that addresses the available provincial and federal disability grants for post-secondary students with disabilities within Canada. Following the "critical" component to Fairclough's (1989, 1993a, 1995a, 1995b, 2003) methodology (See Chapter 3), this study is not primarily concerned with the overt representations in language communicated by Canada Student Grant, but it methodologically identifies and analyzes the opaque meanings embedded in text which theoretically shape and reshape the social phenomena at hand.

Research Questions

1) According to the Canada Student Grant websites that detail the available grants for post-secondary students with disabilities, how is the order of discourse structured?

2) How might the order of discourse impact the social practice of students with disabilities in PSE?

Significance of the Study

Despite the fact that there is an arsenal of research has already documented how neoliberalism traditionally alienates vulnerable members of society from enacting full inclusive citizenship, we still know relatively little about the contemporary dynamics of disability programs and the regulatory practices under the neoliberal era. This may stem from " . . . lingering assumptions that disabled people must remain part of the residual 'deserving poor' for moral and ethical reasons" (Chouinard & Crooks, 2005, p. 21). Thus, this study acknowledges

such assumptions by assuming a research endeavor that critically examines the complex

interactions of language that imbues how neoliberalism discursively influences the social

practice surrounding financial provisions for post-secondary students with disabilities.

More importantly, because people with disability are commonly assumed to be deserving

of proper governmental assistance, this alleged proposition " . . . echo in a partial way the liberal

principles underpinning past welfare states and are ones that neo-liberal state agencies actively

encourage citizens to 'buy into' through official representations of policy and program changes"

(Chouinard & Crooks, 2005, p. 21). For example, according to the Senate's latest public report

on PSE in 2011, the Standing Senate Committee on Social Affairs, Science and Technology

concluded that Canada needs to reduce financial barriers to under-represented groups and must

continue to " . . . invest in generous financial assistance programs and that the recommendations

to improve the financial assistance system be taken into consideration" (Standing Senate

Committee on Social Affairs, Science and Technology, p. 7). In recent years, as an effort to

combat social justice "on paper," the federal government have appeared to do just that by

increasing the CST by allocating an additional $800 million in 2008 (Standing Senate Committee

on Social Affairs, Science and Technology, 2011) and governments have been increasingly

opting to offer up-front targeted funding to disadvantaged groups including students with

disabilities (Kirby, 2011).

However, by examining the language that forms the message within the methodology of

CDS, this study serves to unearth the misrepresentation imposed by governments who are

embracing notions of social citizenship and social equities upon cursory overview. As students

with disabilities are encouraged to become active in making "responsible choices" as an effort to

effectively manage populations of "failed" neoliberal citizens, this disabling interplay of more

responsibility and less control in an already disabling world further positions student with

disabilities to live on the margins. This signals a concern that needs to be addressed as part of

the tradition of disability studies.

Chapter 2: Theoretical Framework

By honoring the tradition and scholarship of disability studies, this study embraces the

social model of disability from the United Kingdom as a theoretical ground that shapes this

research project. The section provides a brief overview of the social model of disability.

The Social Model of Disability

The social model of disability is a theoretical understanding of disability that mobilizes

the disability advocacy movement and became a tool for political fights for anti-discrimination

legislation and civil rights (Barnes, 1991; Butler & Parr, 1999; Campbell & Oliver, 1996). The

social model of disability was developed to rebut the mainstream understandings of disability

that tend to be theoretically grounded in the medical model of disability. Epistemologically, the

social model of disability argues that disability is socially constructed, and British adherents of

this standpoint argue that people are principally disabled by negative attitudes and systematic

barriers within the social and economic structures in society (Barnes, 1991, 2004; Barton, 2001;

Campbell & Oliver, 1996; Finkelstein, 1980; Oliver, 1990, 1992, 1996; Rioux, 1994;

Shakespeare & Watson, 1997). Such an approach recognizes that it is society's organization that

disables people with physical and/or mental differences so that they are marginalized socially,

economically, and politically within a materialist sphere of capitalism (Barnes, 2004; Oliver,

1992, 1996; Shakespeare & Watson, 1997). For example, if a person with a disability does not

conform to society's time-space work regimes, his/her odds of securing meaningful employment

will be greatly jeopardized (Butler & Parr, 1999).

Unlike the social model of disability, the medical model of disability depicts disability as

an individual problem, caused by the biological impairment or clinically diagnosed abnormality.

Therefore, there is no need to critically examine how the society contextualizes individuals and their impairments since the disability is intrinsic to the individual. The individual body, which is at fault, can be "fixed" by medical interventions (Butler & Parr, 1999; Oliver, 1992). Following the notion of the medical model of disability, children with intellectual disability are not placed in classrooms that practice inclusive education, proper accommodations are not regularly offered to people with disabilities in the workplace, and institutional living excludes disabled people from being part of the community. In all three scenarios, the medical model of disability's long-established assumptions assumes that an individual's disability inhibits a person from fully functioning in their daily life and participating fully in the broader community.

Thus, as the social model of disability establishes how external, societal contributions disable the lives of people with disabilities, this attribution empowers those with disabilities. To overturn these disabling barriers, this calls for the inclusion of persons with disabilities in policies and programs that directly affect the way they live (Rioux, 1994, 1997), including the realm of higher education.

Finally, it is important to note that the social model of disability's British philosophical stance is rooted in the Marxist materialist perspective where the politico-economy within the capitalist mode of production systemically excludes people with disabilities onto the margins of society. Following this logic, this Marxist inspired model of understanding (Barnes, 1991, 2004; Oliver, 1996; Rioux, 1994; Shakespeare & Watson, 1997) fits with the materialist nature of this study as this research examines how the marketized principles of neoliberalism discursively enact as a possible material barrier that hinders students from accessing proper financial supports for equal access.

Literature Review

     As part of this literature review, this section begins by addressing the marketization process that has been permeating the post-secondary educational system in Canada. Once the context of higher education is established in the neoliberal era, this section will review the barriers surrounding post-secondary students with disabilities with an emphasis on the financial barriers that systemically impede students with disabilities from full participation.

     The Pressure to Restructure Higher Education. Prior to the commodification of PSE in Canada and the wider global community, higher educational activities were not principally regarded as commercial activities (Bruno-Jofre & Henley, 2002). Knowledge was understood to be far from being immediate in its yield and the production of critical thought from PSE was not meant to be delivered "ready-made" for "instant easy use" (McMurtry, 1991). Although, PSE does require sufficient economic means to sustain educational systems, once those financial conditions are satisfied,

> . . . a space is created that is precisely free from the market, so that researchers can research, teachers can teach, and students can learn; so all can pursue in various ways, the true, the good, and the beautiful, without any direct or immediate need to fit their activities into the market. Post-secondary education should transmit skills (e.g., the ability to read, analyze, comment critically, and communicate) and discipline-relevant information. Yet more importantly, it should spur the transformation of the student, through the students' participation in learning . . . (Renke, 2000, p. 36).

Thus, PSE had predominately hosted shared knowledge as a common good to everyone who desires it (Woodhouse, 2001) and this approach to higher education is in line with post-war Keynesian ideals.

However, as the world unfolds to the neoliberal era and embraces marketization as a "multiform instrumentation of power" (Foucault & Gordon, 1980) that is embedded deep in the depths of society, marketization becomes the "totalizing moment in human affairs" known as the "a regime of truth" (Foucault & Gordon, 1980) and institutions including PSE naturally submits to the new form of power (Woodhouse, 2001). As exemplified by this notion in the early 1990s, the World Bank became a "political weapon" for recasting the academic landscape that adheres to neoliberal futures that feature marketisation (Levidow, 2005). Thus, in order to secure funding by maintaining sufficient national credit ratings within the competitive globalized market, it has become a worldwide trend to have PSE incrementally adopt commercial models of management, skills, and knowledge within the past several decades (Bruno-Jofre & Henley, 2002; Davidson-Harden & Majhanovich, 2004; Giroux, 2010; Kirby, 2011; Kleinman, Feinstein, & Downey, 2013; Lang, 2005; Levidow, 2005; Marshall, 2008; Renke, 2000; Rhoades & Slaughter, 1997; Woodhouse, 2001).

Although authors such as Woodhouse (2001), Levidow (2005), Skolnik (2004), and McMurtry (1991) opposed marketization in higher education by emphasizing how the cultural, moral, civic, and border intellectual purpose of education are compromised, other writers have praised the fusion of academia and commerce as a constructive economical reform. Apple (2001) and Gibbons, Limoges, Nowotny, Schwartzmann, Scott, and Trow (1994) have identified that "edupreneurship" is both an inevitable and progressive development as it is believed that the nature of higher education has become less bureaucratic and runs in an efficient manner that

enables constructive economic development. This includes preparing people to be productive workers in the labour force and producing research that yields new products and technologies that generate greater economic efficiency. Thus, the discourse surrounding education " . . . is reframed as a consumer commodity with market principles emphasizing greater choice and certainty of return on the education consumer's investment" (Kirby, 2007, p. 12).

Reframing Government Roles and Responsibilities towards PSE in Canada. The inclination to model PSE after the virtues of marketization have remodeled governments' role and responsibilities towards PSE in Canada. According to Canada Prosperity Initiative, the pace of global competition have been quickening and as technological complexity intensifies, " . . . the fortunes of individuals and of nations turn increasingly on the skills they already possess or are prepared to acquire" (Human Resources Development Canada, 1994, p. 39). This statement illustrates policymakers' commitment to advance the knowledge-based global economy by targeting funds to academic administrations that demonstrate an ability to produce high margins of graduates who are successfully sustaining the Canadian labour market (Skolnik & Davis, 2004). Thus, by espousing the custom of performance funding from the contemporary free market, this practice signals Canadian governments' commitment to function in a quasi-market environment where higher education is generally designed to function and reap the efficiency gains while being loosely regulated by governmental jurisdictions (Lang, 2005).

Following this market accountability framework, supplementary funding will be awarded to competitive institutions based on performance indicators such as high graduation rates, high Ph.D. graduation rates, high number of research publications, high number of graduates that pass licensing, high job placement rates for graduates, and employer satisfaction with graduates at the lowest cost per student (Lang, 2005). These performance indicators are intended to increase

access by encouraging greater student enrollment at a lower national cost (Fisher & Rubenson, 1998). This practice has led to a strong preference for departments and colleges with relevance to the market (Hyslop-Margison & Leonard, 2012) and Faculties of Business, Engineering, Medicine and Oral Health Sciences, Pharmacy and Pharmaceutical Sciences, and the Department of Computer Science are substantially funded compared to other areas of studies within liberal arts (Hyslop-Margison & Leonard, 2012).

Furthermore, in response to a the inflation of degrees and a growing body of professional groups that changed certification requirements that expect at least a bachelor's degree for individuals to apply for entry level jobs (Fisher & Rubenson, 1998), policymakers have also influenced the ideals of marketization by creating more degree programs. Historically, the degree-granting authority has been the exclusive domain of public universities and a small number of private institutions. Universities were typically oriented toward the dual aims of teaching and research within an academic humanist approach (Kirby, 2011) and community colleges had a different role that mainly offers vocationally oriented programs of study (Kirby, 2011). However, the binary structure of universities and colleges have been blurred as Alberta, Ontario, British Columbia, and Prince Edward Island have responded to the increased demand for degrees by creating a new category of undergraduate institutions that would deliver baccalaureate degrees (Marshall, 2008). For example, following the guidelines from the Council of Ministers of Education (CMEC), Alberta proposed a category called "Baccalaureate and Applied Studies Institution" in 2009 and former colleges are rebranded into degree-granting universities such as Mount Royal University and MacEwan University. Polytechnic institutions have also become degree-granting institutions (Marshall, 2008).

In part, critics interpreted these policy developments as a response to these institutions' interest in entering the "degree market" and it furthers the competition among universities and colleges in the name of capitalist market gains (Kirby, 2011).

Retracting Government Role and Responsibilities through Privatization in Canada.
Aside from redefining the policymakers' operational role towards PSE, the implication of a quasi-market arrangement also entails a retracted government role as private interests have also begun to influence policies within higher education (Davidson-Harden & Majhanovich, 2004). This pressure to soften federalism and the principles of universalism can be traced back to the removal of CAP's strict stipulation that mandates provinces to preserve access to high-quality social services (including higher education). The erosion of federal support was further perpetuated by CHST's dwindling fiscal transfer arrangement to Canadian provinces (Fisher et al., 2009; Fisher & Rubenson, 1998, 2014). Although the federal government still directly funds the major research councils and financial assistance programs for post-secondary students, (Canadian Information Centre for International Credentials, 2009; Kirby, 2007), nevertheless, the federal government have substantially reduced its budget to higher education as they accounted for 52% of the total cost of PSE from 1994 to 1995 (Fisher & Rubenson, 1998) and they merely represent 9.3% of the total revenue from 2007 to 2008 (Canadian Information Centre for International Credentials, 2009).

Currently, the primary funding sources for post-secondary institutions still come from provincial governments as they continue to have constitutional jurisdiction over education within their boundaries (Bruno-Jofre & Henley, 2002; Canadian Information Centre for International Credentials, 2009; Kirby, 2007). Approximately 45% of the total cost of higher education comes from the provincial and territorial governments from 2007 to 2008 (Canadian Information Centre

for International Credentials, 2009). However, the dwindling federal transfers and the provinces' pressure to decrease heavy debts induced provincial ministries and departments to urge post-secondary institutions to seek alternative funds (Capano, 2013; Davidson-Harden & Majhanovich, 2004; Renke, 2000). Essentially, this coerced all Canadian universities and colleges to court private funds from their "clients," philanthropic support, and other corporate partners (Renke, 2000). This instigated privatization in higher education across Canada. However, based on the quasi-market model within the Canadian culture of PSE, the term privatization does not refer to:

> . . . the transfer of public institutions to private sector ownership. Rather, privatization in the Canadian post-secondary sector can be seen in the adoption of policies that require individuals to pay a larger portion of the costs for the own education and training, the increasing reliance on private contributions as a source of revenue for post-secondary education and the creation of privately owned and operated post-secondary institutions (Kirby, 2007, p. 9).

To further exemplify how privatization has been an influential force in the landscape of higher education, the "investment profile" of PSE reveals how federalism have been moderated while private interests have been accepted as a common practice. For instance between 1990 to 1991, the federal and provincial government grants comprised of 69% of the total revenue of Canadian universities compared to 55% between 2000 to 2001 (Kirby, 2007). As reported by the Canadian Council of learning (Canadian Council on Learning, 2009), the data indicates that private funding to overall higher education expenditures increased from 39% in 2000 to 44.9% in 2005. By 2011, more than 41% of PSE revenues came from private sources, and Canada is significantly above the OECD average of 31% in terms of private funding for national systems of

PSE (OECD, 2011). These numbers reveal that Canadian PSE evidently jumped on the pervasive "globalization bandwagon" (Kirby, 2012). After all, higher education is a considered an untapped global industry that is estimated to be worth over $2 trillion dollars (Guttman, 2000).

Receiving Private Funds from External Corporations. As governments have been urging post-secondary institutions to rely on partnerships and strategic alliances with private corporations (Newson, 1998), it became an encouraged practice to have half of the private funds come in forms of non-government grants and scholarships, donations and bequests, sales from goods and services, investments, private contracts, and research funds from private corporations (Statistics Canada, 2011). Provincial and federal funding opportunities require matching dollars from external sources (Renke, 2000). For example, the Alberta Science and Research Investments Program and the Canada Foundation for Innovation (CFI) federal program encourage partnerships with private enterprises by merely funding up to 40% of research project costs. The remaining costs must be financed by other sources such as investments from provincial organizations, voluntary organizations, and private enterprises in Canada (Davidson-Harden & Majhanovich, 2004; Kirby, 2007, 2012; Renke, 2000).

It is also important to note that critics of neoliberalism have argued that the private research funds do not only substitute the cuts to the federal research councils, but the growing research collaborations with private sectors evokes " . . . echoes of the 'bizspeak' agendas of neoliberalism and implies that research projects without potential practical utilitarian payoffs may no longer be eligible" (Davidson-Harden & Majhanovich, 2004).

The Introduction of Private Educational Institutions. The leap for privatization has also changed the traditional landscape of higher education in Canada (Renke, 2000). In the past few decades, private for-profit and private not-for- profit institutions have been integrated into the higher education environment in Canada (Davidson-Harden & Majhanovich, 2004). Under NAFTA, North American-based private educational corporations can legally challenge government funding to post-secondary institutions claiming that it gives public universities a competitive advantage by closing up the post-secondary markets to American private corporations that meet the same academic conditions (Davidson-Harden & Majhanovich, 2004). Based on the contractual trade agreement, American-based private companies such as DeVry Institute of Technology have been granted the right to award academic degrees by the government of Alberta in 2001 and it has been operational in Toronto and Calgary. Other "edupreneurial" money- makers in the United States such as Sylvan Learning Systems operate throughout Canada providing tutorial and private educational programs. In 1998, The Apollo Group opened its first Canadian branch in Vancouver by opening a campus at the University of Phoenix which is one of the largest North American higher education provider that primarily offers online programs (Davidson-Harden & Majhanovich, 2004).

Furthermore, several Canadian for-profit and not-for-profit colleges and universities have also come on the scene in recent years. For example, University Canada West is a private for-profit university located in Vancouver since 2005. In 2007, Quest University, a non-profit enterprise, opened its campus in Squamish, British Columbia (Fisher & Rubenson, 2014; Greene & Kirby, 2012).

Receiving Private Funds from Students. To shoulder the cost of PSE, approximately half of the revenue from private funds are from students (Statistics Canada, 2011) and their

tuition accounts for about 21% of the total revenue from universities and colleges in Canada in 2008 which includes the unsubsidized tuitions fees from international students (Canadian Information Centre for International Credentials, 2009). Aside from Newfoundland and Labrador and New Brunswick, provinces across Canada no longer adopt tuition fee freeze policies, and the average undergraduate tuition fee rose over 135% from 1990-91 to 2000-01 (Kirby, 2007). In a decade, that is more than six times the inflation rate (Kirby, 2007). From 2009-10 to 2013-14, the tuition fees for full-time undergraduate students increased by 16.7% and the cost of tuition across Canada is $6,348 in 2012-2013 (Habib, 2013) which is approximately three times more than the inflation rate. Average tuition fees across Canada are expected to climb to $7,437 in 2016-17 (Habib, 2013). It is important to note that unprecedented hike in tuition costs also coincides at a time when provinces were reorganizing non-repayable grant aid programs into student loan programs from the 1990s to 2004 (Kirby, 2011).

Currently, the provinces have replaced fee freeze policies with regulated increases. For example, Ontario permits institutions to increase tuition fees by 4 to 8% annually as long as the maximum annual average increase is no more than 5%. Alberta and British Columbia ties its rates to the Consumer Price Index (Capano, 2013; Kirby, 2011).

Recasting Post-Secondary Students' Role and Responsibilities. The restructured environment and the newly expanded spaces also recast students' role in higher education (Anisef & Sweet, 2005). As two-third of the new jobs to be created in the upcoming decade will require some form of PSE (Canadian Council on Learning, 2009), education is understood to be a common route that enhances their chances of becoming "competent market citizens" under the neoliberal era (Woodhouse, 2001).

Following the narrative of neoliberalism, students (and/or their families) are taking up the responsibility by paying their way through college or university (Thiessen & Looker, 2005). The astronomical rising cost of tuition has become a common investment as the inflating price of tuition did not impede most students from attending PSE as Canada has the highest rate of graduates who completed tertiary-level education between the ages 25-64 compared to other OCED nations. The level of education attainment is 48% which approximately accounts for half the population in Canada (Kirby, 2011; OECD, 2011).

As the number of student loans increased and the average student loan debt is rising, the inflation of student loan also entails a growing number of individuals who are struggling to repay their student loans (Bell & Anisef, 2005). As reported by Moore (2014), the Canadian Centre for Policy Alternatives analyzed data from Statistics Canada and reported that, " . . . students have to work double, triple and in some cases six times the number of hours in minimum-wage jobs to afford tuition costs compared to 40 years ago." The facilitation of information and communication technology have also encouraged students to work part-time and become modern workers " . . . who must become individually responsible for managing his/her own human capital . . . " (Levidow, 2005, p. 159).

In addition, PSE is not merely perceived as a "rite of passage" in early adulthood. As reported by OECD's documents in the early 2000s, individuals should be placed to meet the changing imperatives of employability throughout all stages of their working lives by perusing life-long learning from post-secondary intuitions (Marshall, 2008). In response to the notion of life-long learning, critics of the restructuring process of PSE have identified continuous education as a manifestation of neoliberal agenda, hidden with a humanistic facade (Levidow, 2005; Marshall, 2008). "Individual responsibility for learning becomes transformed into a duty to flexibly re-skill oneself, according to ever changing imperatives of employability, as a means toward social inclusion" (Levidow, 2005, p. 159).

Thus, individuals who are not able to become "responsible citizens" by seeking vocational education training in post-secondary institutions become further excluded. As " . . . the previous commitment to egalitarianism rather than elitism was expressed in the relatively low fees charged to students" (Fisher & Rubenson, 1998, p. 78), critics' interpretation of the recent restructuring of higher education have propelled critics to suggest that "universities will preserve the elites in our society . . . so that people from lower SES backgrounds will be pushed into lower echelons of the system" (Fisher & Rubenson, 1998, p. 95). Recent studies support this notion as individuals who come from higher income quartile households have considerably higher university participation rates than those from the lower ones (Frenette, 2007; Junor & Usher, 2004). Principally, " . . . the more that private money profits are accumulated by individuals or business corporations, the less that others have access to the use of such money or to gaining control over it" (Marshall, 2008, p. 108). This phenomenon can be further delineated by students with disabilities in PSE.

Post-Secondary Students with Disabilities: A Canadian Perspective. Since the

Canadian Charter of Rights and Freedoms was signed into law and fixed into the Constitution of

Canada in 1982, all provincial-territorial laws, policies, and institutions have been governed by

this legislation (McGinnis, 1998). Under section 15, the Charter guarantees all Canadians

equality and protection from discrimination based on mental and/or physical disabilities

(Canadian Charter of Rights and Freedoms, 1982) and each Canadian province and territory

gradually adhered to the Charter by amending their educational services for students with

disabilities. By early 1990s, Alberta and Yukon were the last province and territory that

amended their educational acts to accommodate the needs of students with disabilities.

The amendments to provincial and territorial legislation and the demand for higher

education have contributed to a growing number of students with disabilities attending PSE in

Canada (Erten, 2011; Wolforth, 1998). As reported by Leitch (1998), students with disabilities

only accounted for 0.25% of the student population across 47 Canadian universities in 1995. By

2003, the average percentage of students with disabilities registered to receive disability-related

services in Canada ranged from 1.92% to 5.67% in 2003 (Fichten et al., 2003). It has been

argued that the number of students with disabilities is still rising in recent years (Erten, 2011).

With an increasing number of students with disabilities participating in PSE, many Canadian

postsecondary institutions have responded by developing policies to meet the needs of students

with disabilities (Wolforth, 1998). In 1992, merely 30% of Canadian post-secondary institutions

established disability-related policies (Hill, 1994). In the span of two years, this figure rose to

over 65% by 1994 and this trend continued to increase to 75% by 1997 (Cox & Klas, 1996).

Although disability-related policies and its procedural guidelines vary throughout all provinces,

territories, and institutions (Cox & Klas, 1996), accommodations generally included extended

time to complete assignments and exams, special seating arrangements, sign language provision, modified test format, the use of adaptive technology, and the alternative printed formats such as Braille or large print (Cox & Klas, 1996).

Non-Financial Barriers in Canada. Despite the increased participation rate of students with disabilities throughout the past few decades, students with disabilities are still commonly disadvantaged and underrepresented (Hill, 1996). As of 2009, 16.1% of youth with disabilities aged 15 to 24 abandoned their education because of their disability-related issues and 19.7% experienced long-term school interruptions (Standing Senate Committee on Social Affairs, Science and Technology, 2011).

This concern has been documented by researchers who have continued to examine students with disabilities' experiences and accessibility issues within post-secondary institutions in Canada. They have consistently identified some barriers that impede students from academically succeeding in PSE (Cox & Klas, 1996; Duquette, 2000; Fichten et al., 2003; Harrison et al., 2012; Hill, 1994, 1996; Jorgensen et al., 2005; Mullins & Preyde, 2013). Similar to other scholars who have explored this subject matter in other respective Western industrialized nations (Baron, Phillips, & Stalker, 1996; Borland & James, 1999; Fuller, Bradley, & Healey, 2004; Goode, 2006; Holloway, 2001; Madriaga, 2007; Riddell, Wilson, & Tinklin, 2005; Vickerman & Blundell, 2010), post-secondary students with disabilities typically experienced difficulty transitioning to university; navigating through various physical barriers within campus settings; following through unclear institutional policies that tend to divide responsibilities across offices; overcoming attitudinal barriers; accessing course information in a timely manner; negotiating with faculty members to accommodate their specific needs; receiving a proper

evaluation of their knowledge within fixed pedagogical formats; and students commonly experience social-emotional difficulties as a result of continuous academic failure.

In response to the well-documented barriers that exist within campus settings, Fichten (1995) proposes that systemic accessibility issues can be addressed by collaborating with experts from all facets of the academic institutional units. Other recent literature suggests that students need to become more self-determined by becoming independent actors who self-advocates for individual accommodations (Field & Hoffman, 2002; Getzel & Thoma, 2008; Thoma & Evans-Getzel, 2005; Trainor, 2007; Troiano, 2003).

Financial Profile of Post-Secondary Students with Disabilities. In addition to all the various barriers placed within the higher educational settings, post-secondary students with disabilities also struggle with additional financial costs. Although there is little systematic research that specifically examines post-secondary students with disabilities' financial household income across Canada, this repertoire of information is present in the United States. According to the National Council on Disability (2003), dependant post-secondary students with disabilities from the lowest household income quartile have the highest rate of disability and this pattern is especially consistent for independent students with disabilities. Only dependent students with learning disabilities (LD) and/or attention deficit disorder do not conform to this finding as the highest rate of these disabilities emerges in the highest-income quartile (Wagner, Newman, Cameto, & Levine, 2005). Nevertheless, post-secondary students with disabilities in the United-States are more likely to be situated in the lowest-income quartile as a whole, and this pattern may not be too far off in Canada.

According to Council of Canadians with Disabilities (2014), the overall poverty rate for Canadian adults was 10.5% in 2006. For people with disabilities, the poverty rate was 14.4%, comprising nearly 600 000 people. Being substantially likely to live on low incomes, persons with disabilities have an even greater need for financial assistance compared to other peers without disabilities--and more conspicuously--financial barriers entail far more weight on post-secondary students from completing their academic programs.

Additional Out-of-Pocket Costs. Despite the increasing costs of PSE that generally affect the student body as a whole, students with disabilities from low-income families face other auxiliary financial costs. In order to meet specific individual needs, students with disabilities tend to systemically seek for services from a variety of professionals. This includes

> " . . . counselors, doctors, psychologists, and therapists of all kinds, who must be
>
> visited in their respective offices, clinics, and hospitals. For persons with
>
> disabilities, insurance payments and support from public and private agencies
>
> rarely cover the entire cost of the treatments and services they receive. The
>
> difference is made up out-of-pocket." (Wolanin, 2005, p. 18)

Other accompanying assistive aids also derive from private funds. These hidden costs may comprise of . . . "special foods to meet dietary restrictions, cab fares to the doctor, wheelchair maintenance, dog food and veterinary bills for a guide dog, over-the-counter medications, and higher utility bills from running computers and assistive devices" (Wolanin, 2005, p. 19).

Depending on the institutional policy and available funds, disability-related arrangements are ideally accommodated by the academic institution. However, various students with disabilities have stomached the incidental costs of studying and being on campus (Looker &

Lowe, 2001) and the influx of students' needs have surpassed the resources that institutions have at their disposal (Bradley & Preston, 2010).

Extra Time Costs More. In a longitudinal study extending over a period of 12 years, Jorgensen et.al., (2005) compared the academic outcomes of students with and without disabilities attending a college in Quebec. Although students with LD had similar grades and graduation rates, they required lighter course load and extended time to graduate (Jorgensen et al., 2005). According to the National Council on Disability (2003), students with disabilities in the United States generally take twice as long to complete their degree than their non-disabled peers. However, the length of time that students with disabilities need to complete their studies simultaneously increases their costs of higher education. Even if students with disabilities are taking a reduced or part-time course load, they still incur costs by compensating for additional years of room and board, semester fees, and the extra costs associated with their disability to make the same academic progress.

Depending on the disability, there are various means that consume a student's time. As meticulously detailed by Wolanin (2005),

> . . . it takes longer to walk from point A to point B when one's energy and
> stamina are sapped by chronic illness. A person in a wheelchair or with cerebral
> palsy needs more time to bathe, dress, shop, and accomplish other self-care tasks .
> . . Trips to doctors, therapists, counselors, and administrators take time. It also
> takes time to acquire, set up, learn how to use, and maintain auxiliary learning
> aids such as electronic readers or videotext displays. Software bugs and computer
> crashes are not just inconveniences for a student with a disability, who must have

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electronic aids to study—these technical glitches bring a halt to learning . . . A

student with dyslexia needs more time to read and understand a given amount of

written text compared with a student without this disability. The speed at which

an aide reads text to a blind student is slower than the reading speed of sighted

students. Listening to a lecture over again on tape takes longer than reviewing

notes taken in the classroom (p. 21-22).

In order to manage these daily realities to meet academic demands, 29.8% of the students

aged 15 to 24 reduced their course load (Standing Senate Committee on Social Affairs, Science

and Technology, 2011). At the same time, becoming a part-time student typically deems them as

an ineligible applicant and restricts them from many scholarships, grants, and student services

that are generally reserved for students enrolled on a full-time basis (Bradley & Preston, 2010;

Looker & Lowe, 2001; Wolanin, 2005). Further pressure also heightens students' financial

predicament as students with disabilities are less likely to find or maintain employment during

the school year because of limitations in their time, skills, or capacity for work. Thus, students

with disabilities are continually pressed between the time it takes to graduate and the mounting

price it takes to complete their programs. This predicament places students with disabilities in a

vulnerable financial position who are easily framed as incapable actors who are unable to secure

their financial security without substantial financial support.

Based on the substantial literature that documents strong undertones of neoliberalism

within higher education and given the substantial literature that documents the mounting

financial costs on post-secondary students with disabilities, there is little systemic research that

has addressed whether neoliberalism have permeated and reshaped the institutional values within

financial aid in Canada.

Chapter 3: Methodology

The methodology section of this chapter will address CDS' epistemology that is rooted in social constructionism. After a brief overview, post-structuralism will be acknowledged as the theoretical perspective that informs CDS--the methodology of this research project. This section will further address the intended purpose and usage of CDS and narrows its focus onto Fairclough's three-dimensional approach to CDS. The method section will be followed.

Epistemology: Social Constructionism

As cleverly remarked by Schneider (2013a), discourse theory suggests that, " . . . the truth that we live by are not simply 'out there', to quote the X-Files, but that we create those truths through our interactions." Since discourse theory's epistemological stance is rooted in social constructionism (Jørgensen & Phillips, 2002), "truth" or meanings are understood to be " . . . constructed by human beings as they engage with the world they are interpreting" (Crotty, 1998, p. 43). Thus, a social constructionist must fundamentally believe that there " . . . is no meaning without a mind" (Crotty, 1998, pp. 8–9). As exemplified by Humphrey (1993),

> You may object that you cannot imagine a time when nothing existed in any
> phenomenal form. Were there not volcanoes, and dust-storms and starlight long
> before there was any life on Earth? Did not the sun rise in the East and set in the
> West? Did not water flow downhill, and light travel faster than sound? The
> answer is that if you had been there, that is indeed the way the phenomena would
> have appeared to you. But you were not there: no one was. And because no one
> was there, there was not--at this mindless stage of history--anything that counted
> as a volcano, or a dust-storm, and so on. We might say, perhaps, that it consisted

of 'worldstuff'.   But the properties of this worldstuff had yet to be represented by

a mind (p.17).

This does not suggest that each individual enters the world and create meaning "from scratch"

because humans are born into a world of meaning (Greenwood, 1994).

We enter a social milieu in which a 'system of intelligibility' prevails. We inherit

a 'system of significant symbols'. For each of us, when we first see the world in

meaningful fashion, we are inevitably viewing it through lenses bestowed upon us

by our culture. Our culture brings things into view for us and endows them with

meaning and, by the same token, leads us to ignore other things (Crotty, 1998, p.

54).

This suggests that social realities are " . . . constructed and sustained by the observation

of the social rules which obtain in any social situation by all the social interactors involved.

Social reality is, therefore, a function of shared meanings; it is constructed, sustained and

reproduced through social life" (Greenwood, 1994, p. 85). In other words, what is understood to

be "true" and "false" is produced and maintained through social processes--which are culturally

and historically informed. This is why most social constructionists take the socio-historical

context into account as a social reality is " . . . historically and culturally specific and

contingent" (Jørgensen & Phillips, 2002). In fact, Foucault--the father of discourse theory--

calls this type of approach as an archaeology of knowledge (Foucault & Gordon, 1980) and he

studied the history of medicine, psychology, and social sciences (Foucault & Gordon, 1980) in

this academic tradition.

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Theoretical Perspective: Post-Structuralism

In light of the constructionist spirit, one of the theoretical subcategory is known as post-structuralism (Jørgensen & Phillips, 2002) and this section addresses this theoretical perspective as its philosophy informs this project's chosen methodology.

Milner (1991) courageously offers a definition to this highly debated theoretical approach by offering this:

. . . very broadly, structuralism might well be defined as an approach to the study of human culture, centred on the search for constraining patterns, or structures, which claims that individual phenomena have meaning only by virtue of their relation to other phenomena as elements within a systematic structure (p.61).

According to Jørgensen and Phillips (2002),

Post-structuralism takes it starting point in structuralist theory but modified it in important respects. Post-structuralism takes from structuralism the idea that signs drive their meanings not through their relations but through internal relations within the network of signs; it rejects structuralism's view of language as a stable, unchangeable and totalizing structure . . . (p.10)

This implies that post-structuralism's abstract and fluid interwoven social conceptions of knowing (Agger, 1991) rejects the view that discourse is a stable, unchangeable and totalizing conception which was championed by early 20th century linguists such as Ferdinand de Saussure who advocated for a structuralist and positivistic theoretical perspective (Jørgensen & Phillips, 2002).

As humans continuously change how humans engage and interpret the surrounding world around them, what a society holds to be true transforms over time and discourse analysts who follow a post-structuralist perspective will inherently examine the complex dialectical communication choices of different actors or groups at particular points in time (Jørgensen & Phillips, 2002; Schneider, 2013a). This implies that discourse analysts who follow the post-structuralist tradition cannot claim to have arrived at an unchangeable objective truth. These approaches to research--commonly known as methodologies--include Esnesto Laclau and Chantal Mouffe's discourse theory (Jørgensen & Phillips, 2002; Laclau & Mouffe, 1985), discursive psychology (Harré & Stearns, 1995; Jørgensen & Phillips, 2002; Parker, 2002), political discourse analysis (Chilton, 2004), and CDA (Chouliaraki & Fairclough, 1999; Fairclough, 1989, 1993a, 1993b, 1995a, 1995b, 2000a, 2000b). For the purpose of this study, this chapter will primarily focus on CDS championed by Norman Fairclough.

The Intent of CDA

As clearly indicated in its name, the critical in CDS is a type of analytical discourse research that intends to examine:

> . . . the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such 'dissident' research, critical discourse analysts take an explicit position, and thus want to understand, expose, and ultimately resist social inequality (Van Dijk, 2001, p. 352).

CDA was developed as an attempt to challenge the formal dominant and "asocial" research paradigms of the 1960s and 1970s. This implies that CDA is never inherently neutral,

and a critical discourse analyst is innately committed to social change. Naturally, critical discourse analytical approaches tend to:

> . . . take the side of oppressed social groups. Critique aim to uncover the role of discursive practice in the maintenance of unequal power relations, which the overall goal of harnessing the results of critical discourse analysis to the struggle for radical social change (Jørgensen & Phillips, 2002, p. 64).

To put it simply, every critical discourse analyst aims to (a) reveal the linguistic discursive dimension of social and cultural phenomena and (b) questions whether the discursive practice reinforces or changes the established order because it affects people's mental processes, social representation, and social practices (Jørgensen & Phillips, 2002; Van Dijk, 2001).

Although some of the tenets of CDA can be traced back to critical theory studies from the Frankfurt School in the early 20th century, CDA's current focus on "language as discourse" was primarily instigated by UK and Australian critical linguistics in the 1970s (Van Dijk, 2001).

Research in critical discourse analysis' interdisciplinary nature have been utilized in organizational analysis (Mumby & Clair, 1997), pedagogy (Chouliaraki, 1998), mass communication and racism, nationalism and identity (e.g. Chouliaraki & Fairclough, 1999; Van Dijk, 2001), the spread of market practices in mass communication (Fairclough, 1993), and democracy and politics (Fairclough, 1998, 1999, 2000a).

CDA's Interpretation of Post-Structuralism. Although CDA generally adheres to post-structuralist theoretical assumptions, CDA does diverge from other "purely" post-structuralist approaches such as Laclau and Mouffe's discourse theory (1985)--which strictly recognizes all phenomena as discursive in nature. In CDA, analysts recognize discursive and non-discursive societal forms--including social structures. Since critical discourse analysts distinctively recognizes discourse "as a form of social practice" that is constituting the social world as it is simultaneously constituted by other social dimensions, this means that discourse is in a dialectical relationship with other social "discursive" and "non-discursive" structural dimensions (Jørgensen & Phillips, 2002).

Jørgensen and Phillips (2002) offers their quote from Fairclough to exemplify discourse's dialectical relationship with other social structures from a critical discourse analyst point of view:

> When Fairclough . . . points to the family as an example of how the social
> structure influences discursive practices. The relationship between parents and
> children is partly discursively constituted, he says, but at the same time, the
> family is an institution with concrete practices, pre-existing relationships and
> identities. These practices, relationships, and identities were originally
> discursively constituted, but have become sedimented in institutions and non-
> discursive practices. The constitutive effects of discourse work together with
> other practices such as the distribution of household tasks (p. 61-62).

Thus, critical discourse analysts argue that the practice of constituting the social construct itself reflects and reinforces this "structural reality" (Fairclough, 1989; Jørgensen & Phillips, 2002).

After all, the " . . . discursive constitution of society does not emanate from a free play of ideas in people's heads but from a social practice which is firmly rooted in an oriented to real, material social structures" (Fairclough, 1992a, p. 66).

Although other discourse theorists have criticized CDA's recognition of structuralism as something "real," as Pring (1993) summarises, CDA's recognition of social structures does " . . . not contradict the possibility of many interpretations of that reality" (p. 116). Fairclough addressed this controversy by " . . . claiming that discursive practice not only reproduces an already existing discursive structure but also challenges the structure by using words to denote what may lie outside the structure" (Jørgensen & Phillips, 2002, p. 65). As clearly stated by Fairclough (1993b),

> It is vital that critical discourse analysis explore the tension between these two
>
> sides of language use, the socially shaped and socially constitutive, rather than
>
> opting one-sidedly for structuralist) or 'actionalist' (as, for example, pragmatics
>
> tends to do) position (p. 134).

Although this study focuses on Fairclough's three-dimensional model, there are large differences between numerous critical discourse analytical approaches and it is beyond the scope of this paper, however, the different traditions within the scholarship of CDS is well documented by Weiss and Wodak (2003).

Key Concepts from Fairclough

Aside from acknowledging how discourse ought to be critical and dialectically related to other social dimensions/context in a fluid manner, Fairclough also distinctively conceptualizes "discourse" in his own theoretical way. Following a post-structuralist ideal, there are various

abstract understandings of discourse. First, discourse is conceptualized as a "discourse type" which is a kind of language use within a particular field or domain such as "scientific discourse" and "neoliberal discourse" (Fairclough, 1993).

Secondly, discourse can be concretely understood as a "count noun" which refers to a particular perspective or a " . . . language used in representing a given social practice from a particular point of view. Discourses appertain broadly to knowledge and knowledge construction" (Fairclough, 1995b, p. 56). For instance, the social practice of "social assistance" is differently represented in a KWS discourse compared to a neoliberal discourse. Disability is also differently signaled and experienced in medical discourse compared to a disability studies discourse. Essentially, the count noun is what distinguishes one discourse from other discourses (Jørgensen & Phillips, 2002).

Thirdly, when Fairclough is addressing how discourse is constitutive and constituted, he is referring to language as a social practice-- as an abstract noun (Fairclough, 1993). Fairclough's work on discourse analysis tends to champion discourses as a social practice or a "mode of action" (Jørgensen & Phillips, 2002). He does this by incorporating Halliday's theory of language (1978) that theoretically assumes that text is simultaneously enacting ideational, interpersonal, and textual functions in a multifunctional manner. Thus, Fairclough claims that discourses (particularly discourses as abstract nouns) assist in the shaping of social identities, social relations, and systems of knowledge and beliefs (Fairclough, 1989, 1993b, 1995a, 1995b).

With so much richness in language use, the semiotic system itself is treated as the actual data source, and Fairclough's work have been focussing on two focal points when analyzing data. As summarized by Jørgensen and Phillips (2002), Fairclough tends to dissect:

- The communicative event - an instance of language use such as a newspaper article, a film, a video, an interview or a political speech; (Fairclough, 1995b) and

- The order of discourse - the configuration of all the discourse types which are used within a social institution or a social field. Discourse types consist of discourses [as count noun] and genres . . . (p. 67).

A genre is simply " . . . a use of language associated with and constituting part of some particular social practice, such as interviewing people (interview genre) or advertising commodities (advertising genre)" (Fairclough, 1995b, p. 56).

Fairclough's approach recognizes how every communicative event functions as a part of social practice in reproducing or challenging the order of discourse. "This means that communicative events shape, and are shaped by, the wider social practice through their relationship to the order of discourse" (Jørgensen & Phillips, 2002, p. 70) where everyday life expressions are treated as a product of people's broader social actions which is governed by a set of common-sense rules and procedures.

Introduction to Fairclough's Three-Dimensional Model Fairclough's three-dimensional model is one of the most utilized analytical framework used in CDS (Jørgensen & Phillips, 2002). The three-dimensional model is meant to be a guideline that informs how data can be analyzed in an empirical manner (Fairclough, 1993, 1995b, 1998). The framework is modelled on the principle that all linguistic features can never be understood in isolation and the usage of language ought to be conceptualized in . . . "relation to webs of other texts and in relation to the social context" (Jørgensen & Phillips, 2002, p. 70). To address how communicative expressions dialectically inform society, all three dimensions are investigated in a particular communicative event. The three dimensions are:

- the linguistic features of the text

- the discursive practice; and

- the social practice

Text analysis. As mentioned before, Halliday's multifunctional view of language (1978) resonates with Fairclough as he adopted Halliday's theory into his own three-dimensional framework, and this is particularly exemplified in Fairclough's textual analysis dimension. According to Fairclough (1995b), text analysis inherently:

. . . sees any text even individual clauses and sentences of a text, as

simultaneously having three main categories of function, each of which has its

own systems of choices: ideational, interpersonal, and textual. This view of text

harmonizes with the constitutive view of discourse outlined above, providing way

of investigating the simultaneous constitution of system of knowledge and belief

(ideational function) and social relations and social identities (interpersonal

function) in texts . . . So for instance, in analysing a sentence in a written text, the

analyst might focus upon how three aspects are articulated:

- Particular representations and recontextualizations of social practice
  (ideational function) - perhaps carrying particular ideologies.
- Particular construction of writer and reader identities (for example, in
  terms of what is highlighted- whether status and role aspects of identity, or
  individual and personality aspects of identity)
- A particular construction of the relationship between writer and reader (as,
  for instance, formal or informal, close or distant) (p. 58).

Thus, the interwoven meaning was explored by analyzing the communicative event's

syntax in an empirical manner. In this stage of analysis, it concentrates on the semiotic

characteristics of text such as the vocabulary used and the grammar and its clauses. In addition,

how the text is being organized is an integral part of the textual analysis. As such, analyst will

be sensitive to how sentences are formed together, the turn-taking in interviews, the overall

formatting of a newspaper, or the structure of an advertisement piece from a magazine

(Fairclough, 1995b). The analyst will also record whether identities and participant relations are

present or absent from the text.

   Discursive Practice. Discourse practice is an abstract dimension "or space" that mediates

text and individuals' social practice within a dialectical manner. In other words, how people

consume and interpret text from a communicative event naturally shapes their social practices

and behaviours as a whole (Fairclough, 1993, 1995b; Jørgensen & Phillips, 2002). For instance,

since " . . . texts are shape and are shaped by social practice . . . " (Jørgensen & Phillips, 2002,

p.69), this means that ableist vocabularies (such as "feeble-mindedness" and "challenged") inform an oppressive social practice such as segregated schooling. At the same time, the derogative vocabulary itself have also been molded by an ongoing ablest social practice within society. It can be a vicious cycle that reinforces a type of discourse--the ablest discourse.

Interdiscursitivity. Following a post-structuralist mindset, " . . . one would expect a complex and creative discourse practice is fluid, unstable and shifting . . . " (Fairclough, 1995b, p. 60). After all, " . . . it is the particular nature of the creativity of the discourse practice and of the heterogeneity of the text that is of interest in a specific analysis- and their relationship to the sociocultural practice that frames them" (Fairclough, 1995b, p. 60). To honour the different discourse types within an order of discourse within a communicative event, Fairclough coined it interdiscursitivity.

Fairclough's theory of interdiscursitivity is theoretically significant because it illuminates how a communicative event from a particular field or domain can have various discourse types. This stemmed from Fairclough's rejection of structuralism's view of ideology as a totalizing entity.

Fairclough believes that people can be positioned within different and competing ideologies, and that this can lead to a sense of uncertainty, the effect of which is to create an awareness of ideological effects (Fairclough, 1992b). This standpoint draws on Gramsci's idea that 'common-sense' contains several competing elements that are the result of negotiations of meaning in which all social groups participate (Gramsci, 1991). Hegemony is not only dominance but also a process of negotiation out of which emerges a consensus concerning meaning. The

existence of such competing elements bears the seeds of resistance since elements

that challenge the dominant meanings equip people with resources for resistance.

As a result, hegemony is never stable but changing and incomplete, and consensus

is always a matter of degree only - a contradictory and unstable equilibrium

(Jørgensen & Phillips, 2002, p. 76).

Following Gramsci's notion of hegemony (Gramsci, 1991), Fairclough implements

interdiscursitivity as a practical analytical tool to capture some of the competing meanings within

a communicative event. As precisely summarized by Fairclough (1993b)

Analysis involves both the detailed moment-by-moment explication of how

participants produce and interpret texts . . . and analysis which focuses upon the

relationship of the discursive event to the order of discourse, and upon the

question of which discursive practices are being drawn upon and in what

combinations. The concept of interdiscursivity highlights the normal

heterogeneity of texts in being constituted by combinations of diverse genres and

discourses. The concept of interdiscursivity is modelled upon and closely related

to intertextuality . . . and like intertextuality it highlights a historical view of texts

as transforming the past--existing conventions, or prior text--into the present (p.

136-137).

Finally, after acknowledging the theoretical assumptions from Fairclough (1992b, 1993b, 1995a,

1998), an analyst addressing discursive practices asks the following:

- What are the genres and discursive count nouns that were drawn from the text? In other

 words, what is/are the discourse type(s)?

- If there are several discourse types, one must ask whether the level of interdiscursitivity is high or low. (A lower level of interdiscursitivity is associated with discursive change; and lower levels reflects a reproduction of an established order).

- How was the text was produced and how will the discourse be consumed by its recipients?

It is important to note that the textual analysis inherently involves analysis of the discursive practice because textual features of the texts can be used as evidence when analyzing discursive practices. Nevertheless, textual and discursive practice represent two different dimensions within Fairclough's model, and it should be separated analytically (Jørgensen & Phillips, 2002). After all, textual analysis is descriptive in nature while the analysis of discursive practices (also known as intertextual analysis) assumes a more interpretative approach as it aims to unravel the various genres and discourses from the text (Fairclough, 1995b).

Social Practice. The study arrives at its final conclusions by analyzing the connection between the discursive practice and the wider social practice within a particular social domain. This analytical dimension directly explores whether discursive change have affected ideological views and subsequent social practices; which includes both discursive and non-discursive elements (Fairclough, 1993). In this final analytical stage, an analyst would be encouraged to ask some of the following questions:

Does the discursive practice reproduce the order of discourse and thus contribute to the maintenance of the status quo in the social practice? Or has the order of discourse been transformed, thereby contributing to social change? What are the ideological, political and social consequences of the discursive practice? (Jørgensen & Phillips, 2002, p. 87).

According to Fairclough (1989), such abstract questions of change cannot be answered by the empirical nature of discourse analysis. Instead, the analyst draws from other theories (such as cultural or social theories) to shed some light upon the social practice in question.

Ultimately, questions of change lead the analyst to consider whether the discursive practice stealthily strengthen unequal power relations in society or whether the discursive practice challenges power positions by representing social relations in a novel way. After all, how the discursive event relates to power and domination is the key feature of Fairclough's framework and it is not rendered critical nor "political" without this key analytical component (Fairclough, 1993).

Methods

Since there is no fixed procedural research design in CDA it is imperative to disclose how the study is conducted (Jørgensen & Phillips, 2002), and thus, it is documented in this section. This includes a description of the data sources of this study, the data collection, data management, and the coding process. Limitations of the study are followed.

Data Sources: Grants Examined in this Study. The data sources consist of both provincial and federal disability grants for post-secondary students with disabilities in Canada. In 2009, the Government of Canada introduced *Canada Student Grant* (CSG) as a new program that would consolidate all federal grants into a single program that focuses on assisting traditionally disadvantaged groups to enroll in PSE that ideally prepares them for the vocational market (Kirby, 2011; Standing Senate Committee on Social Affairs, Science and Technology, 2011). Under this new federal grants program, it offers the *Canada Student Grant for Persons with Permanent Disabilities (CSG-PD)* where students can receive up to $2,000 annually.

Secondly, CSG program offers *Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (CSG-PDSE),* and it covers up to $8000 on disability-related expenses that are directly related to PSE. Eligibility for a grant is determined by the Canada Student Loan Program (CSLP), and CSG releases its funds to the eligible students through the management of the respective provincial student loans office. For example, if students or their families are considered to have a high income under the CSLP, they are immediately ineligible for federal and provincial grants (Standing Senate Committee on Social Affairs, Science and Technology, 2011). However, if the student is deemed eligible for a student loan but ineligible for CSG, depending on the applicant's provincial or territorial jurisdiction, a grant may be offered. In Alberta, it is called the *Alberta Grant for Students with Permanent Disabilities* that funds up to $3000 per loan year (Government of Alberta, 2012). As determined in accordance with the Ministry of Training, Colleges and Universities Act and Regulations in Ontario, Ontario offers the *Bursary for Students with Disabilities (BSWD)* that may offer up to $2000 for educational assistive and equipment purposes (Government of Ontario, 2014b). BSWD available to Ontario residents and it is only intended to assist with the costs of disability-related services or equipment if it is not covered by other services or agency. Please note, the government grants and bursary studied in this research project are considered provisions based on financial need and are taxable under the Canadian Income Tax Act ("Bursary Information For Students With Disabilities," 2015, "NEADS Financial Aid Directory," 2015). This paper will refer to all grants and bursary as grants interchangeably.

Thus, the data for this study comes from (a) Student Aid Alberta's website (http://studentaid.alberta.ca/), (b) the internet site from Ontario Student Assistance Program (OSAP) (https://osap.gov.on.ca/OSAPPortal), and (c) the Government of Canada CanLearn

website (http://www.canlearn.ca/eng/loans_grants/grants/disabilities.shtml). This includes online

web pages, and online application forms, and a reference guidebook that directly address

government disability grants for the current 2014-2015 academic year. Due to time constraints, I

did not investigate online materials from all Canadian financial aid programs pertaining to post-

secondary students with disabilities. I decided to focus on the discourse disability funds

surrounding Ontario and Alberta because these two provinces' restructuring process have been

profoundly addressed in the literature (Chouinard & Crooks, 2005, 2008; Cooper & Kanji, 2000;

Fanelli & Meades, 2011; Gazso, 2012; Taylor, 2001).

The data sources of this study identifies key elements surrounding the order of discourse

and the social practice government disability grants in Canada because most government

disability aid adheres to the Canada Student Financial Assistance Act (CSFAA) and the Canada

Student Loans Act (CSLA). Provinces and territories' application forms should be fairly similar

in format and practice as CSFAA informs how provinces and territories determine who is

eligible for disability grants. Thus, analyzing online materials from Student Aid Alberta and

OSAP sufficiently exposes some reality within the structure of student financial aid.

Finally, due to the lack of visual aids present in the electronic application form, this

project only considers language as discourse, which is a typical practice in CDA. Although the

language in the application form is written in both English and French, only the English version

were analyzed since I am not familiar with the French language and its semiotic practices

compared to the English language.

Data Collection and Macro Overview. Every data source is an online communicative

event that directly addresses government disability grants from a provincial or federal

government web page. To ensure that all necessary web pages are accounted for this study, I called the customer representative from Student Aid Alberta, OSAP, and the National Student Loan Service Centre (NSLSC). (NSLSC is an agency that administers and releases federal funding to provincial and territorial student financial assistance offices). I also typed "disability grant" into the search bar found in Student Aid Alberta's, OSAP's, and CanLearn's home page and no other web pages were deemed applicable for this study.

It is important to note that this study does not require ethical approval. All the web pages are publicly accessible publications and do not require membership to access. Data samples 1 to 8 are described below.

Data Sample 1: CanLearn On-Line Public Information Web Page. I instigated the data collection by first navigating the CanLearn homepage. By selecting the heading that reads "Student Loans & Grants," I clicked on the hyperlink that reads "Canada Student Grants for Students with Permanent Disabilities." This self-titled HTML web page (Government of Canada, 2013) was retrieved on March 27, 2015, and it was last modified on July 9, 2013. See Appendix C to view data sample 1 in detail.

This is an on-line public information web page. It introduces available government grants that directly apply to students with permanent disabilities in PSE. The web page addresses Canada Student Grant for Students with Permanent Disabilities (CSG-PD) and Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-PDSE) in that consecutive order. Each grant description is supplemented with a list of eligibility criteria. This brief web page redirects users to contact their residing provincial or territory's student financial assistance offices (Government of Canada, 2013).

Data Sample 2: Student Aid Alberta On-Line Public Information Web Page. On the

Student Aid Alberta homepage, I accessed data sample 2 by clicking on the "Applying for

Funding" button and selecting a hyperlink that reads "Students with Permanent Disabilities."

This self-entitled web page (Government of Alberta, 2012) was retrieved on March 23, 2015.

This HTML data sample was last modified on December 28, 2012. See Appendix D to view

data sample 2 in detail.

Similar to data sample 1, data sample 2 introduces available government disability grants.

It introduces CSG-PD, CSG-PDSE, and Alberta Grant for Students with Permanent Disabilities.

This web page begins by providing a definition of what constitutes a "permanent" disability

followed by a brief instruction to consult with a disability advisor to seek for other support

before applying. The web page continues to explain the application process (Government of

Alberta, 2012).

Data Sample 3: Schedule 4 Application Form from Student Aid Alberta. I also accessed

data sample 3 by initially logging onto the Student Aid Alberta homepage. By clicking on

"Applications and Forms," the hyperlink led to a link that lists all the available forms from

Student Aid Alberta. Situated under the heading that reads "Permanent Disability," I clicked on

"Schedule 4" to access data sample 3. The downloaded online on-line application form for post-

secondary students with disabilities is entitled *Schedule 4: Federal/Provincial Grant for Post-*

Secondary Students with Permanent Disabilities 2014/2015 (Government of Alberta, 2014a).

This PDF data sample was retrieved on March 10, 2015, and it was published in June 2014.

This application form is to be used by applicants who are applying to the CSG-PD, CSG-

PDSE, and Alberta Grant for Students with Permanent Disabilities. Once applicants review and

submit their completed application forms to the financial assistance office (along with an full-time or part-time financial assistance 2014/2015 form), under the 33(a) and (c) of the Freedom of Information and Protection of Privacy Act (Alberta), this information will be used to determine and verify an applicant's eligibility for financial assistance. In addition, the communicative event can be used for research, statistical analysis, and evaluations as a measures to administer student financial aid programs in accordance with the Student Financial Assistance Act (Alberta), the CSLA and the CSFAA (Government of Alberta, 2014a).

The macrostructure of the text in Schedule 4 begins with an "information and instructions" section that occupies two of the four pages. The "Applicant Agreement" is also bolded and prominently printed on the bottom of the front page. Page 3 of Schedule 4 is where the applicant may fill in their personal information, disclose the cost of their learning assessment fee (if applicable), and provide estimates for assistive services and technologies.

Finally, the last page of Schedule 4 is noticeably distinguished. Not only does a disability advisor need to sign off page 4, but the final section requires the disability advisor to identify the nature of the students' permanent disability. The disability advisor is also given a comment section--a space not provided for applicants themselves. See Appendix E to view data sample 3 in detail.

Data Sample 4: Downloaded Application Guidebook from Student Aid Alberta. By navigating through Student Aid Alberta's homepage, data sample 4 was retrieved by clicking on "Resources for Students" and "Quick Tips." The downloaded guidebook is entitled *Quick Tips to Complete the Application for Full-Time Post-Secondary Studies 14/15* (Government of Alberta, 2014b). This PDF data sample was retrieved on March 14, 2015, and it was published in June

2014. This communicative event is to be utilized as a reference manual to complete the

Application for Financial Assistance Full-Time Post-Secondary Studies 2014/2015--which

includes Schedule 4. Page 10 and 11 of the guidebook is dedicated to students with disabilities

who are interested in applying for disability grants (Government of Alberta, 2014b).

Relative to the other data samples in this analysis, the guidebook is the most complex

online material from Student Aid Alberta. It contains the most detailed information and

instructions. It is to be used as a reference manual when completing the financial assistance

forms for full-time post-secondary students. See Appendix F to view data sample 4 in detail.

Data Sample 5: Reconciliation Worksheet from Student Aid Alberta. Under Student Aid

Alberta's "Resources for Students" webpage, I clicked on "Reconciliation Work" to access data

sample 5. The downloaded worksheet is entitled *Disability Grant for Services and Equipment*

Reconciliation Worksheet (Government of Alberta, 2013). This data sample was retrieved in

PDF format on March 12, 2015, and it was published in October 2013.

This data sample is a downloaded worksheet, and this is to be used by individuals who

receive CSG-PDSE funds. Following the initial instructions on the worksheet, the recipient must

use this worksheet to record the cost of each equipment and service that were used. This ensures

that the funds are properly used for its intended educational purposes and funds left outstanding

can be returned to the Student Aid Alberta office (Government of Alberta, 2013).

The first major heading labeled "DEADLINE" it instructs recipients of CSG-PDSE to

submit this worksheet, along with receipts, a cheque or money order (if applicable) to Student

Aid Alberta by the end of the academic year. The subsequent "INSTRUCTIONS" heading

provides a meticulous list of directives. Followed by the "EXAMPLE" section that provides a

completed worksheet sample, the final "WORKSHEET" section provides a chart to be filled. Similar to the resemblance of an income statement, the first row of each column, it reads: "Cost Type", "$$Awarded", "$$ Spent", "Receipt Attached?", and "$$ To Be Returned" (Government of Alberta, 2013). See Appendix G to view data sample 5 in detail.

Data Sample 6: On-line Public Information Web Page from OSAP. I collected data sample 6 from OSAP's website. After logging on to OSAP's homepage, I clicked on "OSAP Grants and Loans" and "Bursary for Students with Disabilities (15-16)." This self-entitled HDML (Government of Ontario, 2014b) web page was retrieved on April 10, 2015, and it was posted on May 13, 2014.

This is an on-line public information web page from OSAP. This data sample introduces and instructs how applicants can apply for BSWD funds. The first section of the web page is divided into two main components. The first portion of the web page provides "Just the Facts Section" and the information is articulated in a chart format that efficiently highlights the overall summary of the grant in a point form format. The second part of the web page articulates "All the Details Section" by sequentially communicating how applicants can apply for BSWD and use the aids for its intended purposes if they were deemed eligible by the ministry staff (Government of Ontario, 2014b). Please see Appendix H to view data sample 6 in detail.

Data Sample 7: BSWD and CSG-PDSE Downloaded Application Form from OSAP. In data sample 6, I retrieved BSWD's corresponding application form by clicking on a hyperlink that reads "This application is available in .pdf" format. The downloaded application form entitled *2014-2015 Ontario Bursary for Students with Disabilities (BSWD) Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (CSG-PDSE)*

(Government of Ontario, 2015) was retrieved on April 10, 2015 and it was last modified on February 4, 2015.

Similar to the application practices from Student Aid Alberta, this OSAP application form is meant supplemented with a general full-time or part-time application financial aid application form (Government of Ontario, 2015). Similar to Schedule 4 from data sample 3, this application form dedicates two pages of information and instructions.

The applicant can fill in their personal information, information about their school and program, estimates and/or services in the following pages by filling out the appropriate boxes that apply. Followed by the "Student's Consents, Declarations and Signature" section, the last sections require a disability office coordinator/counsellor and a financial aid administrator at a designated post-secondary institution to sign and vouch for this application form. Please see Appendix I to view data sample 7 in detail.

Data Sample 8: Disability Verification Form for OSAP. The BSWD and CSG-PDSE form of data sample 7 refer applicants to complete the disability verification form found on the OSAP website. To retrieve this document, I typed in "disability verification" in OSAP's search bar and this form subsequently appeared in PDF format. The downloaded verification form *entitled 2014-2015 Disability Verification Form for OSAP and 30% Off Ontario Tuition Grant* (Government of Ontario, 2014a) was retrieved on April 17, 2015 and it was last modified on June 2, 2014. See Appendix J to view data sample 8.

This is a form by the Ministry of Training, Colleges and Universities in Ontario. This form is not an application for BSWD, CSG-PD, or the CSG-PDSE. It is only a form that supplements the supporting documentation for disability-related eligibility criteria. The

response from both the students and the health care practitioner will be used to determine the

student's eligibility for BSWD, CSG-PD, and CSG-PDSE (Government of Ontario, 2014a).

(Please note, the 30% Off Ontario Tuition grant is not a grant specified for students with

disabilities, and thus, it is not considered part of the scope of this study). The disability

verification form is also used to assess whether a student with a disability can be eligible for full-

time student funding amounts, even with a reduced course load.

Similar to sample 3 and sample 7's format of the first two pages of the form, data sample

8 also provides the information and instructions necessary to complete the form. On page 3 of

the form, the form inquires the typical student information section that is to be filled out by the

applicant. The fourth page contains the "Notice of Collection and Use of Personal Information"

section, and the applicant is required to sign the "Consent and Declarations" component at the

bottom of the page.

Pages 5, 6, and 7 are to be completed and signed by the student's healthcare professional

who is responsible for diagnosing and treating the student. The questions ask for the type,

severity, and permanence of the disability. The meticulous nature of the form also requires the

physician to indicate the disability impacts on daily functioning and the recommended supports

necessary to participate in post-secondary studies (Government of Ontario, 2014a).

Exploring the Production Process

In order to explore the production process as part of Fairclough's discursive practice, I

have conducted a thorough background check by attempting to find additional information about

the producer of the source materials. Thesis data includes the institutional background of the

producers (Fairclough, 1995a, 1995b; Schneider, 2013b). This includes the partnered

organizations that assisted in formulating CanLearn's online materials as seen in Appendix B (Government of Canada, 2013).

Considering how existing secondary literature does not specifically document the production process of government online materials, I acquired additional information by emailing and telephoning Student Aid Alberta's client resolution unit (Student Aid Alberta, personal communication, March 26, 2015). I also emailed OSAP with my inquiries and it was subsequently forwarded to the Student Fees Advisory Board (SFAB) for a response (SFAB, personal communication, June 17, 2015).

Since all mediums and genres are part of the discursive arrangement that shapes meaning (Chilton, 2004; Fairclough, 1995a, 1995b; Schneider, 2013b), once I established the institutional background, I have also attempted to identify what genre-specific mechanisms are being deployed (or ignored) as part of the datum of the study. This illustrates how consumers are meant to "absorb" their meanings (Schneider, 2013b). For example, I investigated whether the application forms are presented other mediums such as in Braille and audio versions, before concluding that that are no other available mediums being presented.

All email and phone communications were not subject to ethics approval because the nature of the communication only required general information that was not linked to a particular individual or confidential matters. No formal interview was conducted as part of this study.

Establish the Genre of Data Source. As the manner of the communicative event aids in framing meaning of the actual text, I determined all the genre in the data source (Chilton, 2004; Jørgensen & Phillips, 2002; Schneider, 2013b). Throughout the data source, I considered the layout of the data samples, format and size of the text, the resolution and readability of the text,

the features of the attached images or diagrams, links to other addresses or multi-media contents, and etc.

Preparing Material for Analysis (Data Management). In order to organize the analysis of the actual text, I prepared the data in a way that allows me to efficiently work with the source and "zoom in and out" on specific details (Schneider, 2013b). Since I am a visual and kinetic learner, I made several additional copies and marked important features to track the point of reference. Thus, I made 10 additional copies by scanning and printing all the data sources in colour. Each copy were numbered, all lines were numbered, all headers and subheadings were colour coded, and all paragraphs and figures were labeled accordingly. These "benchmarks" were identical in each copy.

Coding Material. After preparing the data for analysis, the coding process followed. This refers to the process of "assigning attributes to specific units of analysis, such as paragraphs, sentences, or individual words" (Schneider, 2013b). To initiate the coding process, I established the coding categories or "themes" by outlining some categories theoretically based on the research questions. I would already have a few categories in mind that I expect to find, for instance, I expected "marketization," "right to education," "dependence," and "aid" to be themes that permeate throughout the data source. I wrote down these first considerations before jotting down other related topics that might be associated with these initial key themes. After addressing these starting categories, a thorough review of the secondary literature on the research topic offered me further inspiration to record additional themes. All categories were recorded in my journal.

Once the preliminary coding categories were established, I then reviewed the text of the data source and observed whether it contains any of these initial themes by marking all statements in the text that deal with a particular theme such as "neoliberalism" and its related themes-- which is a discourse type. Some earlier categories were too broad and it was subsequently broken down into sub-categories (Schneider, 2013b). For example, the theme neoliberalism needed to be divided into sub-categories such as "individual responsibility" and "fiscal responsibility."

Another method to modify the coding categories was done by including interesting themes that I did not expect to find. These unforeseen categories and its related discourse strands were jotted down in my journal (Padgett, 2008). In addition, I also documented the themes that were missing in the data source as it may be considered as valuable data.

This revision process was repeated, and every time a review process started, I used a fresh copy of the data source. If I needed more copies, I would duplicate more accordingly. This reviewing process continued until I have noticed that the coding categories have not evolved any further and the categories were reasonably customized in accordance with the data source (Padgett, 2008; Saldaña, 2009; Schneider, 2013b). I reviewed all the samples for discursive themes five times.

Once the coding categories were finally established, I coded the themes by highlighting text sections in different colours or by jotting down specific symbols. Each colour and coloured symbol represented a coding category. To ensure that I coded all the necessary text appropriately, the previous duplicates were used as a reference.

Initially, this is an efficient and suitable medium to code data, however if it is the only medium that codes data, the paper coding method ran the risk of misrepresenting multiple categories adequately. For instance, a statement in a sentence tied to several other discourse types at once and this disorganized or "messy colour overlap" hindered me from analyzing how the discourse works within the larger sentences or paragraphs.

In order to efficiently observe how larger paragraph structures and/or sentence structures articulate a particular thematic category, I then used that coded data from the paper copy and transferred the codes into OneNote 2013 for Windows. This software already has a built in coding mechanism that can be customized and efficiently utilized by myself. For instance, I often tagged a category to a sentence that allows me to search and monitor coding categories and activities within OneNote 2013 (Schneider, 2013b).

Collect and Examine Discursive Statements (Micro Features of Text). Once the structural features of the text were established, I could finally focus on the individual statements or discourse fragments, known as the micro-features of the text. This was accomplished by collecting all statements within a specific code. I systematically examined how it manifests its respective discourse type. The collection of discourse fragments allowed me to map out what "hidden truths" the text establishes on each major topic (Schneider, 2013b).

Identifying References. After recognizing the context of the source materials, I examined whether the context contains references to other sources or imply knowledge of another subject matter. If there were implicit or explicit reference(s) made to other sources, I questioned how this implies meaning to the data source's text. I jotted down all the references made to external sources and answered those questions based on my knowledge of the subject matter, and I

referred to the secondary literature for clues (Schneider, 2013b). This process was recorded in my personal journal and on OneNote 2013. This process allowed me to honour how interdiscursitivity serves to perpetuate and legitimatize the overall argument of the text.

 Identify Linguistic and Rhetorical Mechanisms. Based on the coded data within the respected coded categories recorded in OneNote 2013, I thoroughly and systemically explored each statements linguistic mechanisms of the text by using Fairclough's textual analysis guideline. In order to explore how statements function at the level of language, I assessed each statements modalities, word groups, grammatical features, rhetorical literary figures, direct and indirect speech, modalities, and evidentialities. These linguistic mechanisms are coding categories and I inputted the categories into the corresponding statements in OneNote 2013. See Appendix A to view the description of each linguistic feature.

 Interpret the Data. After the textual analysis and discursive practice had been identified in an organized fashion, I completed the analysis and answered "what it all means?" This was when I embarked on the social practice analysis--the final stage of analysis. I tied all of the results together in order to explain what the discourse is about and how it works. As effectively stated by Schneider (2013b),

 This means combing your knowledge of structural features and individual
 statements, and then placing those findings into the broader context that you
 established at the beginning. Throughout this process, keep the
 following questions in mind: who created the material you are analysing? What is
 their position on the topic you examined? How do their arguments draw from and
 in turn contribute to commonly accepted knowledge of the topic at the time and in

the place that this argument was made? And maybe most importantly: who might

benefit from the discourse that your sources construct?

Limitations of the Study

Since the revelations from the study are likely subjected my limitations as the researcher

(Creswell, 2009), this study is subjected to my own set of biases as I am the primary researcher

of this study. Like any being, I am part of this world and I also inherit my own historical and

cultural legacy and my analysis, and subsequent interpretation of language is not immune to

socially constructed partiality. Therefore, I would like to clearly articulate that the analysis and

produced knowledge are limited to my own worldview and because the utility of discourse

analyses relies on my ability to make interpretations through rigorous and reflexive method of

inquiry (e.g. Chilton, 2004; Fairclough, 1999, p. 20; Halliday, 1978; Wodak & Chilton, 2005), to

honour this study's integrity and its inevitable limitation, I have elucidated my position as a

researcher and in the section entitled "My Personal Journey" at the beginning of this paper.

Due to this project's qualitative nature, generalizability also can never be achieved. CDS

is not a tool that definitively analyzes the impact of discursive practices on audience members.

Discourse analysis is merely a form of content analysis that can shed light on " . . . how specific

actors construct an argument and how it fits into wider social practices" (Schneider, 2013b).

Thus, the online materials from Student Aid Alberta, CanLearn, and OSAP may merely provide

valuable insights about how the producers of government grant websites construct their argument

as part of the wider social practice towards students with disabilities in Canada. As candidly

expressed by Schneider (2013b), analysts who uphold the tradition of CDA can merely:

. . . demonstrate with confidence what kind of statements actors try to establish

as self-evident and true. We can show with precision what rhetorical

methods they picked to communicate those truths in ways they thought would

be effective, plausible, or even natural. And we can reveal how their statements

and the frameworks of meaning they draw from proliferate through

communication practices (Schneider, 2013b).

Due to limited resources, time constraints and advice from previous research that has

suggested working with small data samples when conducting a careful study of language

(Askehave, 2007; Pitts, 2004), this study's smaller data sample size does not represent an array of

provincial and territorial financial aid programs. In addition, although Canada Student Grant

program is accounted in this study as the overarching federal program in Canada, this federal

grant is not available to student from the Northwest Territories, Nunavut, and Quebec as these

provinces and territories operate their own student financial assistance programs (Government of

Canada, 2013). Furthermore, this study also excludes online application forms from both OSAP

and Student Aid Alberta. Thus, how the text is structured and presented in an online application

form is omitted in this study. A more comprehensive overview of financial assistance programs

across Canada may yield differently articulated discourses, and this can be a viable research

disposition for future research.

More importantly, due to the time constraints, this project embarks on a synchronous

analysis where it focuses on a specific moment in time. As discourse extends through time,

Schneider offers this analogy:

Think of discourse for a moment as a bundle of intertwined wires, each with a different colour, that cross and twist as they stretch forward. These individual wires are the discourse strands, and the wire bundle is the discourse in its entirety. What a synchronous analysis does is dissect the bundle of wires at one spot and look at the incision: where is a specific wire located at that point? Does it touch other wires? . . . (Schneider, 2013c).

Unlike diachronic analysis where one examines " . . . different sections of the wire-bundle and compares them" (Schneider, 2013c), the communication choices and social practices of different actors at particular points in time are not demonstrated in a synchronous analysis. For this reason, this study does not examine the changing truths that actors hold at different points in time. This study merely intends to provide an interpretation of a "snapshot in time." Future studies can compare and contrast the language use of disability student grants found in archived communication events from various government student assistance programs.

Furthermore, synchronous analysis typically entails its own inherent limitations when researching online materials. Since these communicative forms are commonly subject to unexpected deletion and change and yield different results depending on the time of data collection, this study addresses the fluid nature of online materials by fixing the data source at a specific date, so that the research results can be understood in the context of this particular time period.

In addition, although the context in which text is read and interpreted by individual readers deserves careful examination (Fairclough, 1993), analysis of text interpretation among the consumers and subsequent social impacts are beyond the scope of this study. In fact,

although post-secondary students with disabilities are intended to be the primary consumer, no

data is available to the public with regard to who actually visits and utilizes the websites, online

application form, and complimentary kit. Consequently, how the information is used remains

unclear. It is possible, for example, that actual visitors to the websites are accessibility service

providers or friends and family members of the applicant. In this light, future studies should

examine who visits government websites and how differently they interpret and use the

information. These questions are beyond the scope of this study; nevertheless, this study does

recognize the merit of understanding how government discourse on the Internet affects both

people with disabilities and their peers' everyday lives. Thus, this subject matter also deserves an

independent study.

Chapter 4: Analysis

Introduction

This chapter presents the major findings of this study in two major analytical dimensions: the discursive practice and the textual analysis. As part of the discursive practice analysis, the production process and subsequent order of discourse concerning disability government grants will be subsequently followed. This chapter then shifts its focus by accounting the semiotic nature of discourse analysis by presenting the findings from the textual analysis. The interpretation of both the discursive practice and textual analysis will be further explored as social practices in the subsequent chapter.

Analysis of the Discursive Practice

As mentioned in chapter 3, the analysis of the discursive practice focuses on how the text is produced and how it is consumed. Honouring the tradition of CDA, I investigated the production process of the communicative events and respectively narrowed the analysis by exploring the interdiscursitivity of the discursive statements. The major findings of the discursive practice are documented in this order below.

Production Process of Online Materials from CanLearn

The online public information web page from CanLearn (data sample 1) is a communicative event produced by the Department of Human Resources and Skills Development Canada from the Ministry of Employment and Social Development (Government of Canada, 2013), made pursuant to the CSFAA (Government of Canada, 2013). The Department of Human Resources and Skills Development Canada worked in collaboration with provincial and

territorial governments and Canadian learning and career development organizations, which are listed in Appendix B.

Production Process of Online Materials from Student Aid Alberta. Operating under the Ministry of Innovation and Advanced Education of Alberta, Student Aid Alberta internally produced the communicative events of data sample 2 to 5 in accordance the CSFAA.

According to an official Student Aid Alberta representative from the Client Resolution Unit, Student Aid Alberta staff presents recommendations to enhance their produced resources, as do various stakeholders such as the Canada Student Loans Program, Alberta Student Awards Personnel Association (ASAPA), and other post-secondary institutions. Suggestions from Alberta students and their families are also taken into consideration.

According to an executive board member from ASAPA (ASAPA, personal communication, April 2, 2015), an association that consists of ninety-three members representing twenty-five of Alberta's post-secondary institutions, ASAPA board members works in liaison with Student Aid Alberta to develop and amend various government policies and publications, including the Student Aid Alberta application forms. Since many members of ASAPA work at the front line with students as awards officers within the university and college setting, Alberta Student Aid have annually disseminated their application forms to ASAPA's whole membership team before the material is published for student usage. For clarity purposes, minimal word adjustments were recommended and modified. However, this application review process has been halted for the past three years due to Alberta Student Aid's budget constraints. Thus, Schedule 4 2014/2015 have not been formally reviewed by ASAPA before publication.

Production Process of Online Materials from OSAP. According to SFAB of Ontario's Ministry of Training, Colleges and Universities, SFAB conducts OSAP and produces the BSWD/CSG-PDSE application (data sample 7), Disability Verification Form (data sample 8), and the content on the BSWD/CSG-PDSE grant web page (data sample 6). Eligibility for federal grants and student loans is determined in accordance with the Canada CSFAA and Regulations, so all materials (e.g., applications, forms, information on website) are made in accordance with these Acts and Regulations.

The SFAB organizes working group discussions on BSWD/CSG-PDSE-related issues with representatives from the College Committee on Disability Issues (CCDI), Inter-University Disability Issues Association (IDIA), and Ontario financial aid offices. CCDI and IDIA are both disability advisory bodies that identify research and make recommendations concerning system-wide issues affecting students with disabilities. These discussions held throughout the year can influence the content of the OSAP applications and forms.

Order of Discourse. The coding process reveals that the order of discourse concerning government post-secondary disability grant has a high degree of interdiscursitivity as neoliberal discursive themes are interdiscursively mixed various control discourses, making neoliberalism the discursive hegemony within the order of discourse. Please note, "neoliberal discourse" and "control discourse" are overwhelmingly broad coding themes, and they were broken down to their respective sub-categories. All the codes that emerged from the data are listed below.

Here are the discursive themes found in the data:

- Neoliberal discourses:

  - Individual responsibility discourse

  - Fiscal responsibility discourse

  - Informal support discourse

- Control discourses:

  - Reprimand discourse

  - Timetable discourse

  - Repetitive exercise discourse

  - Compliance discourse

  - Surveillance discourse

  - Professional supervision

- KWS discourse

- Medical model of disability discourse

- Deserving poor discourse

The genres found in the data:

- Instructional manual genre

- Traditional public administration genre

Diminishing Post-War Discourse of KWS. Although the interdiscursitivity reveals how neoliberal discourses predominantly overlap and colonize different discourses and genres within the order of discourse, it is important to recognize that the producers of the data source have intermittently articulated discursive statements that reflect the residual post-war ideal of KWS. The traces of KWS discourse are typically expressed when the communicative events initially

introduce the available grants to the consumers, within the context of a traditional public

administration genre. Figure 1 underlines some of the discursive statements that reflect the KWS

discourse. Please note, the emphases made in the all figures throughout this document are from

the author.

Figure 1. Discursive Statements Reflecting a KWS Discourse.

Data Sample 4:
      Student Aid Alberta can help you achieve your post-secondary education goals.
      Financial need should not be a barrier if you want to pursue a post-secondary
      education (Government of Alberta, 2014b).

Data Sample 6:
      This bursary assists with the costs of disability-related services or equipment, such as
      tutors, note-takers, interpreters, braillers or technical aids that are required to
      participate in postsecondary studies (Government of Ontario, 2014b).

Data Sample 7:
      You can get funding to help pay for disability-related equipment and/or services
      required for your education. The funding comes from the Government of Ontario
      through the Bursary for Students with Disabilities and from the Government of
      Canada through the Canada Student Grant for Services and Equipment for Persons
      with Permanent Disabilities (Government of Ontario, 2015).

Reliance on Informal Support Systems. Although the KWS discourse has been

occasionally articulated, the ideological production shifts when the communicative events

explain the application process. The neoliberal ideals begin to discursively surface as the

statements tend to reflect an informal support discourse. The informal supports identified in the

data generally refer to financial resources at the applicant's chosen institution and on-campus

disability advisors. As seen in Figure 2, informal support discourses are underlined.

Figure 2. Discursive Statements Reflecting an ISD.

Data Sample 2:
Before you apply, talk with a disability advisor at your school. Tell them your educational goals and ask <u>what kind of supports may already be in place at your school</u> (Government of Alberta, 2012).

Data Sample 3:
Before applying… Talk with a Disability Advisor at your school about your educational goals <u>and what kind of supports may already be in place at your chosen institution</u> (Government of Alberta, 2014a).

Data Sample 4:
Check with the advisor first <u>for assistance and further instructions</u> (Government of Alberta, 2014b).

Data Sample 6:
Who It's For? Full-time or part-time students who . . . have disability-related educational costs for services or equipment <u>that are not covered by another agency or service</u> . . . " (Government of Ontario, 2014b).

Impairment Deemed Deserving of Assistance. As exhibited in the data, the eligibility criteria for the grants are articulated with a deserving poor discourse. For example, the on-line public information web page personifies the deserving poor discourse as seen in Figure 3 below. The deserving poor discourse is underlined.

Figure 3. Discursive Statements Reflecting a DPD.

Data Sample 1:
If <u>you require exceptional </u>education-related services or equipment, you may be eligible to receive the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (Government of Canada, 2013).

Data Sample 1:
" . . . <u>have at least a $1 of assessed financial need</u> . . . " (Government of Canada, 2013).

Data Sample 6:
" . . . have at least $1 in calculated provincial need . . . " (Government of Ontario, 2014b).

It is crucial to note that various deserving poor statements are often discursively partnered with the medical model of disability when the eligibility criteria are communicated. In fact, the some deserving poor discursive statements have overlapped the later. In order words, both the medical model of disability and deserving poor discursive statements can be interchangeable.

Figure 4. Interdiscursitivity of the MMDD and DPD.

Data Samples 2 and 5:
 . . . [MMDD] identify your permanent disability and describe how // [DPD] it restricts your ability to participate in post-secondary studies" (Government of Alberta, 2012, 2013).

Data Sample 8:
[MMDD + DPD] Eligibility for funding is based on the functional impact of the disability on the patient's ability to participate in a postsecondary educational environment and permanence of their disability (Government of Ontario, 2014a).

_____
MMDD = medical model of disability discourse
DPD = deserving poor discourse

In Figure 4, the discursive statements articulate the medical model of disability by attributing the impairment as an individualized intrinsic phenomena, and simultaneously, the same discursive statements can also characterize a deserving poor discourse as "intrinsic impairments" are understood to be a normalized eligibility criteria or requirement deemed deserving of government financial assistance.

Screening for the "Deserving Disabled Students". When the communicative events instructs what documentation are required as part of the application process, the medical model of disability is a discourse that is habitually articulated with professional supervision discourse as students must formally present their health practitioner's diagnosis to authenticate their disability claims. This fixed interdiscursive mix is exemplified in Figure 5.

Figure 5. Interdiscursitivity of the MMDD and PSD.

Data Sample 3:

Summary of Disability Documentation Required (Government of Alberta, 2014a).

Type of Disability	Documentation Required
Deaf, Hearing Impaired [MMDD]	• Audiologist report [PSD], or • Letter from a physician with an explanation of the degree of hearing loss [PSD]
Blind, Visually Impaired [MMDD]	• Specialist report [PSD], or • Letter from a physician with a description of the functional limitations [PSD]
Learning Disability [MMDD]	• Psycho-educational report from a Psychologist [PSD], or • Neuro-psychological report [PSD]
Speech [MMDD]	• Speech language pathologist report [PSD]
Mobility/Agility Impairment [MMDD]	• Specialist report [PSD], or • Letter from a physician with an explanation of the nature of the mobility/agility impairment (functional limitation) [PSD]
ADD / ADHD [MMDD]	• Psychologist report [PSD], or • Neuro-psychological report [PSD], or • Letter from a psychiatrist [PSD], or • Letter from a physician with details about the diagnosis [PSD]
Psychiatric or Psychological [MMDD]	• Psychologist report with a DSM diagnosis [PSD], or • Letter from a psychiatrist with a DSM diagnosis [PSD], or • Letter from a physician with details about the diagnosis including the DSM [PSD]
Autism, Asperger, Rett [MMDD]	• Psychologist report [PSD], or • Letter from a physician with details about the diagnosis [PSD]
Brain Injury/Cognitive Impairment [MMDD]	• Neuro-Psychological report [PSD], or • Brain injury/cognitive impairment report/assessment [PSD]
Other Permanent Disability [MMDD] such as:	• *Chronic Fatigue*: a detailed letter from physician [PSD] • *Irlen Syndrome:* assessment report from a certified Irlen Screener [PSD]
MMDD= medical model of disability discourse PSD= professional supervision discourse	

Since documentation from a medical professional is a necessary provision that amply

verifies whether one is sufficiently "disabled" and deserving of government provision,

discourse of professional supervision is also blended with the "deserving poor and the medical

model of disability interdiscursive mix" as seen in Figure 6 below.

Figure 6. Interdiscursitivity of the MMDD, DPD, and PSD.

Data Sample 1:
 You are eligible if you:
- . . . [DPD] have at least a $1 of assessed financial need . . .
- [MMDD + PSD] Include one of the following with your loan application as proof of your disability: a medical certificate, a psycho-educational assessment, or documents that prove you have received federal or provincial permanent disability assistance . . . .
- [DPD] provide written confirmation that you are in need of exceptional education-related services or equipment / [PSD] from a person qualified to determine such need . . . (Government of Canada, 2013).

Data Samples 7 and 8:
 [PSD] Documentation provided from your physician or other regulated health care practitioner that clearly states the following information:
- [MMDD] diagnosis,
- [DPD + MMDD] impact of your disability(ies) your participation in postsecondary studies, permanence of your disability . . . (Government of Ontario, 2014a, 2015).
- _____

<div align="center">
MMDD= medical model of disability discourse
DPD= deserving poor discourse
PSD= Professional supervision discourse
</div>

The Interdiscursive Mix of Responsibility Discourses. One of the most significant

findings suggests that the condition of entitlement is frequently articulated with individual and

fiscal responsibility discourses, with the exception of data sample 1.

The Interdiscursive Mix of Individual Responsibility. Although both the individual and fiscal responsibility discourses tend to be expressed within as an instructional manual genre, the individual responsibility discourse is predominantly used to articulate the applicants' responsibilities when applying for student aid. In other words, the producers are "instructing" how applicants or recipients can "responsibly" interact with the financial aid offices. Figure 7 are examples that demonstrate this discursive phenomenon where students' individual responsibility is expressed with an instructional manual genre.

Figure 7. Interdiscursitivity of IRD and IMG.

Data Sample 2:

[IRD + IMG] Full-time students - apply online. If you cannot apply online call the Student Aid Alberta Service Centre (Government of Alberta, 2012).

[IRD + IMG] Part-time students - print the Part-time Application in the Resources section, under Applications and Forms (Government of Alberta, 2012).

[IRD + IMG] When you apply for the first time as a student with a permanent disability, you will need to submit a completed Schedule 4 along with your supporting medical documentation (Government of Alberta, 2012).

Data Sample 3:

[IRD + IMG] You must successfully complete all courses to receive student aid on a subsequent application (Government of Alberta, 2014a).

[IRD + IMG] Use the 2014-2015 Ontario Bursary for Students with Disabilities and Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (BSWD/CSG-PDSE) application (Government of Alberta 2014a).

Data Sample 8:

[IRD + IMG] The student must fill out Section 1 of this form (pages 3 and 4) and sign the Notice, Declarations and Consents. The student will then bring Section 2 of this form (pages 5, 6 and 7) to their physician or other regulated health care practitioner for completion (Government of Ontario, 2014a).

_____

IRD= individual responsibility discourse
IMG= instructional manual genre

The individual responsibility discourse and the instructional manual genre is also

intermixed with other a repetitive discourse, which is a discursive form of control. See Figure 8.

Figure 8. Interdiscursitivity of IRD, RED, and IMG.

Data Sample 4:

    If you are applying for a reduced course load, [IMG+ RED+ IRD] you must submit a paper Schedule 4 for each year that you apply for student aid (Government of Alberta, 2014b).

    If you are requesting assistive services and equipment, [IMG+ RED + IRD] you must submit a paper Schedule 4 for each year that you apply for student aid (Government of Alberta, 2014b).

_____

IRD= individual responsibility discourse
RED= repetitive exercise discourse

Furthermore, the interdiscursive mix of individual responsibility and instructional manual

genre is further compounded with timetable discourse and professional supervision discourse as

illustrated in Figure 9.

Figure 9. Interdiscursitivity of IRD, TD, PSD, and IMG.

Data Sample 6:

  [TD] Documentation Deadline:

    [TD + IMG] All required documents must be received by your financial aid office no later than 40 days before the end of your study period. / [PSD] Once your school's financial aid office has reviewed and signed your application, / [IRD + IMG] send your application and all documentation . . . (Government of Ontario, 2014b).

Data Sample 7:

    [IRD + IMG] Your completed application form must be sent to your school's Financial Aid Office and / [PSD] all documentation requirements will be verified by that office (Government of Ontario, 2015).

_____

IRD= individual responsibility discourse
TD= timetable discourse
PSD= professional supervision discourse
IMG= instructional manual genre

The Interdiscursive Mix of Fiscal Responsibility. Overall, the data of this study reveals that fiscal responsibility discourse is the most established discourse theme found in almost all data sources. The fiscal responsibility discourse is prevalently articulated when the producers outline how approved recipients can responsibly handle their approved funds in a fiscally conservative manner. Figure 10 demonstrates how fiscal responsibility discursive statements are articulated with the context of an instructional manual genre.

Figure 10. Interdiscursivity of FRD and IMG.

Data Sample 2:
> [FRD + IMG] Use the Reconciliation Worksheet to help you track and reconcile your receipts (Government of Alberta, 2012).

> [FRD + IMG] Remember to write your name and Social Insurance Number on each receipt (Government of Alberta, 2012).

Data Sample 6:
> [FRD + IMG] Purchase all approved equipment and/or services by the end of your study period, and provide valid receipts and time logs (if applicable) prior to the receipt deadlines shown below for purchases made. The receipts must equal the amount of your approved equipment and/or services (Government of Ontario, 2014b).

> [FRD + IMG] If the purchase price was less than the amount of funding approved, you must return the unused bursary money corresponding to the approved items (Government of Ontario, 2014b).

> [FRD + IMG] If you are unable to provide valid receipts for your approved services and/or equipment, you must return the bursary money corresponding to those approved items . . . (Government of Ontario, 2014b).

Data Sample 8:
> [FRD + IMG] Students are responsible for covering any costs related to the completion of this form (Government of Ontario, 2014a).

_____
FRD= fiscal responsibility discourse
IMG= instructional manual genre

Fiscal responsibility discourse and the instructional manual genre can also fluidly merge

with other interdiscursive mixtures such as the timetable and surveillance interdiscursive blend.

Figure 11 presents this common and complex interdiscursive mix.

Figure 11. Interdiscursivity of FRD, TD, SD, and IMG.

Data Sample 3:
>
> [FRD + IMG] You must submit your receipts to Student Aid Alberta / [TD] by the
> end of your study period / [SD] to show that the student aid you received was used as
> intended (Government of Alberta, 2014a).

Data Sample 2:
>
> [FRD + IMG] You will need to pay for the assessment up front . . . / [TD] The
> assessment may be dated no earlier than six months before you start your studies. / [SD]
> A receipt demonstrating that you paid for this service is required (Government of
> Alberta, 2012).

_____
<div align="center">

FRD= fiscal responsibility discourse
TD= timetable discourse
SD= surveillance discourse
IMG= instructional manual genre

</div>

The interdiscursivity of fiscal responsibility can also be fused with the reprimand and

timetable interdiscursive combination, as illustrated in Figure 12.

Figure 12. Interdiscursivity of FRD, RD, TD, and IMG.

Data Sample 6:
>
> [FRD] Any purchases made prior your BSWD CSG-PDSE application being approved
> are made at your own risk /[RD] as they may not be approved for this bursary
> (Government of Ontario, 2014b).

Data Sample 7:
>
> [FRD + TD + IMG] If receipts are not provided and or you do not use all of the funds
> provided to you in your study period, you must return the un-receipted unused funding.
> / [RD] Failure to do so may result in being restricted from receiving any further OSAP
> funding . . . (Government of Ontario, 2015).

_____
<div align="center">

FRD = fiscal responsibility discourse
RD= reprimand discourse
TD= timetable discourse
IMG= instructional manual genre

</div>

Reprimanding the Irresponsible and Undeserving. The prevalence of the deserving poor

discourse does not merely appear in the sections that articulate the eligibility criteria for funds, if

recipients do not send their receipts to verify that all payments were used for approved services

along with any unused funds, these "fiscally irresponsible" individuals are no longer deemed

deserving of assistance and subject to reprimand disciplinary measures. Discursively, this is

contextualized by intermixing fiscal responsibility with deserving poor and reprimand

discourses. This is illustrated in Figure 13.

Figure 13. Interdiscursivity of FRD, RD, and DPD.

Data Sample 3:
 [FRD]If you do not send receipts or return the unused funds, / [RD + DPD] you will be in an overaward situation (Government of Alberta, 2014a).

Data Sample 5:
 [FRD] If you do not provide receipts or return your unused funds, / [RD + DPD] you will have a grant overaward that will reduce your future eligibility for this grant (Government of Alberta, 2013).

       _____
<div align="center">
FRD= fiscal responsibility discourse
RD= reprimand discourse
DPD= deserving poor discourse
</div>

Complying to Responsibility Discourses' Intermixture. By observing how responsibility

discourses are compounded with compliance and surveillance discourses, it becomes

discursively apparent that consumers who are applicants or recipients of government funds are

subjected to embody such responsibilities as part of their role. The declaration sections from the

application forms of data sample 3, 7, and 8 typify this arrangement, and it is presented in Figure

14.

Figure 14. Interdiscursitivity of CD, FRD, IRD, SD, and RD.

Data Sample 3:

> [CD + FRD] I hereby agree to provide . . . receipts / [SD] which will show that the student aid was spent for its intended purposes (Government of Alberta, 2014a).

Data Sample 7:

> [CD + IRD] I will keep a copy of my application and all required supporting documentation in the event that I am required to produce this information / [SD] for audit, verification, inspection, or investigation purposes (Government of Ontario, 2015).

Data Sample 8:

> [CD] I certify that the information provided on this form is accurate and complete, to the best of my knowledge. I understand that it is an offence to make a false or misleading statement and furthermore, / [RD] that the ministry may restrict me from receiving disability related OSAP funding in the future, and may take legal action and may require me / [FRD + RD] to repay any disability-related OSAP funding that I received as a result of any false or misleading statement (Government of Ontario, 2014a).

_____

CD= compliance discourse
FRD= fiscal responsibility discourse
IRD= individual responsibility discourse
SD= surveillance discourse
RD= reprimand discourse

Textual Analysis

As the interdiscursive nature of the data illustrates how neoliberalism is predominately colonizing the order of discourse, the textual analysis depicts how the level of language constructs the ideational, interpersonal, and relational functions surrounding the discourse of post-secondary government disability grants. The findings of the textual analysis are demonstrated by identifying the grammatical depiction of social actors, degrees of affinity, and the vocabulary used in the communicative events. They are respectively documented below.

Grammatical Depiction of Social Actors. Although text simultaneously has all three categories of function, the relational and interpersonal functions of text is best appreciated by exploring the grammatical depiction of social actors. In critical discourse analysis, there are various customs to identify linguistic and rhetorical mechanisms that can represent the characteristics of the subjects and objects of the text, however, this analysis has refined the various approaches in two ways. First, postsecondary students with disabilities and members of the ministry financial aid staff are semantically distinguished as protagonists and antagonists of text. Secondly, the passivisation of ministry staff members serves to construct how the role and responsibility are lexically enacted.

Protagonists and Antagonist. As part of the semiotic practice, the judgment that the text passes reveals the protagonist and antagonist within the communicative events. For instance, the grammatical features in Figure 15 assist in formulating the producer's opinion about ministry staff members and disability advisors by associating the social groups with neoliberal virtues in the form of adjectives. Also, notice how *the most* is an adverb used to accentuate the later adjectives in Figure 15 below.

Figure 15. Presuppositions of the Protagonists within Text.

Data Sample 6:
Staff at your school's Office for Students with Disabilities will review your application to determine **[adv.]** the most **[adj.]** efficient and **[adj.]** cost-effective equipment or services required to meet your specific needs (Government of Ontario, 2014b).

Ministry staff will review your application to determine **[adv.]** the most **[adj.]** efficient and **[adj.]** cost-effective equipment or services required to meet your specific needs (Government of Ontario, 2014b).

In contrast, text positions a negative connotation towards recipients of assistance. In Figure 16, recipients are typically understood to overreach government funds, which is an immoral narrative of state dependency.

Figure 16. Presuppositions of the Antagonist within Text.

Data Sample 3:
    If you do not send receipts or return the unused funds, you will be in an **[adj.]** overaward situation (Government of Alberta, 2014a).

Positioning Social Actors with the Use of Pronouns. The way in which pronouns are used in the text may also indicate how the authors socially position the readers and/or other social bodies as " . . . allies or in-group members with the author, thus assuming shared knowledge, beliefs and values . . . " ("How to do CDA: Language Aspects," n.d.). In other words, the producers' usage of the pronouns can decide whether various social groups are inclusive by using pronouns such as *our* and *we*. Conversely, pronouns may also presuppose an exclusive disposition by using pronouns such as *they, their, them, he, she, it,* and *you*.

Locating the Outsiders of Text. In this study, the pronoun *you* has been the most prevalent pronoun used throughout all the data sources, along with the possessive pronoun *your*. The consistent usage of pronouns that carry an exclusive social position illuminate how the readers (which are intended for students with disabilities) are situated as outsiders with different beliefs and agendas. These examples are illustrated in Figure 17.

Figure 17. Contextualizing Students as Outsiders within Text.

Data Sample 1:   <u>You</u> can get this grant for each year of your studies…as long as you continue to meet the eligibility requirements (Government of Canada, 2013). **Data Sample 2:**   The Canada Student Grants program covers a portion of the cost of a Learning Assessment (a maximum of $1,200 per loan year) if the assessment confirms <u>you</u> have a learning disability (Government of Alberta, 2012). **Data Sample 4:**   <u>You</u> must submit medical documents . . . that specifically identify <u>your</u> permanent disability and describe how it restricts <u>your</u> ability to participate in post-secondary studies (Government of Alberta, 2014b).

Furthermore, the third-person personal pronouns (such as *they* and *them*) also carries exclusive social connotations. Within the data source, the third-person personal pronouns are also ascribed to socially situate disability advisors and physicians as "extraneous" members that do not follow the producers' sphere of ideological beliefs. See Figure 18.

Figure 18. Contextualizing Advisors and Physicians as Outsiders within Text.

Data Sample 3
    Check with the Disability Advisor at your school first. <u>They</u> can provide information about assistive services and equipment (Government of Alberta, 2014a).
 	
Data Sample 7
    All requests must be supported by a recommendation from a disability advisor . . . or in consultation with your physician, or other regulated health care practitioner. Please work with <u>them</u> to complete this section (Government of Ontario, 2015).

Since disability advisors and physicians are outsiders of text, this may explain why disability advisors and physicians are required to identify themselves by signing "monitoring" forms as possible "suspects" who may be advocating for undeserving students to receive further

government funds. (As mentioned earlier, disability advisors are expected to sign data sample 3

and 7 and physicians and other health care practitioners are required to sign data sample 8).

Locating the Sovereign Members of the Text. The producers of the text have only

formally referred to themselves in a third-person manner, and no personal plural pronouns (such

as *we*) were used throughout the data sources. However, the usage of *its* as a possessive pronoun

aligns financial administrators and auditors as sovereign members who are ideological positioned

in the same sphere as the producers. Figure 19 demonstrates *its* as an inclusionary grammatical

device that marks the liaison between OSAP and the administrators and auditors.

Figure 19. Contextualizing Sovereign Members within Text.

Data Sample 7:
> Under agreement with the ministry, your postsecondary school and, where authorized by the ministry, <u>its</u> agents who administer OSAP and <u>its</u> auditors use your personal information to administer the BSWD/CSG-PDSE (Government of Ontario, 2015).

> …the ministry can, without limitation, collect and exchange my postsecondary school and <u>its</u> authorized financial administrators and auditors… (Government of Ontario, 2015).

Data Sample 8:
> Under agreement with the ministry, your postsecondary school and, where authorized by the ministry, <u>its</u> agents who administer OSAP and <u>its</u> auditors use your personal information to administer OSAP . . . (Government of Ontario, 2014a).

Transitivity. The role and responsibility of the government have been absolved by the

usage of transitivity and nominalisation. When analyzing transitivity, the focus is on how events

are related (or not related) with subjects and objects within the text. The interest lies in

investigating the ideological consequences that passive forms may have. For example,

> In the sentence '50 nurses were sacked yesterday', a passive form is used and
>
> consequently the agent is omitted. The dismissal of the nurses is presented as a

kind of natural phenomenon--something that just happened without a responsible

agent (such as the administrators of the hospital). *The sentence structure absolves*

the agent of responsibility by emphasising the effect and disregarding the action .

. . that caused it [emphasis added] (Jørgensen & Philips, 2002, p. 83).

Fairclough has adopted the transitivity into his textual analysis dimension from Halliday's

approach to functional grammar (Fairclough, 2003). Following the principle of transitivity, the

data samples of the study have semantically pronounced how the producers of text have regularly

used passive clauses and sentence structures to absolve or "soften" financial aid staff members'

underlying role as a distinct agent that actively manages financial assistance. For instance, " . . .

no funds are released until on or after your study period start date," (Government of Ontario,

2014b) is a passive clause found in data sample 6 where the verb is not textually associated to a

ministry staff member. Appendix K underlines all the verbs as actions that are "done" to the

subject, without attributing a clear agent (the object of text) who has "carried out" the action.

Nominalisation. As concisely summarized by Jørgensen and Philips (2002), "Another linguistic

feature that reduces agency and emphasizes the effect is nominalisation whereby a noun stands

for the process . . . " (p. 83). In other words,

>   Nominalisation is a type of grammatical metaphor which represents processes as
>
>   entities by transforming clauses (including verbs) into a noun. For instance,
>
>   'employees produce steel' is a non-metaphorical representation of a process,
>
>   whereas 'steel production' is a metaphorical, nominalised representation. As this
>
>   example shows, nominalization often entails excluding social agents in the
>
>   representation of events (in the case, those who produce). *It is a resource for*

generalizing and abstracting which is indispensable . . . but can also obfuscate

agency and responsibility [emphasis added] (Fairclough, 2003, p. 220).

Similar to how transitivity was used in the data sources, the data samples have revealed that the usage of nominalisation has been used as a grammatical mechanism that veils ministry staff members' customary executive role as a normalized practice. However, the usage of nominalisation further "cements a social action" as presently fixed representation of reality. Appendix L lists and underlines all the nouns that represent a process within a clause.

Modality: Degree of Affinity within Text. A commonly practiced component within a textual analysis also places emphasis on the modality of the text. As succinctly summarized by Fairclough (2003),

> According to Halliday (1994), 'modality means the speaker's judgement of the
> probabilities, or the obligations, involved in what he is saying.' And according to
> Verschueren (1999), 'modality . . . involves the many ways in which attitudes can
> be expressed towards the 'pure' reference-and-predication content of an utterance,
> signalling factuality, degrees of certainty or doubt, vagueness, possibility,
> necessity, and even permission and obligation. Hodge and Kress (1998) refer to
> the 'stance' speakers or writers take towards representations, their degree of
> 'affinity' with them. All these formulations . . . see modality in terms of a
> relationship between speaker or writer, or 'author' and, representations (p. 165-
> 166).

To put it simply, analysis of modality refers to the writer's degree of affinity to his or her statement. For example, the statements, "a disability is an impairment," "a disability may be an

impairment," and "perhaps a disability could be seen as an impairment" are different ways of

expressing one's affinity towards the medical model of disability; that is, they represent different

modalities by which a writer commit themselves to their statements to varying degrees

(Jørgensen and Philips, 2002). Thus, the author's " . . . chosen modality has consequences for the

discursive construction of both social relations and knowledge and meaning systems" (Jørgensen

& Philips, 2002, p. 84).

Epistemic Modality. Fairclough (2003) distinguishes two main types of modality. The

first form of modality is known as an epistemic modality which marks the author's commitment

to truth. In other words, an epistemic modality regards how writers commit themselves

completely to a knowledge-claim statement. In this analysis, the epistemic modality

predominately carries a high degree of affinity. This assertive textual undertone is especially

prevalent when it explains the various funding programs made available to students with

disabilities. I have underlined the modal expressions in Figure 20 below.

Figure 20. Epistemic Model Expressions Reflecting a High Degree of Affinity within Text.

Data Sample 1:
> The Canada Student Grant for Students with Permanent Disabilities <u>is</u> a grant that provides $2,000 each school year . . . (Government of Canada, 2013).

Data Samples 2, 3, 4:
> A permanent disability <u>is </u>a functional limitation <u>caused</u> by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at the post-secondary level or the labour force. The disability <u>is expected</u> to remain with the person for the person's expected natural life (Government of Alberta, 2012, 2014a, 2014b).

Data Sample 7:
> <u>All </u>amounts <u>are subject</u> to caps (Government of Ontario, 2015).
>
> Your application <u>will</u> be reviewed by your financial aid office to ensure that all information and <u>required</u> documentation has been provided (Government of Ontario, 2015).

However, there is a pattern where some knowledge-claim statements reflect a lower degree of affinity when the authors specifically address the role of the provincial financial aid administrators. This is especially true when the authors do not affirm or guarantee that eligible applicants are entitled to funding; the use of modal verbs lessens that probability. For instance, "you may be reimbursed" is different than "you will be reimbursed." The former statement asserts a subjective modality (with the usage of *may* as a modal verb) and the later communicates an objective modality (with the usage of *will* as the auxiliary verb).   I have underlined knowledge-claim statements relevant to the marking a lower modalized degree of affinity--where the authors retract the role of the government funding offices, see Figure 21.

Figure 21. Model Expressions Used to Retract the Role of Government.

Data Sample 3:
　　　If you have a documented permanent disability and are attending post-secondary studies, you <u>may</u> be eligible to receive more student aid (Government of Alberta, 2014a).

　　　If an assessment confirms you have a learning disability, you <u>may</u> be reimbursed for a portion of the cost of this service (Government of Alberta, 2014a).

Data Sample 4:
　　　If you are not eligible for this grant, you <u>may </u>be considered for the Alberta Grant for Students with Permanent Disabilities (Government of Alberta, 2014b).

Data Sample 6:
　　　Any purchases made prior your BSWD/CSG-PDSE application are made at your own risk as they <u>may not</u> <u>be approved</u> for this bursary (Government of Ontario, 2014b).

Data Sample 7:
　　　You <u>may</u> be reimbursed for the cost of the recommended disability-related equipment and software purchased no more than 60 days prior to your study period start date (Government of Ontario, 2015).

　　　Note: You <u>may</u> be funded once every five years only for either device [a tablet or a laptop] (Government of Ontario, 2015).

Data Sample 8:
　　　 . . . the ministry <u>may</u> conduct inspections and investigations (Government of Ontario, 2014a) .

Deontic Modality. Fairclough's second type of modality is known as deontic modality, which stems from activity exchange statements. It is a modality that constructs social relations through permission (Fairclough, 2003) as the author(s) place themselves in a position whereby they can give the reader "permission to do an action" (Jørgensen & Philips, 2002). Thus, the modality within the activity exchange statement refers to the degree of affinity within a permission statement.

Within the data sources of this study, the deontic modality has collectively signaled a high degree of affinity. These unyielding or definite demand statements are what Fairclough coins *prescriptions* (Fairclough, 2003) and it is not just articulated in the application form found in data samples 3, 7 and 8. I have underlined some of the textual expressions that indicate a demand with a prescriptive undertone in Figure 22.

Figure 22. Deontic Model Expressions Reflecting a Prescriptive Undertone.

Data Sample 2
Full-time students - <u>apply online</u>. If you cannot apply online call the Student Aid Alberta Service Centre (Government of Alberta, 2012).

Part-time students - <u>print the Part-time Application </u>in the Resources section, under Applications and Forms (Government of Alberta, 2012).

<u>Use the Reconciliation Worksheet</u> to help you track and reconcile your receipts (Government of Alberta 2012).

Data Sample 3
<u>Check with the Disability Advisor</u> at your school first (Government of Alberta, 2014a).

Data Sample 4
If this is your first application as a student with a documented permanent disability, <u>you must</u> submit a completed paper Schedule 4 and all required documentation (Government of Alberta 2014b).

Data Sample 6
<u>Send your completed application</u> and all required documents to your school's financial aid office (Government of Ontario, 2014b).

Tenses. Finally, it is important to mention that the tenses throughout all data samples are predominately written in the present simple tense constructs. Thus, this analysis of tenses reflects how the producers of the text see their knowledge-claims and activity exchange statements as current realities or facts.

Accounting Vocabulary: "Vocabulary--or, more generally, language with its web of connotative patterns--is primarily a system of 'articulatory' forms, in accordance with which we dissect the perpetual flux of nature into a certain number of entities and events" (Izutsu, 2002, p.11). Since each language is a "provisional analysis of reality" (Izutsu, 2002, p. 11) and dissents nature differently, it is necessary to analyze how text deploys words from certain vocabularies as this sheds light on the sort of logic that the text implies. "For example, talking about a natural disaster in the language of war creates a very different reasoning than talking about the same event in religious terms" (Schneider, 2013b). Please note, although linguists tend to use the word "lexicon" instead of vocabulary and often calls words "lexical items," (Gee, 2011). This study refers to "vocabulary" as lexical word groups.

In the case of this study, an accounting vocabulary is also found to be a trend that is closely used by OSAP and Student Aid Alberta online materials. This business oriented word group is especially pertinent when the online materials describe how recipients can track their purchases and keep their receipts to prove that the transactions were properly spent on approved equipment and services. In fact, the word "reconciliation" from the reconciliation worksheet (of data sample 5) is a term derived from the accounting word group. Appendix M demonstrates the accounting vocabulary found within the data sources of this study.

Chapter 5: Discussions

Medical Model of Disability and Deserving Poor Discourse Used to Justify Control

Despite the social and political advances lobbied by the disability community in recent years, the recognition of people with disabilities as active participatory agents within society are becoming eclipsed "by a return to a more traditional treatment paradigm characterized by professional control" (Wilton 2004). The findings from this study complement this trend as financial assistance programs have been operating using techniques that reflect a neo-liberal government.

The characterization of professional control is initially exemplified by how the medicalized definition of disability is used for the purpose of determining financial assistance eligibility. Since the eligibility criteria articulates an intermix of the medical model of disability and the deserving poor discourse, " . . . the construction of disabled persons as 'more deserving' in relation to the non-disabled in contemporary policy and political rhetoric can also be used as a strategy to legitimate greater state and professional control over their lives . . . ." (Wilton, 2004, p. 372). For instance, by encouraging students with disabilities to seek their disability advisor for further application assistance, as part of their informal support network, places students in greater professional supervision.

This separation of the deserving and undeserving poor can be traced to The Elizabethan Poor Laws of the sixteenth century where the deserving poor were seen " . . . as the result of personal misfortune, whereas the poverty of able-bodied beggars was the result of indolence (Finkelstein, 1980, p. 9). Making the receipt of charity markedly stigmatised as an attempt " . . . to separate legitimate need from deception in an effort to control access to limited resources . . . "

(Hansen, 2002, p. 14), these age-old assumptions still cast persons requiring supports for equal access as "needy" individuals. Not only is this imposed labelling degrade people with disabilities, but this offensive socio-political positioning of people with disabilities is used as grounds to exert control over them (Wilton, 2004). This is by no means a novel social practice, however, the particular means through which control is exercised in the contemporary financial aid context have characterized a needs-led system in which "real needs" or basic subsidence of individuals are increasingly regulated through the market (Wilton, 2004). This partly explains why application forms use an accounting vocabulary to collect applicants' income and calculate whether applicants are deserving of financial assistance.

Classification and Regulation of Cyber Space

Another interesting finding of the study suggests that the art of distribution involving the organization and fixing of "individuals in space" is categorized and arranged within the cyberspace. This can be considered in what Foucault calls a modern architecture which " . . . builds structures that fulfill the functional needs of ordinary people and at the same time 'render visible those who are inside'" (Gutting, 2005, p. 82). In this study's scenario, individual applicants engage in this cyberspace by applying online or downloading the paper application forms individually. This is not done collectively either through a disability advocacy group or agency that represents the best interest of the applicant, the financial aid website are meant to be used as a contemporary space that is also technologically closed-off and partitioned into smaller and smaller units.

This arrangement of cyberspace signifies two assumptions. First, the way cyberspace is positioned to be consumed indicates how the structure of government financial assistance assumes how all applicants are primarily expected to be responsible for the completion of their

own individual applications, which reflects the neoliberal rhetoric of individual responsibility. Secondly, by borrowing Foucault's theoretical assumption about "hierarchical observation" from his work on *Discipline and Punish*, . . . "the purpose of making a divided, exclusive space is to prevent those who should be ruled from gathering in groups whose movement cannot be ascertained or controlled" (Schwan & Shapiro, 2011, p. 104).

> The traffic and gatherings of the lower classes are to be broken up and people
>
> placed in ways that make it easy to know where they are and what they are doing
>
> at anytime. Partitioning makes for an 'analytical space' that allows for better
>
> supervision than poorly defined spaces of social exchanges, like ports. In no case
>
> should the lower classes be allowed to have meeting-places where they might
>
> dangerously circulate political ideas and stolen or pilfered goods (Schwan &
>
> Shapiro, 2011, p. 104-105).

Thus, each individual applicant's information is neatly classified, tracked, categorized, and administered according the ministry that operates under the increasingly influential neoliberal playbook. As indicated by the heavy usage of nominalisation and transitivity in the data source, government financial aid programs are veiled behind these availably accepted norms and ministry staff members are absolved of invasive administrative techniques as a normalized practice of our times.

Resembling Workfare Disciplinary Measures

The findings of this study also recognized that the residual post-war Keynesian ideals of social citizenship is part of the order of discourse, which is only reasonable considering how the premise of financial assistance programs is inheritably considered a "safety-net" that assists

disadvantaged groups from issues such as poverty. After all, if the discourse of neoliberalism

colonized the post-war ideals of KWS in totality, government social assistance will cease to exist

in the face of the free market. Instead, the order of discourse surrounding government disability

grants for post-secondary students with disabilities illustrates a contested space of political

struggle between neoliberal principles of market citizenship and post-war ideals of social

citizenship. Writing about the contestation of contemporary citizenship, Isin (2000), argues that:

> Neo-liberalism constitutes the subject not as a subject of intervention but as an
>
> active agent of decision and choice. This is a significant shift in the production of
>
> subjectivities in that . . . the field of choice and its structure become a contested
>
> arena of political struggle (p. 155).

Thus, one of the major findings in this study explores the ways in which dimensions of

individual responsibility and choice, on the one hand, and state/professional control, on the other,

intersect within the sphere of financial assistance for post-secondary students with disabilities. In

other words, since neoliberalism is the predominant colonizing force within the order of

discourse, recipients of government assistance are usually cast as failed market actors who are

unable to secure their own human capital and well-being. "It is no longer social institutions,

such as local labour markets, which fail to meet individual citizens' economic needs, but

individuals who fail themselves and society when they do not fulfill their responsibilities to

maintain employment and economic independence from the state" (Chouinard & Crooks, 2005,

p.21). Furthering this notion is the belief that "…the role of the government has shifted from the

now discredited blanket interventionism of the post-1945 welfare consensus, to one of enabling

dependent groups to identify routes out of their predicament" (Roulstone, 2000, p. 427).

Following the neoliberal logic within the contested discursive space, the state's key role

is to discipline failed market actors, and this legitimizes more " . . . harsh, punitive social

programs, which have become one of the hallmarks of neo-liberal Western states" (Chouinard &

Crooks, 2005, p. 19). Chouinard and Crooks (2005), in their discussion of neoliberal policies in

Ontario resulting from the common sense revolution for disabled people, summed up this change

in social policies by stating that:

> Scholars have coined the term 'workfare' (cf. welfare) states to capture this
>
> transition in state regulation whereby individuals are no longer regarded as
>
> deserving of state assistance or full citizenship as 'of right', but only to the extent
>
> that they demonstrate that they have taken individual moral and political
>
> responsibility for their own economic fates (p. 21).

Although financial assistance programs are not commonly addressed as "workfare" social

programs, the findings in this study does indicate that government financial assistance programs

for post-secondary students with disabilities do reflect some similarities with workfare programs

--particularly how individual are disciplined through constant surveillance and compliance to

exercise their instructed responsibilities as an absolute condition of entitlement to financial

assistance for PSE.

This type of disciplinary system also brands people with disabilities and dependent

individuals as the abject others or antithesis of neoliberal citizens. This is semiotically illustrated

by the producers of the data source as the prevalent usage of exclusive pronouns are prescribed

to students with disabilities, which cast them as the "other." Henceforth, through the surveilled

disciplinary mechanisms, individuals can be manipulated, shaped, and trained to obey neoliberal

social practices of individual responsibility. "Discipline" is the name that Foucault gives to the

combination of the practical and theoretical attempts to make the body docile. The term

discipline implies both the controlling or disciplining of a person. Writing about Foucault's

modern disciplinary measures, Schwan and Shapiro (2011) summarizes that discipline:

> . . . works through two registers *'anatomico-metaphiscal register'* [emphasis
>
> added], which seeks to detail the body's functions, and the *'technico-political*
>
> *register'* [emphasis added], which uses calculations and quantifications . . . to
>
> make bodies submissive and controllable. These two registers of the body as
>
> object of study-'analysable body' on the one hand and the 'manipulable body' on
>
> the other hand-combine to form the project of 'docility'. 'A body is docile that
>
> may be subjected, used, transformed and improved' (136) . . . The body must first
>
> be made submissive and docile before it can be subjected, used, transformed and
>
> improved' (Schwan & Shapiro, 2011, p. 98).

Complying to Anatomico-Metaphiscal Register. The social practice of Student Aid

Alberta and OSAP does reflect elements of a disciplinary regimen--and as such--the applicants

must first meet the disciplinary measures by signing the applicant's consent to the indirect

collection and use of personal information. In the name of administration, the student with

disabilities' medical and financial information are neatly outlined in the application form as a

means to organize, classify, and monitor students. This can be exemplified by how OSAP

defines "administration" within the declarations sections of the applications forms. As

articulated by the Government of Ontario (2014a),

> Administration includes: determining your eligibility for a BSWD/CSG-PDSE
>
> award; verifying your application and supporting documentation, including

verifying financial assistance provided under any other ministry program; paying

your award; verifying your award; auditing your file; assessing and collecting

overpayments; enforcing the legislation set out below and your agreements with

the ministry and ESDC; and monitoring and auditing your postsecondary school

or its authorized agents to ensure that they are administering the programs

appropriately. In addition, administration by the ministry and ESDC includes

public reporting on the administration and financing of student assistance

programs; planning, delivering, evaluating and monitoring student assistance

programs for quality and improvements in both content and delivery; conducting

risk management, error management, audit and quality assessment activities;

conducting inspections or investigations; and conducting policy analysis,

evaluation, and research related to all aspects of the BSWD/CSG-PDSE . . . (p.6).

In addition, it is important to note that the surveillance techniques are not merely present

in the initial registration stages. Surveillance methods are a constant social practice. For

example, the applicants are expected to sign and agree to have their information released to

other third parties auditors--at any point in time-- if the ministry deems it necessary. As

explained by Wilton (2004), "While the state is centrally involved in efforts to govern,

government also operates through an array of non-state authorities, and diffuse networks of

power that extend beyond formal or informal state apparatus" (p. 373). In this scenario, the

government is inextricably bound to financial administrators and auditors, the ministry's

contractors, auditors or other authorized third party administrators, collection agencies operated

or retained by the federal or provincial government, and consumer reporting agencies

(Government of Alberta, 2014a; Government of Ontario, 2014a; Government of Ontario, 2015).

For these reasons, this may explain why the inclusionary pronouns are used to mark the liaison between OSAP and the administrators and auditors.

The reconciliation worksheet from Student Aid Alberta (of data sample 5) is another example that illustrates the usage of an anatomico-metaphiscal registry. As part of the social practice in Alberta, recipients of CSG-PDSE must report the amount spent on each approved service and/or equipment along with the corresponding receipt that substantiates the transaction. By filling out what appears to be a worksheet that resembles an income statement, this elaborate practice is reminiscent of the constant surveillance that exists in contemporary disciplinary establishments.

Technico-Political Register as a Means to Foster Personal Responsibility. In addition to mechanisms of surveillance, the reconciliation worksheet (of data sample 5) from Student Aid Alberta is also a manifestation that epitomizes how a technico-political registry is enacted within these financial assistance programs. For example, recipients of CSG-PDSE in Alberta are instructed to be fiscally responsible for purchasing all approved equipment and/or services by the end of their study period, and provide valid receipts and worksheet prior to the receipt deadlines. The receipts must be equal the amount of the approved equipment and/or services. If the purchase price was less than the amount of funding approved, the student must return the unused grant money. Having discourses of fiscal responsibility intermix with timetable discourse dictates "when" their financial activities need to be done, how long everything should take, not more, not less. Having these responsibilities precisely articulated within the context of an instructional manual genre, recipients are not only encouraged to foster the social practices of fiscal responsibility as training to become "good" neoliberal market citizens, but the numerical

organization of time is another feature of disciplinary deployment. In other words, " . . . time penetrates the body with it all the meticulous controls of power" (Foucault, 1977, p. 152).

To solidify and fix the continuity of an already established social order within the realm of student financial assistance programs, students are also individually responsible for reapplying every year to meet their educational needs--even though they are diagnosed with a permanent disability. Articulated through the discursive intermixture of individual responsibility and repetitive exercise discourse, this study also argues that the recipients' perpetual responsibility of repetitive arrangements is a social practice that simultaneously sediments and normalizes the disciplinary techniques of a neoliberal government. As brilliantly imparted by Foucault himself,

> Exercise is the technique by which one imposes on the body tasks that are both repetitive and different, but always graduated. By bending behavior towards a terminal state, exercise makes possible a perpetual characterization of the individual . . . It thus assures, in the form of continuity and constraint, a growth, an observation, a qualification (Foucault, 1995, p.161).

More Responsibilities, Less Control

As disciplinary measures discursively constitute and is constituted by the "self-directed" social practices of students, this study suggests that the structure of professional state control is discursively, and temporarily fixed as a current reality. In other words, the relationship between the government and post-secondary students with disabilities is partly discursively constituted-- but at the same time--government financial assistance programs are institutions with concrete practices, pre-existing relationships, and identities. These treatment paradigm practices of professional control, relationships and identities were initially discursively constituted but have

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become sedimented in institutions. Consistent with this study's textual findings, the modalities generally have a high degree of affinity, which insinuates that all discursive practices are undisputed "factual realities."

Being in the grips of state/professional control within a neo-liberal structured social programs, necessary funds for disability-related accommodations may not be accessible to post-secondary students with disabilities, even if students are given more responsibilities to demonstrate that they have taken individual moral responsibility over their own economic affairs and are deserving of assistance. The textual modalities from the data samples discursively suggest that they are not guaranteed to receive requested funds. As mentioned in the analysis of the study, some knowledge-claim statements reflect a lower degree of affinity as the authors of the respective financial aid programs do not affirm or guarantee that eligible applicants are entitled to funding. After all, ministry staff members ultimately determine the most efficient and cost-effective equipments or services for the student, leaving students with disabilities with little power to advocate for their own needs. Thus, on the one hand, recipients of assistance are expected to become responsible for their own actions as "agents of decision and choice," on the other hand, the increased professional control within the financial aid programs also means that students have less control and access to necessary resources to become inclusive members of the post-secondary educational system. Exploring the ways in which dimensions of neoliberalism and traditional treatment paradigms affect the lives of psychiatric survivors in Ontario's restructured welfare programs, Wilton (2004) concludes that these imperatives for increased responsibility and diminished control are indicative of new strategies to govern the conduct of recipients with disabilities (Wilton, 2004). Wilton (2004) argues:

. . . these developments signal a shift in emphasis from individual control and empowerment to individual responsibility. *This is an important distinction to make because in neo-liberal discourse responsibility and control are often conflated* [emphasis added]. Conceptually, empowerment recognizes that both personal dimensions and a broader climate of social justice are necessary for people to achieve control over their lives (Nelson et al., 2001). Individual responsibility, at least as it is used in the reform of disability support programs, implies that psychiatric survivors are 'free' to be more responsible for their own well-being, *but in a context characterized by fewer resources and greater professional authority and state supervision* [emphasis added] (p. 383).

For example, students do not have sovereignty to dictate how they may use their CSG-PDSD funds even though the varieties of costs and needs are as unique as the student themselves (Bradley & Preston, 2010). According to the Standing Senate Committee on Social Affairs, Science and Technology's report in 2011, there are varying individual hidden indirect costs that CSGP have inaccurately overlooked (Standing Senate Committee on Social Affairs, Science and Technology, 2011), nevertheless, if the funds were not spent on approved purchases or if there are leftover funds, the program's policies still dictate that the students do not have the right to control their funds as the ministry positioned the student in an "overaward" situation. If the students do not provide proper receipts or return unused funds, they are classified as individuals undeserving of state support and they will be subsequently reprimanded as a "grant overaward" will reduce future eligibilities.

Ableness as Condition for Citizenship

To meet the various imposed responsibilities within the social programs without the rights and entitlements of citizenship under postwar Keynesian ideals, this raises important questions about the citizenship status of students with disabilities in the contemporary context. As citizenship is a term used to determine the conditions of full membership and inclusion in society, " . . . state programs, policies and practices . . . are re-asserting 'ableness' as a necessary condition of citizenship and inclusion" (p. 20), even if "a larger burden is placed on students with disabilities who may have less capacity to bear it" (Wolanin, 2005). This disabling conceptualization obfuscates the fact that students' social practice within today's contemporary financial assistance programs remains, at their very core, geared toward an able-body/mind. Studying the ways in which neoliberalism affected income support programs in Ontario, Chouinard and Crooks (2005) have argued that one's ableness and the ability to assume personal responsibility have " . . . become increasingly crucial conditions of full citizenship and participation in society and space" (Chouinard & Crooks, 2005, p.30). This study extends this contention to government financial assistance programs for students with disabilities in PSE.

For example, in spite of all the non-financial and financial barriers that already exist, students must take the risk to pay for the costly diagnosis upfront (which can sometimes cost as much as $3000), without knowing for certain whether their application will be accepted and receive up to $1200 reimbursement. Despite how some learning disabilities are difficult to detect by some health practitioners, assuming that the student is properly diagnosed, students with disabilities must independently document all the expenses related to their disability to the financial aid administrator in a timely manner. To qualify for these financial assistance programs, students with disabilities are, of course, required to fill out more forms and meet with

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more disability or financial administrators than their non-disabled counterparts. Since there are no other available mediums, navigating through electronic text can also prove to be challenging for students with visual and/or learning disabilities as they may have difficulty understanding websites when the layout changes from one page to the next. The number of questions that would have to be added to take into account all of the major categories of special circumstances would add considerably to the form's length and complexity. Nevertheless, students with disabilities ought to be able to meet these standards.

By making ableness a condition for citizenship with the many responsibilities placed in financial aid programs, students' modalities of difference are ignored under the neoliberal viewpoint, and this places blame when students fail. Thus, through the lens of the social model of disability, "ableness as a condition for full citizenship" is a disabling conception and barrier. The social practice surrounding government financial assistance programs with these disabling ideals and practices are not meaningfully empowering students to become inclusive members of society.

Therefore, as post-secondary students with disabilities are already commonly disadvantaged and underrepresented within the student body throughout Canada, the onus of their failure has been placed on the individual student's intrinsic character. This culture of blame is reflected in the academic literature as well. For example, after developing task forces to encourage students to independently and responsibly self-advocate for their own disability-related accommodations, it has been concluded that self-determination skills are one of the most important factors that attributed to a students' "ability" to academically succeed (Field & Hoffman, 2002; Getzel & Thoma, 2008; Thoma & Evans-Getzel, 2005; Trainor, 2007; Troiano, 2003). As such, since post-secondary institutions act as a beacon that upholds " . . . the greatest

centres of intellectual power in history" (Katz, 1987, p. 183), and because the culture of PSE has embodied ableness as a condition for citizenship, meaningful commitments to promoting equal educational opportunities to perceived "failed individuals" hold little water. Using the neoliberal sentiments of ableness, it is no wonder that governments have been able to justify a " . . . deliberate political retreat from prior commitments to developing more socially and spatially just societies; societies which protect everyone's rights and well-being at least at some minimally collectively acceptable level" (Chouinard & Crooks, 2005, p. 20).

In summary, although federal government have been attempting to reduce financial barriers by increasing the CST to an additional $800 million in 2008 and up-front targeted funding to disadvantaged groups (Kirby, 2011), government financial aid programs does not principally function in a manner that meaningfully commits to providing student with disabilities with an equitable opportunity to engage in PSE as an approach to retreat from living on the margins. As this study reveals that neoliberalism is the principle discourse that discursively formulates how government disability grants are structured, this study has shed light to the "mismatch" between the realities of government disability grants and the view people have of this reality that functions ideologically. Instead, students are left with more responsibilities to prove their worthiness for assistance, without knowing for certain whether they will receive necessary funds in a capitalistic world that is only inclusive to the normalized "able."

For these reasons, it is my hope that this study serves as a reminder that the amount of government social transfer does not necessarily dictate whether financial barriers are meaningfully addressed. As demonstrated in this study, it is the order of discourse surrounding government disability grants that heavily influence whether money is being distributed and used in a manner that contributes to the emancipation of peoples with disabilities within the sphere of

PSE. In lay terms, "it is not what you say, but how you say it that matters." It is my hope that this imparted insight can be used as a momentum to further progress how disability student grants are practiced in the future.

Conclusion of the Study

The intent of this study was to unearth the misrepresentation imposed by governments who are embracing notions of social citizenship and social equities upon cursory overview. My goal in this research was to examine the language that forms the message of neoliberalism restructuring within the methodology of CDS, at this point in time. As students with disabilities are currently encouraged to become active in making responsible choices as an effort to effectively manage individuals who are perceived as failed neoliberal citizens, this disabling interplay of more responsibility and less control in an already disabling world further ascertains students with disabilities to live on the margins of society. This signals a concern that needs to be addressed as part of the tradition of disability studies.

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Appendix A

- Word groups: Does the text deploy words that have a common contextual background? For instance, the vocabulary may be drawn directly from military language, or business language, or highly colloquial youth language. Take a closer look at nouns, verbs, and adjectives in your text and see if you find any common features. Such regularities can shed light on the sort of logic that the text implies. For example, talking about a natural disaster in the language of war creates a very different reasoning than talking about the same event in religious terms.

- Grammar features: Check who or what the subjects and objects in the various statements are. Are there any regularities, for instance frequently used pronouns like "we" and "they"? If so, can you identify who the protagonists and antagonists are? A look at adjectives and adverbs might tell you more about judgements that the text passes on these groups. Also, take a closer look at the main and auxiliary verbs that the text uses, and check what tense they appear in. Particularly interesting are active versus passive phrases – does the text delete actors from its arguments by using passive phrases? A statement like "we are under economic pressure" is very different from "X puts us under economic pressure"… particularly if "X" is self-inflicted. Passive phrases and impersonal chains of nouns are a common way to obscure relationships behind the text and shirk responsibility. Make such strategies visible through your analysis.

- Rhetorical and literary figures: See if you can identify and mark any of the following five elements in your text: allegories, metaphors, similes, idioms, and proverbs. Take a look at how they are deployed in the service of the overall argument. Inviting the reader to entertain certain associations, for instance in the form of an allegory, helps construct certain kinds of categories and relations, which in turn shape the argument. For instance, if I use a simile that equates the state with a parent, and the citizens with children, then I am not only significantly simplifying what is actually a very complex relationship, I am also conjuring up categories and relationships that legitimize certain kinds of politics, for instance strict government intervention in the social sphere. Once you have checked for the five elements listed above, follow up by examining additional rhetorical figures to see how these frame the meaning of specific statements. Things to look for include parallelisms, hyperboles, tri-colons, synecdoches, rhetorical questions, and anaphora, to name only the most common.

- Direct and indirect speech: Does the text include quotes? If so, are they paraphrased or are they cited as direct speech? In either case, you should track down the original phrases to see what their context was, and what function they now play in your source material.

- Modalities: See if the text includes any statements on what "should" or "could" be. Such phrases may create a sense of urgency, serve as a call to action, or imply hypothetical scenarios.

- Evidentialities: Lastly, are there any phrases in the text that suggest factuality? Sample phrases might include "of course", "obviously", or "as everyone knows". A related question then is what kinds of "facts" the text actually presents in support of its argument. Does the text report factuality, actively demonstrate it, or merely suggested it as self-evident? One of the strongest features of discourse is how it "naturalizes" certain statements as "common sense" or "fact", even if the statements are actually controversial (and in discourse theory, all statements are controversial). Be on the look-out for such discursive moves.

<div align="right">(Schneider, 2013b)</div>

Appendix B

Partner Organizations of CanLearn

- ABC Life Literacy Canada is a national, registered charitable organization committed to promoting literacy to the general public and within the private sector.
- Association of Canadian Community Colleges is a national voluntary membership organization that represents colleges and other learning institutes to government, business and industry, both in Canada and internationally.
- Association Québécoise d'information scolaire et professionnelle (French only) brings together professionals from the education and labour sectors. These individuals provide educational and career information as well as career development advice and guidance.
- Association of Universities and Colleges of Canada represents a number of Canadian public and private not-for-profit universities and university colleges, fostering and promoting the interests of higher education in Canada and abroad.
- Canadian Alliance of Student Associations is an alliance of student associations and student unions across Canada. The organization represents and defends the interests of more than 300 000 post-secondary education students to federal and provincial levels of government.
- Canadian Network for Innovation in Education is a national association of professionals committed to excellence in the delivery of distance education in Canada.
- Canadian Association of Student Financial Aid Administrators represents financial aid administrators and awards officers in colleges and universities across Canada. It is a division of the Canadian Association of College and University Student Services.
- Canadian Bankers Association is a professional industry association that provides the chartered banks of Canada with information, research, advocacy and operational support services. It also provides information, statistics and publications to help individual and small business consumers manage their financial affairs.
- Canadian Bureau for International Education is a national organization dedicated exclusively to international education.
- Canadian Career Development Foundation is a charitable foundation committed to advancing the understanding and practice of career development.
- Canadian Counselling Association is a national bilingual association dedicated to the development of the counselling profession in Canada.
- Canadian Education Association is a network for leaders in education that looks at the latest trends and connects leaders in education with the most innovative ideas and important research in Canada and abroad.
- Canadian Federation of Students is the nation's largest student organization and is the voice for over one-half million of Canada's university undergraduate, graduate and college students at public post-secondary institutions.
- Canadian Information Centre for International Credentials collects, organizes, and distributes information, and acts as a national clearinghouse and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications.

- <u>Canadian Labour Congress</u> is the national voice of the labour movement. It promotes decent wages and working conditions and improved health and safety laws.
- <u>Conference Board of Canada</u> builds leadership capacity for a better Canada by creating and sharing insights on economic trends, public policy issues and organizational performance.
- <u>National Association of Career Colleges</u> is an association of private career training institutions from across Canada and companies offering products and services to those institutions. The Association encourages excellence in the private training sector and promotes the interests of its members and their students at the national level.
- <u>National Educational Association of Disabled Students</u> represents post-secondary students and graduates with disabilities.
- <u>WorkInfoNET Web site</u> helps Canadians connect to jobs, learning, careers, labour market information, workplace issues and financial resources.

(Government of Canada, 2013)

Appendix C

CanLearn

Home > Student Loans & Grants > Canada Student Grants

Canada Student Grants for Students with Permanent Disabilities

Canada Student Grant for Students with Permanent Disabilities

The Canada Student Grant for Students with Permanent Disabilities is a grant that provides $2,000 each school year (August 1 to July 31). You can get this grant for each year of your studies (including undergraduate and graduate levels) as long as you continue to meet the eligibility requirements.

Note: This Grant is not available to students from the Northwest Territories, Nunavut and Quebec as these provinces and territories operate their own student financial assistance programs.

Eligibility

You are eligible if you:

- apply and qualify for student financial assistance (have at least a $1 of assessed financial need)
- are enrolled in a full-time or part-time program at a **designated post-secondary institution**.
- meet the criteria for students with permanent disabilities; and
- include one of the following with your loan application as proof of your disability: a medical certificate, a psycho-educational assessment, or documents that prove you have received federal or provincial permanent disability assistance.

Since this grant amount is fixed, the amount you receive may exceed your assessed need:

Example: If you qualify for this grant and you have an assessed need of $1,400, you will receive a $2,000 grant. In this case, the grant would cover your assessed need, so you would not need a student loan.

Canada Student Grant for Services and Equipment for Students with Permanent Disabilities

If you require exceptional education-related services or equipment, you may be eligible to receive the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities. This grant offers:

- up to $8,000 per academic year (August 1 to July 31) for each year of studies after high school (including undergraduate and graduate levels), provided you continue to meet the eligibility criteria.

The assistance provided under this grant is determined apart from your assessed need.

Eligibility

You are eligible if you:

- apply and qualify for student financial assistance (have at least a $1 of assessed need)
- are in a full-time or part-time program at a designated post-secondary institution

meet the criteria for students with permanent disabilities

include one of the following with your loan application as proof of your permanent disability: a medical certificate, a psycho-educational assessment, or documents that prove you've received federal or provincial permanent disability assistance

provide written confirmation that you are in need of exceptional education-related services or equipment from a person qualified to determine such need

show, in writing, the exact cost of the equipment and services.

Apply

If you want to apply for either the Canada Student Grant for Students with Permanent Disabilities and/or the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities, please contact your province or territory's **student financial assistance office**.

Note: A separate application form is required to apply for the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities.

Date modified: 2013-07-22

Appendix D

Students with Permanent Disabilities

A permanent disability is a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at the post-secondary level or the labour force. The disability is expected to remain with the person for the person's expected natural life.

Before you apply, talk with a disability advisor at your school. Tell them your educational goals and ask what kind of supports may already be in place at your school. It is recommended to apply for student aid two months before you will start your school year.

You may be eligible for:

- Canada Student Grant for Students with Permanent Disabilities
  - $2,000 per loan year to help meet your education and living costs
- Canada Student Grant for Services and Equipment for Students with Permanent Disabilities
  - Up to $8,000 per loan year
- Alberta Grant for Students with Permanent Disabilities
  - Up to $3,000 per loan year

Maximum funding for services and equipment:

- Up to 9 months of study = $8,000
- 10 - 12 months of study = $11,000

Applying for Student Aid

Full-time students - apply online. If you cannot apply online call the Student Aid Alberta Service Centre.

Part-time students - print the Part-time Application in the Resources section, under Applications and Forms

When you apply for the first time as a student with a permanent disability, you will need to submit a completed Schedule 4 along with your supporting medical documentation.

Mail your Schedule 4 to:

Student Aid Alberta
Disability Unit
PO Box 28000 Station Main
Edmonton AB T5J 4R4

Once you are approved for funding as a student with a permanent disability, you are automatically considered for the Canada Student Grant for Students with Permanent Disabilities in your future

applications. You will not need to submit another Schedule 4.

However, you will need to submit a new Schedule 4 in each study period/session you request a grant for assistive services and equipment.

Documentation Required with Your Schedule 4

Proof of Your Permanent Disability

Medical documents identifying your permanent disability and how it restricts your ability to participate in post-secondary studies must be submitted with your first Schedule 4.

The documents may include:

- copies of a medical letter
- a learning assessment
- a document proving you are in receipt of federal and/or provincial disability assistance (for example, AISH)

Learning Assessment Fee

The Canada Student Grants program covers a portion of the cost of a Learning Assessment (a maximum of $1,200 per loan year) if the assessment confirms you have a learning disability. You will need to pay for the assessment up front and be reimbursed later. The assessment may be dated no earlier than six months before you start your studies. A receipt demonstrating that you paid for this service is required.

Estimates of Equipment Costs

If you request funding for equipment, you must provide an estimate of your equipment costs. New estimates are required each additional time you request funding for equipment.

Signing Your Schedule 4

The disability advisor at your school may be authorized to sign your Schedule 4. Check with an advisor for assistance and further instructions. Where it's not possible to meet with a disability advisor, you may attach all of your required documentation to your Schedule 4 and mail your documents to:

Student Aid Alberta
Disability Unit
PO Box 28000 Station Main
Edmonton AB T5J 4R4

Assistive Services and Equipment

If you receive funding towards assistive services and equipment, Student Aid Alberta will mail you information about the amount of your grant and its purpose. You must submit receipts for your purchases of assistive services and equipment before the end of your current study period showing that the funds received were used as intended. Use this Reconciliation Worksheet to help you track and reconcile your receipts. Remember to write your name and Social Insurance Number on each receipt.

Any unused funds must be returned to Student Aid Alberta. Mail your cheque or money order payable to the Government of Alberta along with your receipts to:

Student Aid Alberta
Disability Grants
PO Box 28000 Station Main
Edmonton AB T5J 4R4

Home | Contact Us | Site Map | Search | Government Ministries
Copyright and Disclaimer | Privacy | Accessibility

Appendix E

Federal/Provincial Grant for Post-Secondary Students with Permanent Disabilities 2014/2015

Schedule 4
14/15 S4

INFORMATION AND INSTRUCTIONS

If you have a documented permanent disability and are attending post-secondary studies, you may be eligible to receive more student aid. You will have to include medical documents with your first application.

What is a Permanent Disability?
A permanent disability is a **functional limitation** caused by a physical or mental impairment that **restricts the ability of a person to perform the daily activities** necessary to participate in studies at a post-secondary level or labour force, and is expected to remain with the person for the person's expected natural life.

Before applying…
Talk with a Disability Advisor at your school about your educational goals and what kind of supports may already be in place at your chosen institution.

What permanent disability student aid could I be eligible for?
- **Canada Student Grant for Students with Permanent Disabilities:** $2,000 per loan year to assist you with education and living costs.
- **Canada Student Grant for Services and Equipment for Students with Permanent Disabilities:** Up to $8,000 per loan year to help you with exceptional education related costs such as assistive services or equipment.
- The Canada Student Grants program will cover a portion of the cost of a **Learning Assessment** (up to a maximum of $1,200 per loan year) if the assessment confirms you have a learning disability.

When should I apply?
It is best to apply in early July for September study. You can apply at any time of the year but Student Aid Alberta must receive your application, including Schedule 4, at least 30 days before this year's program ends in order to process it.

What is a reduced course load?
Your disability may limit you from taking a full course load. If so, you can carry as little as 40% of a full course load and still apply for full-time student aid. Your Schedule 4 must be signed by an official at your school to confirm that you are taking a reduced course load. If you are studying part-time, you may also be eligible for permanent disability funding. A part-time application can be printed from studentaid.alberta.ca

Tips for completing your Schedule 4
- If you apply for student aid online, you must still submit a paper Schedule 4.
- Attach all required documentation to your Schedule 4.
- The Disability Advisor at your school may be authorized to sign your Schedule 4. Check with the advisor first for assistance and further instructions.
- If you are applying for a reduced course load, your Schedule 4 must be signed by an official at your school.

Do I need to keep receipts?
If you receive student aid for assistive services and equipment, you must submit your receipts to Student Aid Alberta by the end of your study period to show that the student aid you received was used as intended. Write your Social Insurance Number (SIN) and your name on each receipt.

If you do not use all of the student aid, you must return the unused funds to Student Aid Alberta. Make your cheque or money order payable to Government of Alberta. If you do not send receipts or return the unused funds, you will be in an overaward situation.

MAILING ADDRESS

Student Aid Alberta
Attention: Disability Grants
PO Box 28000 Stn Main
Edmonton AB T5J 4R4

APPLICANT AGREEMENT

If I receive a disability grant for services or equipment for post-secondary students with permanent disabilities, **I hereby agree to provide,** by the end of my study period, receipts which will show that the student aid was spent for its intended purposes.

Include your name and Social Insurance Number on all receipts sent in.

Applicant's Signature	Today's Date			Telephone
X	Day	Month	Year	

Schedule 4

INFORMATION AND INSTRUCTIONS - CONTINUED

What documents do I need to include?

You must include:

- An Application for Financial Assistance available at studentaid.alberta.ca

- A Schedule 4

- Proof of your permanent disability – Medical documents identifying your permanent disability and describing how it restricts your ability to participate in post-secondary studies must be submitted with your first application as a student with a permanent disability. The documents may include:
  - Copies of a medical letter
  - A learning disability assessment, or
  - A document proving you are in receipt of federal and/or provincial disability assistance such as AISH

- An estimate of equipment costs – If you request funding for equipment, you must provide an estimate of your equipment costs. New estimates will be required each additional time you request funding for equipment.

- Assessment fee – If an assessment confirms you have a learning disability, you may be reimbursed for a portion of the cost of this service. The date of the assessment must be no earlier than six months before you start your studies. You must supply a receipt showing that you paid for this service.

TIP: Check with the Disability Advisor at your school first. They can provide information about assistive services and equipment.

Summary of Disability Documentation Required

Type of Disability	Documentation Required
Deaf, Hearing Impaired	• Audiologist report, or • Letter from a physician with an explanation of the degree of hearing loss
Blind, Visually Impaired	• Specialist report, or • Letter from a physician with a description of the functional limitations
Learning Disability	• Psycho-educational report from a Psychologist, or • Neuro-psychological report
Speech	• Speech language pathologist report
Mobility/Agility Impairment	• Specialist report, or • Letter from a physician with an explanation of the nature of the mobility/agility impairment (functional limitation)
ADD / ADHD	• Psychologist report, or • Neuro-psychological report, or • Letter from a psychiatrist, or • Letter from a physician with details about the diagnosis
Psychiatric or Psychological	• Psychologist report with a DSM diagnosis, or • Letter from a psychiatrist with a DSM diagnosis, or • Letter from a physician with details about the diagnosis including the DSM
Autism, Asperger, Rett	• Psychologist report, or • Letter from a physician with details about the diagnosis
Brain Injury/Cognitive Impairment	• Neuro-Psychological report, or • Brain injury/cognitive impairment report/assessment
Other Permanent Disability such as:	• Chronic Fatigue: a detailed letter from physician • Irlen Syndrome: assessment report from a certified Irlen Screener

Federal/Provincial Grant for Post-Secondary Students with Permanent Disabilities 2014/2015

Schedule 4

14/15 S4

Innovation and Advanced Education is collecting your personal information under the authority of section 33(c) of the *Freedom of Information and Protection of Privacy Act* (Alberta) to determine and verify the Applicant's eligibility for financial assistance, to administer (including research, statistical analysis and evaluations) and to enforce student financial assistance programs in accordance with the *Student Financial Assistance Act* (Alberta), the *Canada Student Loans Act* and the *Canada Student Financial Assistance Act*, each as may be amended from time to time. The use and disclosure of your personal information is managed in accordance with the *Freedom of Information and Protection of Privacy Act* (Alberta). If you have any questions about the collection, use or disclosure of this information, call the Student Aid Alberta Service Centre toll free at 1-855-606-2096 from anywhere in North America. You can also mail your questions to Student Aid Alberta, Privacy Officer, PO Box 28000 Stn Main, Edmonton AB T5J 4R4.

Applicant's Last Name

Initials

Social Insurance Number

This schedule is complete only if all required documentation is submitted.
Before you start, read the information on the Information and Instructions pages.

You must submit a Schedule 4 if (check all that apply):

☐ This is the first time you are applying as a student with a documented permanent disability, and/or

☐ You are requesting assistive services and equipment *(complete Sections 1, 2)*, and/or

☐ You are enrolling in a reduced course load *(your school must complete Section 3)*

Enter your program session start and end dates for the 2014/2015 school year.

Start			**End**		
Day	Month	Year	Day	Month	Year

Learning Assessment Fee *(see Information and Instructions)* $

1. Assistive Services
(Enter TOTAL amount for the 2014/2015 program session)

☐ Note Taker/Scribe $ ☐ Interpreter (Oral, Sign, CART) $

☐ Tutor $ ☐ Educational Attendant Care (while in school) $

☐ Academic Strategist $ ☐ Specialized Transportation (to and from school only) $

☐ Reader $ ☐ Other Services $
   $

2. Equipment/Assistive Technology
[Check appropriate box(es) and provide two separate estimates]
(Enter the description and amount for the 2014/2015 program session)

☐ Electronic Reading/Writing Software $ ☐ Assistive Devices for Hearing $

☐ Assistive Software $ ☐ Alternate Formats $

☐ Digital Recorder $ ☐ Other Equipment $
   $

☐ Assistive Devices for the Visually Impaired $ $
   $

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Federal/Provincial Grant for Post-Secondary Students with Permanent Disabilities 2014/2015

Schedule 4

For Educational Institution Use ONLY - Do Not Write in this Area

3. **Reduced Course Load** (to be completed by the Disability Advisor or Financial Aid Officer or Registrar ONLY if you are enrolling in between 40% to 59% of a full course load and want to be considered for full-time student aid)

What is the student's percentage of a full course load? ☐ %

Signature of School Official

✗

Printed Name of School Official

Today's Date *(in ink)*

Day	Month	Year

Telephone

For Use by Disability Advisor ONLY - Do Not Write in this Area

Nature of Permanent Disability [Please check appropriate box(es)]

☐ Deaf, Hearing Impaired
☐ Blind, Visually Impaired
☐ Learning Disability
☐ Speech
☐ Mobility/Agility Impairment

☐ ADD/ADHD
☐ Psychiatric or Psychological
☐ Autism, Asperger, Rett
☐ Brain Injury/Cognitive Impairment
☐ Other Permanent Disability *(see Information and Instructions for definition of permanent disability)*

Is disability permanent? ☐ No ☐ Yes (If yes, must attach any documentation regarding the nature of permanent disability if not previously provided)

TOTAL recommended services/equipment $ ☐ Attach documentation itemizing the assistive services and/or equipment that covers the above.

Comments

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Authorization Code

Email Address of Disability Advisor

Signature of Disability Advisor *(in ink)*

✗

Name *(please print)*

Today's Date *(in ink)*

Day	Month	Year

Telephone

Extension

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Appendix F

>> Federal/Provincial Grants for Post-secondary Students with Permanent Disabilities

What is a Permanent Disability?

A permanent disability is a functional limitation caused by a physical or mental impairment that **restricts the ability of a person to perform the daily activities necessary to participate in studies at a post-secondary level** or the labour force, and is expected to remain with the person for the person's expected natural life.

Who must submit a Schedule 4?

- If this is your first application as a student with a documented permanent disability, you must submit a completed paper Schedule 4 and all required documentation.

- You must submit medical documents from your doctor or other medical professional that specifically identify your permanent disability and describe how it restricts your ability to participate in post-secondary studies.

- If you are requesting assistive services and equipment, you must submit a paper Schedule 4 for **each year** that you apply for student aid.

- If you are applying for a reduced course load, you must submit a paper Schedule 4 for **each year** that you apply for student aid.

For information on how to submit your documents, see page 19.

> TIP: Schedule 4 is not part of the full-time application for student aid. To get a Schedule 4, print a copy from studentaid.alberta.ca

Canada Student Grant for Students with Permanent Disabilities

$2,000 per loan year to help meet your education and living costs. If you are approved as a student with a permanent disability, your future applications for this grant will automatically be considered.

Canada Student Grant for Services and Equipment for Students with Permanent Disabilities

Up to $8,000 per loan year to help you with exceptional education related costs such as assistive services or equipment.

- If equipment is requested, provide an **estimate** for the equipment

- If you receive funds for assistive services/equipment, you must submit your receipts by the end of the academic year to show that the funds were used as intended. Write your Social Insurance Number and your name on each receipt. Any unused funds must be returned. Mail your receipts or unused funds to:

  Student Aid Alberta
  PO Box 28000 Stn Main
  Edmonton AB T5J 4R4

- If you are not eligible for this grant, you may be considered for the Alberta Grant for Disabled Students.

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What is a reduced course load?

Your permanent disability may limit you from taking a full course load but your school may consider you to be a full-time student even if you carry as little as 40% of a full course load. If so, then you can still apply for full-time student aid.

> > If you apply for student aid online, you must still submit a paper Schedule 4.
> > Attach all required documentation to your Schedule 4.
> > The Disability Advisor at your school may be authorized to sign your Schedule 4. Check with the advisor first for assistance and further instructions.
> > If you are applying for a reduced course load, your Schedule 4 must be signed by an official at your school.
> > For more information, read the information and instructions pages on Schedule 4.

What documents are required?

For student aid purposes, you must attach a medical certificate or a learning disability assessment to Schedule 4.

Learning Assessment Fee

The Canada Student Grants program will cover a portion of the cost of a Learning Assessment (up to a maximum of $1,200 per loan year) if the assessment confirms you have a learning disability. If you qualify, you may pay for the assessment up-front and be reimbursed through the Canada Student Grants program. These assessments may be dated no earlier than six months before you start your studies.

>> The Five Most Important Minutes of Your Financial Year

If you're a full-time student with previous Canada or Alberta student loans and you're not receiving student aid this year, your registration has to be confirmed to keep your loans in interest-free status. Check with your school to find out if they can confirm your registration electronically.

If not, then you have to fill out Confirmation of Registration/Enrollment forms. You can print them from studentaid.alberta.ca.

- If you have previous Alberta student loans or a combination of previous Alberta and Canada student loans, submit a completed Confirmation of Registration (Form B) form.
- If you have only previous Canada student loans, submit a federal Confirmation of Enrolment (Schedule 2) form.

You will not have to make payments while you are in school full-time. Five minutes of paperwork is worth it!

> > TIP: If you move to part-time status, you can also keep your Alberta student loans in interest-free status by completing Form B.

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Appendix G

Alberta Student Aid Alberta

Disability Grants
PO Box 28000 Stn Main
Edmonton AB T5J 4R4

**Disability Grant for
Services and Equipment
Reconciliation Worksheet**

Name: _____   Social Insurance Number: [ ][ ][ ][ ][ ][ ][ ][ ][ ]

DEADLINE: This worksheet and all receipts must be returned by the end of your current study period. If you do not provide receipts or return your unused funds, you will have a grant overaward that will reduce your future eligibility for this grant.

INSTRUCTIONS:

1. Collect all your receipts and submit them at the same time, along with this worksheet.
2. Your receipts must indicate that you purchased approved services and/or equipment during the pre-study or study period.
3. **Submit only receipts that verify the amounts as paid or that show the method of payment (example: Visa).** Invoices alone cannot be accepted.
4. Write your name and Social Insurance Number (or Alberta Student Number) on all your receipts.
5. Complete the worksheet as in the example below. Attach your receipts to this worksheet.
6. If you have unused funds of less than $25, you do not need to repay the funds.
7. If you have unused funds of $25 or more, you must repay the funds. Make your cheque or money order payable to: Government of Alberta.
8. Mail this worksheet, receipts, and cheque or money order (for unused funds, if applicable) to:
   Student Aid Alberta
   Attention: Disability Grants
   PO Box 28000 Station Main
   Edmonton AB T5J 4R4

EXAMPLE:

Cost Type	$$ Awarded	$$ Spent	Receipt Attached?	$$ To Be Returned
Zoomtext	$700	$700	yes	0
Tutor	$1200	$1000	yes	$200

WORKSHEET:

Cost Type	$$ Awarded	$$ Spent	Receipt Attached?	$$ To Be Returned

Total Unused Funds = $_____

October 2013

Appendix H

Ontario

MINI STRY OF TRAINING, COLLEGES AND UNIVERSITIES

Bursary for Students with Disabilities (BSWD)

Just the Facts Section

Academic Year:	2014-2015
Who It's For:	Full-time and part-time students who: • self-identify as having either a permanent or temporary disability, • have disability-related educational costs for services or equipment that are not covered by another agency or service, and • require these services/equipment to participate in postsecondary studies.
Type of Aid:	Bursary
Amount of Aid:	Up to $2,000 per academic year.
How to Apply:	Use the *2014-2015 Ontario Bursary for Students with Disabilities and Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (BSWD/CSG-PDSE)* application. PDF Version
When to Apply:	See the BSWD/CSG-PDSE deadlines, below.
Deadlines:	Application deadline: 60 days before the end of your study period. Document deadline: 40 days before the end of your study period. Receipt deadline: See Receipts Deadline section for details.

All the Details Section

Purpose

The Bursary for Students with Disabilities provides aid to students self-identifying as having either permanent or temporary disabilities. This bursary assists with the costs of disability-related services or equipment, such as tutors, note-takers, interpreters, braillers or technical aids that are required to participate in postsecondary studies.

Amount of Aid

The maximum amount of aid available from this bursary is $2,000 per academic year.

Who Can Get This Aid

You must meet the following eligibility requirements to be considered for this bursary:

- You have applied for and are eligible for funding from one of the following sources for the 2014-2015 academic year:
  - *OSAP for Full-Time Students* and have at least $1 in calculated provincial need; or

- ○ *OSAP for Part-Time Students* and are receiving an Ontario Part-Time Grant; or
- ○ The Institution Funded Special Bursary.
- • You have self-identified as having a permanent or temporary disability.
- • You have disability-related educational costs (e.g. note-takers, vision/learning aids) that are not covered by another agency or service.

Services and Equipment Purchased Prior to Receiving Approval

Any purchases made prior your *BSWD/CSG-PDSE* application being approved are made at your own risk as they may not be approved for this bursary.

Equipment and Software Purchases

Only disability-related equipment and software purchased no more than 60 days prior to your study period start date will be considered.

Psycho-Educational/Learning Disability Assessments

The costs of a Psycho-Educational/Learning Disability Assessment dated up to six (6) months before your current study period start date may be reimbursed.

How to Apply

Use the *2014-2015 Ontario Bursary for Students with Disabilities and Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (BSWD/CSG-PDSE)* application. This application is available in .pdf format.

Contact your school's Office for Students with Disabilities if you require assistance in completing your application. If your school does not have an Office for Students with Disabilities, you can contact your financial aid office.

Documents You Need to Provide

- • documents you need to provide are based on the type of accommodation you require. See the BSWD/CSG-PDSE application for complete details for your required documents.
- • addition, you will be required to provide receipts for the equipment and/or services that you have been approved for funding. See also, *What Happens After You Get Your Aid*, below.

Where to Send Your Application and Documents

Students at a publicly-assisted Ontario college or university

Send your completed application and all required documents to your school's financial aid office.

Students at a private postsecondary school in Ontario or any postsecondary school outside of Ontario

Once your school's financial aid office has reviewed and signed your application, send your application and all documentation to:

Student Financial Assistance Branch

Ministry of Training, Colleges and Universities

189 Red River Road, 4th Floor

Thunder Bay, ON P7B 6G9

Deadlines

The deadlines for the 2014-2015 Ontario BSWD/CSG-PDSE application are as follows:

Application Deadline

Your application must be received by your financial aid office no later than 60 days before the end of your study period.

Documentation Deadline*

All required documents must be received by your financial aid office no later than 40 days before the end of your study period.

* See also, *Receipts Deadlines*, below.

What Happens After You Apply

Your application will be reviewed by your financial aid office to ensure that all information and required documentation has been provided.

Students at a publicly-assisted Ontario college or university

Staff at your school's Office for Students with Disabilities will review your application to determine the most efficient and cost-effective equipment or services required to meet your specific needs.

Students at a private postsecondary school in Ontario or any postsecondary school outside of Ontario

Ministry staff will review your application to determine the most efficient and cost-effective equipment or services required to meet your specific needs.

What Needs To Be Done Before You Can Get Your Aid

You application must be complete and approved before any funding is released. In addition, your school must confirm your enrollment before any of your funding can be disbursed.

Note: no funds are released until on or after your study period start date.

How You Get Your Aid

Funding is released through the financial aid office at your school or from the ministry, normally in the form of a cheque. Contact your school for details on how they issue this bursary.

What happens After You Get Your Aid

To remain eligible for the bursary funds issued to you, you must:

- Purchase all approved equipment and/or services by the end of your study period, and
- Provide valid receipts and time logs (if applicable) prior to the receipt deadlines shown below for purchases made. The receipts must equal the amount of your approved equipment and/or services.
  - If the purchase price was less than the amount of funding approved, you must return the unused bursary money corresponding to the approved items.
  - If you are unable to provide valid receipts for your approved services and/or equipment, you must return the bursary money corresponding to those approved items.

If you do not meet the above requirements, you may be restricted from receiving any further funding through OSAP until you repay the bursary money provided to you.

Receipts Deadline

Deadline: Equipment Receipts

Your receipts must be received by your financial aid office no later than 30 days after you receive your bursary funding.

Deadline: Services Receipts

Your receipts must be received by your financial aid office no later than 30 days after the end of your study period. In addition, if you were approved for tutoring or note taking services, you must also provide a time log that matches your receipts for these items.

How to Check the Status of Your Application

Contact your financial aid office if you have any questions about the status of your BSWD/CSG-PDSE application.

Appendix I

Ontario

2014-2015
Ontario Bursary for Students with Disabilities (BSWD)
Canada Student Grant for Services and Equipment for
Persons with Permanent Disabilities (CSG-PDSE)

Canada

How It Works

You can get funding to help pay for disability-related equipment and/or services required for your education. The funding comes from the Government of Ontario through the Bursary for Students with Disabilities (BSWD) and from the Government of Canada through the Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (CSG-PDSE). You will be considered for both programs by filling out this application form.

To be eligible for the Canada program you must have a permanent disability, which is defined as a functional limitation:
- caused by a physical or mental impairment;
- that restricts your ability to perform the daily activities necessary to participate in studies at a postsecondary level or the labour force; and
- that is expected to remain with you for your whole life.

To be eligible for the Ontario program, you must have either a permanent or a temporary disability.

You must provide supporting documents to verify your disability. Documentation is usually only required once by the Ministry of Training, Colleges and Universities (the "ministry"). However, the ministry or your school can ask for additional documentation at any time to confirm or re-establish disability status.

Steps to Follow in Completing Your Application

All services and equipment must be recommended by your physician, other regulated health care practitioner, or a disability advisor at your school:
- **If you're attending a publicly-assisted Ontario college or university,** make an appointment with a disability advisor at your school to discuss your disability-related educational needs and the type of documentation you require. They can also answer any questions you may have about completing your application.
- **If you're attending a private postsecondary school in Ontario or a postsecondary school outside of Ontario,** discuss your disability-related educational needs and proof of disability documentation requirements with a disability advisor at your school, your physician, other regulated health practitioner, or contact the ministry for assistance at 1-877-OSAP-411 (toll free in North America) or (807)343-7260 or 1-800-465-3958 (TTY).

Begin your application process before your classes begin as it may take time to get all the required documentation.

Where to Send Your Application

- **If you're attending a publicly-assisted Ontario college or university**, your completed application form must be sent to your school's Financial Aid Office and all documentation requirements will be verified by that office. Staff at your school's Office for Students with Disabilities is available to help you to complete your application and explain your documentation requirements. They will also work with the Financial Aid Office at your school in assessing your eligibility for funding.
- **If you're attending a private postsecondary school in Ontario or any postsecondary school outside of Ontario,** have your school's Financial Aid Office review, sign, and send your completed application form and all documentation to:

      Student Financial Assistance Branch
      Ministry of Training, Colleges and Universities
      189 Red River Road, 4th Floor
      Thunder Bay, ON   P7B 6G9

Application and Supporting Document Deadlines

Your completed application must be received no later than 60 days before the end of your study period. All supporting documentation must be received no later than 40 days before the end of your study period. Any approved funds cannot be released to you until your school has confirmed your enrolment.

Documentation Required With Your Application

You must provide the following supporting documents (as applicable) to support your application:

☐ Proof of your disability in **ONE** of the following formats:

- **If you are a person diagnosed with a learning disability** you must provide a psycho-educational assessment performed by a registered psychologist or psychological associate. The assessment must have been completed when you were at least 18 years of age or within the past five (5) years; **OR**
- **If you are attending a publicly-assisted Ontario college or university,** visit your school's Office for Students with Disabilities to receive instruction on providing proof of disability. Your school may have a disability verification form used to outline any academic accommodation required from your school that may also be used to determine your eligibility for disability-related OSAP funding; **OR**
- **If you are attending a private postsecondary school in Ontario or any postsecondary school outside of Ontario** please complete the OSAP Disability Verification Form, available on the OSAP website at www.ontario.ca/osap **OR**
- Documentation provided from your physician or other regulated health care practitioner that clearly states the following information:
  - diagnosis,
  - impact of your disability(ies) your participation in postsecondary studies,
  - permanence of your disability (temporary or permanent), and
  - the physician or health care practitioner's name and contact information.

☐ A written recommendation for the services and/or equipment being requested from a disability advisor at your school and/or provided as part of the proof of disability documentation from your physician or other regulated health care practitioner.

☐ Estimates for the cost of any requested service(s) (e.g., tutors, note takers), which must include the following:

- hourly cost of each service;
- total hours per week of each service (cannot exceed weekly in-class time);
- total number of weeks you will be using each service;
- which of the courses you are taking require the service; and,
- the name and contact information for the person or agency providing each service.

☐ Receipts for the cost of equipment, software, and/or a psycho-educational assessment purchased before your study period start date and/or for any other service or equipment purchased during your study period but prior to funding approval (see below for further instructions).

How Your Service and/or Equipment Costs are Considered

You may be reimbursed for the cost of the recommended disability-related equipment and software purchased no more than 60 days prior to your study period start date. Costs for psycho-educational assessments performed after February 1, 2014 may also be reimbursed. All amounts approved are subject to caps. Also note the following:

- **Any purchases made prior to the approval of funding are at your own risk as they will not necessarily be considered for your BSWD/CSG-PDSE application.** Reimbursement will only be provided if all eligibility requirements are met and you have a clearly documented need for the items purchased.
- Receipts for purchases made prior to approval of funding must be submitted with your application.
- All other purchases (equipment and/or services) must be made within your study period.
- **All approved purchases MUST be made before the end of your study period.**

Documentation Required After Your Application is Approved

You must provide receipts for your approved services and/or equipment as follows:

- **Equipment and/or software receipts:** must be provided no later than 30 days after you receive your funding.
- **Services receipts:** must be provided no later than 30 days after the end of your study period. You must provide a time log of your tutoring and note taking services to accompany receipts for these items.

If receipts are not provided and/or you do not use all of the funds provided to you in your study period, you must return the un-receipted/unused funding. Failure to do so may result in being restricted from receiving any further OSAP funding, 30% Off Ontario Tuition grant, and/or BSWD/CSG-PDSE funding.

Ontario

2014-2015
Ontario Bursary for Students with Disabilities (BSWD)
Canada Student Grant for Services and Equipment for
Persons with Permanent Disabilities (CSG-PDSE)

Canada

Section A: Personal Information

Social Insurance Number:

Ontario Education Number (OEN), if assigned to you:

Last name:

First name:

Date of birth:

Day   Month   Year

Mailing Address

Street number and name, rural route, or post office box:

Apartment:

City, town, or post office:

Province:

Postal code:

Area code and telephone number:

Section B: Information about Your School and Program

What is the name of the school you plan to attend or are currently attending for your 2014-2015 study period?

Student number at your school:

What are the start and end dates of your 2014-2015 study period?

Start date

Day   Month   Year

End date

Day   Month   Year

For the above study period, what type of financial aid have you applied for?

☐ OSAP for Full-Time Students

☐ OSAP for Part-Time Students

☐ Institution-funded Special Bursary

Section C: Equipment and/or Services

All requests must be supported by a recommendation from a disability advisor from your school or in consultation with your physician, or other regulated health care practitioner. Please work with them to complete this section. Individual costs must be provided for each item requested. (All amounts subjected to caps). If you require additional space to detail or explain the item(s) you are requesting, please provide the information in a separate letter and attach it to this application. Enter amounts in dollars only. Do not enter cents or use periods or commas.

Assessments

☐ Psycho-educational Assessment $ ⬚

☐ Other Disability Assessment (eligible for provincial funding only) $ ⬚

Services

Estimate must be attached to this application for each service requested. Estimates for each service must include the following:
- hourly cost of each service;
- total hours per week of each service (cannot exceed weekly in-class time);
- total number of weeks you will be using each service;
- which of the courses you are taking require the service; and,
- the name and contact information for the person or agency providing each service.

☐ Tutor $ ⬚

☐ Note-Taker $ ⬚

☐ Academic Strategist/Coach $ ⬚

☐ Attendant for Studies $ ⬚

☐ Education Assistance $ ⬚

☐ Sign Language Interpreter $ ⬚

☐ Alternate Formats - Specify type: _____ $ ⬚

☐ Specialized transportation (for students with mobility issues only) $ ⬚

☐ Counselling/Therapy (eligible for provincial funding only) $ ⬚

☐ Other - Specify: _____ $ ⬚

Equipment

Include taxes and shipping for each type of equipment.

Computer Package (eligible for funding once every five years only)

☐ Desktop OR ☐ Laptop $ ⬚

☐ MS Office (Student Edition) $ ⬚

☐ Warranty $ ⬚

☐ Tablet (see note, below) $ ⬚

Note: You must choose either a tablet or a laptop, but not both. You may be funded once every five years only for either device. A tablet will only be approved if the documentation provided demonstrates that it performs a function(s) specific to your disability-related need that cannot be performed by another device, at a similar cost.

☐ External hard drive $ ⬚

Computer Accessories

☐ Printer $ |___|___|___|___|___|

☐ Scanner $ |___|___|___|___|___|

☐ External keyboard $ |___|___|___|___|___|

☐ Carrying Case $ |___|___|___|___|___|

☐ Other - Specify: |_____| $ |___|___|___|___|___|

Assistive Software

☐ Text to speech software $ |___|___|___|___|___|

☐ Voice recognition software $ |___|___|___|___|___|

☐ Screen reading software $ |___|___|___|___|___|

☐ Assistive writing software $ |___|___|___|___|___|

☐ Organizational software $ |___|___|___|___|___|

☐ Other - Specify: |_____| $ |___|___|___|___|___|

Assistive Equipment

☐ Reading pens/accessories $ |___|___|___|___|___|

☐ Headphones $ |___|___|___|___|___|

☐ Digital recorder $ |___|___|___|___|___|

☐ Other - Specify: |_____| $ |___|___|___|___|___|

☐ Equipment repair/replacement $ |___|___|___|___|___|

☐ Ergonomic aids (eligible for provincial funding only) $ |___|___|___|___|___|

☐ Other - Specify: |_____| $ |___|___|___|___|___|

Total Amount Requested: $ |___|___|___|___|___|

Section D: Student Consents, Declarations and Signature

Notice of Collection and Use of Personal Information

Your personal information, including your Social Insurance Number (SIN), provided in connection with your student profile, this application and any previous applications and awards of financial assistance will be used by the Ministry of Training, Colleges and Universities (ministry) to administer and finance the Bursary for Students with Disabilities (BSWD) program and by Employment and Social Development Canada (ESDC) to administer and finance the Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (CSG-PDSE) program. Your SIN will be used as a general identifier in administering the BSWD/CSG-PDSE. The ministry and ESDC may use other parties for any of these activities. Under agreement with the ministry, your postsecondary school and, where authorized by the ministry, its agents who administer OSAP and its auditors use your personal information to administer the BSWD/CSG-PDSE.

Administration includes: determining your eligibility for a BSWD/CSG-PDSE award; verifying your application and supporting documentation, including verifying financial assistance provided under any other ministry program; paying your award; verifying your award; auditing your file; assessing and collecting overpayments; enforcing the legislation set out below and your agreements with the ministry and ESDC; and monitoring and auditing your postsecondary school or its authorized agents to ensure that they are administering the programs appropriately. In addition, administration by the ministry and ESDC includes public reporting on the administration and financing of student assistance programs; planning, delivering, evaluating and monitoring student assistance programs for quality and improvements in both content and delivery; conducting risk management, error management, audit and quality assessment activities; conducting inspections or investigations; and conducting policy analysis, evaluation, and research related to all aspects of the BSWD/CSG-PDSE, including contacting you to participate in surveys. Financing includes: planning, arranging or providing funding of the BSWD/CSG-PDSE.

The ministry administers the BSWD under the authority of s.5 of the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, c.M.19, as amended and s. 10.1 of the Financial Administration Act, R.S.O. 1990, c.F.12, as amended, and the CSG-PDSE under the authority of the Canada Student Financial Assistance Act, S.C. 1994, c.28, as amended, and the Canada Student Financial Assistance Regulations, SOR 95-329, as amended and s. 266.3(4) of the Education Act. If you have any questions about the collection or use of this information, contact the Director, Student Financial Assistance Branch, Ministry of Training, Colleges and Universities, PO Box 4500, 189 Red River Road, 4th Floor, Thunder Bay, ON P7B 6G9, (807) 343-7260.

Applicant's Consent to the Indirect Collection, Use and Disclosure of Personal Information (REQUIRED)

- I agree that until I provide receipts for and/or repay BSWD/CSG-PDSE funds provided to me, and until any BSWD/CSG-PDSE overpayments are assessed and repaid, the ministry can, without limitation, collect and exchange personal information about me that is relevant to the administration and financing of BSWD/CSG-PDSE with ESDC, my postsecondary school and its authorized financial administrators and auditors; the ministry's contractors, auditors or other authorized third party administrators; collection agencies operated or retained by the federal or provincial government, and consumer reporting agencies.
- I understand that I can withdraw any consent I have given in this section by writing to the Director, Student Financial Assistance Branch at the address above at any time before I accept a BSWD/CSG-PDSE award. I understand that if I withdraw my consent it will affect my eligibility for and the amount of BSWD/CSG-PDSE assistance.

Applicant's Declaration (Please read carefully)

- I require BSWD/CSG-PDSE funding for the cost of the disability-related services and/or equipment identified on this application, and I will not receive financial assistance from any other source to cover these costs.
- I understand that I must use the BSWD/CSG-PDSE I receive for the equipment and/or services identified on this application and that I cannot substitute for any other equipment and/or services not identified on this application.
- I agree that I will provide receipts for equipment and software no later than 30 days after being issued BSWD/CSG-PDSE funds, and I agree that I will provide receipts for services no later than 30 days after the end of my OSAP study period. I will submit these receipts to my postsecondary school's Financial Aid Office or to the ministry, as instructed in the "Where To Send Your Application" section of this application form, and will show that BSWD/CSG-PDSE funds were spent for their approved purposes.

- I agree that if I do not submit receipts, I will repay, by money order or certified cheque to my school's Financial Aid Office or to the Minister of Finance, any BSWD/CSG-PDSE funds that I have not used for the OSAP study period identified on this application. I understand that failure to do so may result in being restricted from receiving OSAP, including BSWD/CSG-PDSE funding, and the 30% Off Ontario Tuition grant.
- I understand that I may be required to repay all or part of the BSWD/CSG-PDSE funds if the information and any supporting documentation I provide in connection with this application is found to be inaccurate or if any information I provide changes, including my OSAP study period and/or my course load.
- I understand that information I provide in connection with this application will be verified and audited and any change resulting from verification and audit may affect my eligibility for and the amount of BSWD/CSG-PDSE funds provided to me, and that I may be required to repay all or a part of the BSWD/CSG-PDSE funds.
- I have given complete and true information on this application form and I understand that if I fail to provide complete and true information and/or fail to promptly notify my Financial Aid Office or the ministry through my account on the OSAP website or in writing of changes to any information I have provided, including my disability and the services and equipment I need, my address and/or financial, academic, family, and/or OSAP study period status; or fail to fulfil any obligations respecting the repayment of any overpayments, the ministry may restrict me from receiving OSAP, including BSWD/CSG-PDSE funding, and/or the 30% Off Ontario Tuition grant in the future, and may take legal action and may require me to repay any assistance that I received.
- I will keep a copy of my application and all required supporting documentation in the event that I am required to produce this information for audit, verification, inspection, or investigation purposes.

I have read and understood this section, including the notice of collection, use and disclosure of my personal information and my signature attests to my consent to the indirect collection, use and disclosure of my personal information.

Signature of Applicant:

X _____

Date:

Day   Month   Year

Section E: Publicly Assisted Ontario College or University Approvals

Part one: Office for Students with Disabilities Approval

I hereby confirm that:
- Proof of disability has been provided and that the status of the student's disability is:
  ☐ Temporary ☐ Permanent
- The student requires the services and/or equipment identified on this application to participate in postsecondary studies.
- Estimates have been provided where required and the costs indicated above are accurate.

Name of Disabilities Office Coordinator/Counsellor:

Signature:

X

Date:

Day　　Month　　Year

Part two: Financial Aid Office Approval

I hereby confirm that the above named student:
- Has $1.00 of financial need under one of the programs identified in Section B of this application;
- Has provided all supporting documentation for this application; and
- Is enrolled and registered at this postsecondary school for the study period identified on this application.

Name of Financial Aid Administrator:

Signature:

X

Date:

Day　　Month　　Year

Section F: Private or Out of Province Postsecondary School Approvals

Financial Aid Office Approval

I hereby confirm that the above named student:
- Is enrolled and registered at this postsecondary school for the study period identified on this application.

Name of Financial Aid Administrator:

Signature:

X

Date:

Day　　Month　　Year

Appendix J

Ontario

**2014-2015
Disability Verification Form for the
Ontario Student Assistance Program (OSAP) and
30% Off Ontario Tuition Grant**

Canada

Purpose of this Form

This form is used by the Ministry of Training, Colleges and Universities ("the ministry") to obtain information/documentation on the student's disability from the student's physician or other regulated health care practitioner. Disability documentation will be used for purposes of assessing the student's eligibility for disability-related funding available under OSAP and/or for consideration under the 30% Off Ontario Tuition grant disability-related eligibility criteria. The documentation is also required for consideration as a person with a disability under the minimum required student loan course load requirement.

Disability-related funding under OSAP includes: Ontario Bursary for Students with Disabilities, Canada Student Grant for Persons with Permanent Disabilities, and Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities. *This form is not an application for any of the above named funding programs. It is only a form for providing supporting documentation for disability-related eligibility criteria.*

To be eligible for disability-related Canada Student Grants the student must have a *permanent* disability, which is defined as a functional limitation:

- caused by a physical or mental impairment;
- that restricts the student's ability to perform the daily activities necessary to participate in studies at postsecondary level or the labour force; and
- that is expected to remain with the student for their whole life.

Documentation is usually only required once by the ministry to confirm a student's disability. However, the ministry or the school the student is attending can ask for additional documentation at any time to confirm or re-establish disability status. The privacy of all disability documentation is protected by the ministry under the *Freedom of Information and Protection of Privacy Act.*

Who Should Use this Form?
Students attending a private postsecondary school in Ontario or any postsecondary school outside of Ontario:
Use this form if you do not have documentation from your physician or other regulated health care practitioner that clearly provides the following information:

- Diagnosis;
- Impact of disability(ies) on participation in postsecondary studies;
- Permanence of disability (temporary or permanent); and,
- Physician or health care practitioner's name and contact information

Students Attending a Publicly-Assisted College or University in Ontario:
It is not necessary to use this form if your school's Office for Students with Disabilities has provided you with a disability verification form that collects the same information as described above. Please speak to the staff at your school's Office for Students with Disabilities for more information.

Students Diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit/Hyperactivity Disorder (ADHD):
You may use this form, your school's disability verification form, or you can provide a psycho-educational assessment or other diagnostic documentation from a registered psychologist or psychological associate, a neuropsychologist, or physician with ADD/ADHD training.

Who Should NOT Use this Form?

Persons diagnosed with a learning disability do not need to complete this form. Instead, a psycho-educational assessment conducted by a registered psychologist or psychological associate and completed when the student was at least 18 years of age or within the past five (5) years is required.

How to Complete this Form

The student must fill out Section 1 of this form (pages 3 and 4) and sign the Notice, Declarations and Consents. The student will then bring Section 2 of this form (pages 5, 6 and 7) to their physician or other regulated health care practitioner for completion.

Where to Submit the Completed Form

Students attending a private postsecondary school in Ontario or any postsecondary school outside of Ontario:

Submit sections 1 and 2 of this completed form to the ministry at:

Student Financial Assistance Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th Floor
Thunder Bay, ON   P7B 6G9

Students attending a publicly-assisted college or university in Ontario:

Submit sections 1 and 2 of this completed form directly to your school's Office for Students with Disabilities or Financial Aid Office. In all cases, the Office for Students with Disabilities will review the information provided on this form in order to verify information that is required for OSAP and 30% Off Ontario Tuition grant purposes and will communicate this information to the student's Financial Aid Office at their school.

Students are responsible for covering any costs related to the completion of this form.

Ontario

2014-2015
Disability Verification Form for the
Ontario Student Assistance Program (OSAP) and
30% Off Ontario Tuition Grant

Canada

Section 1: Student Information (to be completed by the student)

What is the name of the school you plan to attend?

Social Insurance Number:

Student number at your school:

Ontario Education Number (OEN), if assigned to you:

Last name:

First name:

Date of birth:

Day   Month   Year

Mailing Address

Street number and name, rural route, or post office box:

Apartment:

Street number and name, rural route, or post office box:

Province or state:

City, town, or post office:

Postal code or zip code:

Country:

Area code and telephone number:

Section 1 *(cont'd):* Notice, Declarations and Consent of Student

Notice of Collection and Use of Personal Information

The personal information you and your physician or other regulated health care practitioner provide in connection with this form, including your Social Insurance Number (SIN), is collected and used by the ministry to determine your eligibility for disability-related OSAP and 30% Off Ontario Tuition grant funding.

Your personal information will also be used by the ministry to administer and finance OSAP and the 30% Off Ontario Tuition grant and by Employment and Social Development Canada (ESDC) to administer and finance the Canada Student Loans Program (CSLP). Your SIN will be used as a general identifier in administering OSAP. The ministry and ESDC may use other parties for any of these activities. Under agreement with ESDC, the National Student Loans Service Centre (NSLSC) uses your personal information to administer OSAP and CSLP. Under agreement with the ministry, your postsecondary school and, where authorized by the ministry, its agents who administer OSAP and its auditors use your personal information to administer OSAP and CSLP.

Administration includes: determining your eligibility for financial assistance; verifying your application and supporting documentation , including verifying financial assistance provided under any other ministry program; verifying your financial assistance or eligibility for relief from any payment, maintaining and auditing your OSAP file; assessing and collecting loans, overpayments, and repayments; enforcing the legislation set out below and your agreements with the ministry, the Ontario Student Loan Trust and ESDC; and monitoring and auditing the NSLSC and your postsecondary school or its authorized agents to ensure that they are administering the programs appropriately. In addition, administration by the ministry and ESDC includes public reporting on the administration and financing of student assistance programs and accessibility to postsecondary education; planning, delivering, evaluating and monitoring for student assistance and accessibility programs for quality and improvements in both content and delivery; conducting risk management, error management, audit and quality assessment activities; conducting investigations or inspections; and conducting policy analysis, evaluation, and research. In this context, the ministry may use your name and contact information to contact you to participate in voluntary surveys relating to student financial assistance. Financing includes: planning, arranging or providing funding. The ministry may use other parties for any of these activities.

The ministry collects your personal information under the authority of the Ministry of Training, Colleges and Universities Act, R.R.O. 1990, O. Reg. 268/01 and O. Reg. 118/07; s.10.1 of the Financial Administration Act; the Canada Student Financial Assistance Act, S.C. 1994, c. 28, as amended; and the Canada Student Financial Assistance Regulations, SOR 95-329, as amended and s. 266.3(4) of the Education Act. If you have any questions about the collection or use of this information contact the Director, Student Financial Assistance Branch, Ministry of Training, Colleges and Universities, PO Box 4500, 189 Red River Road, 4th Floor, Thunder Bay ON P7B 6G9, (807) 343-7260.

Consent and Declarations:

- I agree that until my loans, overpayments, and repayments are assessed and repaid, the ministry can, without limitation, collect and exchange personal information about me that is relevant to the administration and financing of OSAP, 30% Off Ontario Tuition grant, and CSLP with: ESDC; Canada Revenue Agency (CRA); NSLSC; my postsecondary school and its authorized financial administration agents and auditors; bodies that administer programs identified on this form; other parties used by the ministry to administer and finance OSAP and 30% Off Ontario Tuition grant; ESDC's contractors and auditors; collection agencies operated or retained by the federal or provincial governments; and consumer reporting agencies.
- I certify that the information provided on this form is accurate and complete, to the best of my knowledge. I understand that it is an offence to make a false or misleading statement and furthermore, that the ministry may restrict me from receiving disability-related OSAP funding in the future, and may take legal action and may require me to repay any disability-related OSAP funding that I received as a result of any false or misleading statement.
- I authorize the physician or other regulated health care practitioner who has completed Section 2 of this form to provide the requested personal health information to the ministry and my postsecondary school and, if required by the ministry or my postsecondary school, to provide additional personal health information relating to my disability or disability-related needs.
- I authorize the ministry and my postsecondary school to contact the physician or other regulated health care practitioner if the personal health information provided by him or her is not clear or is illegible. This authorization is limited and does not extend to allow the ministry or my postsecondary school to gather any personal health information from my physician or other regulated health care practitioner that is not related to this form or any related documentation that I have submitted.
- I understand that information I provide, including the personal health information provided by my physician or other regulated health care practitioner, may be verified and audited and, for these purposes the ministry may conduct inspections and investigations.

Student's signature: _____ Date: _____

Student's Social Insurance Number: ☐☐☐ ☐☐☐ ☐☐☐

Section 2: To be completed by a physician or other regulated health care practitioner

Purpose of this Form

This form will be used to determine your patient's eligibility for Ontario Student Assistance Program (OSAP) funding for students with disabilities and disability-related eligibility for the 30% Off Ontario Tuition grant funding. Eligibility for funding is based on the functional impact of the disability on the patient's ability to participate in a postsecondary educational environment and permanence of their disability.

Instructions for Completion

Section 2 is three pages in length. All three pages must be completed. Please provide clear diagnostic statements, avoiding such terms as "suggests" or "is indicative of". Please note any multiple diagnoses or concurrent conditions. Your patient has given consent in Section 1 of this form to the disclosure of this personal health information to the ministry and his or her postsecondary school. Once you have completed Section 2, please return all three pages to the student.

Patient Information:

First name: |_____|

Last name: |_____|

Date of Birth: *Day:* |____|____| *Month:* |____|____| *Year:* |____|____|____|____|

Physician or Health Care Practitioner Information:

First name: |_____|

Last name: |_____|

Specialty *(indicate all that apply)*

☐ Audiologist   ☐ Chiropractor   ☐ Neurologist   ☐ Occupational Therapist   ☐ Optometrist

☐ Ophthalmologist   ☐ Physician – family   ☐ Physician – Psychiatrist   ☐ Physiotherapist

☐ Psychologist or Psychological Associate   ☐ Rheumatologist

☐ Other *(specify):* |_____|

Licence #: |_____|

10-Digit Work telephone Number: |_____| ext. |_____|

I certify that the information provided on this form is accurate and the patient identified above experiences the disability-related educational barrier(s) indicated.

Signature: |_____| **Date:** |_____|

Please affix official stamp of facility name and address below:

Note: If you do not have an office stamp, please sign and attach your letterhead to this form.

Section 2: cont'd Patient First Name: |_____| Last Name: |_____|

Type of Disability (check all that apply)

☐ **Physical Disability/Mobility Impairment** (e.g., paraplegia, quadriplegia, muscular dystrophy, cerebral palsy, spinal cord injury, spina bifida, multiple sclerosis)

Diagnosis: _____

☐ **Visual Impairment**

Diagnosis: _____

Visual acuity: _____   Visual field: _____

☐ **Hearing Impairment**

Diagnosis: _____

Please indicate hearing loss in better ear:

☐ Mild   ☐ Moderate   ☐ Severe   ☐ Congenital   ☐ Profound

Does the patient use hearing aids? ☐ Yes ☐ No

Does the patient require amplification devices in an educational setting? ☐ Yes ☐ No

☐ **Speech Impairment**

Diagnosis: _____

☐ **Acquired Brain Injury**

Diagnosis: _____

Provide date of injury: Day: |___|___| Month: |___|___| Year: |___|___|___|___|

☐ **Pervasive Developmental Disorder** (e.g., autism, neurological disorder, Asperger's, FASD)
Diagnosis (please use the most recent DSM criteria): _____

☐ **Mental Health Disability**
Diagnosis (please use the most recent DSM criteria): _____

☐ **Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)**

Diagnosis: _____

Psycho-educational assessment performed?

☐ Yes (please attach a copy of the assessment)   ☐ No   ☐ Unknown

☐ **Other** (specify): _____

Diagnosis: _____

Permanence of Disability (please choose ONE of the following statements that best describes the patient)

☐ The patient's disability (or disabilities) is **temporary.**
Please indicate anticipated duration of disability: _____

_____

☐ The patient's disability (or disabilities) is **permanent** with ongoing (chronic or episodic) symptoms that will restrict his/her ability to perform the daily activities necessary to fully participate in postsecondary studies or in the labour force, and the disability is expected to remain for his/her lifetime.

Section 2: cont'd Patient First Name: |_____| Last Name: |_____|

Disability Impacts on Daily Functioning

Physical Impacts *(check all that apply)*

☐ Ambulation   ☐ Standing   ☐ Sitting   ☐ Stair Climbing   ☐ Lifting/Carrying/Reaching

☐ Grasping/Gripping/Dexterity

Please describe: _____

_____

Cognitive and/or Behavioural Impacts *(check all that apply)*

☐ Attention and Concentration   ☐ Memory   ☐ Information Processing (verbal and written)

☐ Stress Management   ☐ Organization and Time Management   ☐ Social Interactions

☐ Communication   ☐ Other *(specify)*: _____

Please describe: _____

_____

Medication

Is the patient currently taking any prescription medications?   ☐ Yes   ☐ No

If yes, please indicate any side effects (alertness, concentration, nausea) that may affect the patient's participation in an educational environment: _____

Recommended Supports *(Optional - Check all that apply)*

☐ The patient is advised to take a reduced course load.

☐ The patient requires specialized computer equipment and/or software, and/or ergonomic furniture in order to participate in postsecondary education. Please specify: _____

_____

☐ The patient requires specialized services such as tutoring, note taking, counselling, and/or transportation in order to participate in postsecondary education. Please specify: _____

_____

If you require more space, please attach additional information on your letterhead.

Appendix K

- **Transitivity as a Grammatical Feature Found in the Data**

    Data Sample 1
    - The assistance provided under this grant is determined apart from your assessed need.

    Data Sample 2
    - Once you are approved for funding as a student with a permanent disability, you are automatically considered for the Canada Student Grant for Students with Permanent Disabilities in your future applications.
    - You will need to pay for the assessment up front and be reimbursed later.

    Data Sample 3
    - The use and disclosure of your personal information is managed in accordance with the Freedom and Protection and Privacy Act (Alberta).

    Data Sample 6
    - You must meet the following eligibility requirements to be considered for this bursary . . .
    - You must . . . have at least $1 in calculated provincial need . . .
    - Any purchases made prior your BSWD/CSG-PDSE application being approved are made at your own risk as they may not be approved for this bursary.
    - The costs of a Psycho-Educational/Learning Disability Assessment dated up to six (6) months before your current study period start date may be reimbursed.
    - . . . you will be required to provide receipts for the equipment and/or services that you have been approved for funding
    - . . . no funds are released until on or after your study period start date.
    - …if you were approved for tutoring or note taking services, you must also provide a time log that matches your receipts for these items.

    Data Sample 7
    - You will be considered for both programs by filling out this application form.
    - You may be reimbursed for the cost of the recommended disability-related equipment and software purchased no more than 60 days prior to your study period start date.
    - Any purchases made prior to the approval of funding are at your own risk at they will not necessarily be considered for your BSWD/CSG-PDSE application.
    - Reimbursement will only be provided if all eligibility requirement are met…
    - Note: A tablet will only be approved if the documentation provided demonstrates that it performs a function(s) specific to your disability-related need…
    - Your SIN will be used as a general identifier in administering the BSWD/CSGP.

    Data Sample 8
    - Disability documentation will be used for purposes of assessing the student's eligibility for disability-related funding…
    - The documentation is also required for consideration as a person with a disability under the minimum required student loan course load requirement.
    - To be eligible for disability-related Canada Student Grants the student must have a permanent disability, which is defined as a functional limitation…
    - Your SIN will be used as a general identifier in administering OSAP
    - Eligibility for funding is based on the functional impact of the disability on the patient's ability to participate in postsecondary educational environment and permanence of their disability.

Appendix L

- **Nominalisations Found in the Data**
  Data Sample 2
  - …you may attach all of your <u>required documentation</u> to Schedule 4…

  Data Sample 3
  - If you do not send receipts or return the unused funds, you will be in an <u>overaward situation.</u>
  - Your schedule is complete only if all <u>required documentation</u> is submitted.

  Data Sample 4
  - …you must submit Schedule 5 and all <u>required documentation</u>
  - Attach all <u>required documentation</u> to your Schedule 4

  Data Sample 5
  - <u>Reconciliation</u> Worksheet
  - If you do not provide receipts or return your unused funds, you will have a <u>grant overaward</u> that will reduce your future eligibility for this grant.

  Data Sample 6
  - Your application will be reviewed by your financial aid office to ensure that all information and <u>required documentation</u> has been provided.

  Data Sample 7
  - Receipts for the cost of equipment, software, and/or a psycho-educational assessment purchased before your study period start date and/or for any other service or equipment purchased during your study period but prior to <u>funding approval</u> . . .
  - Notice of <u>Collection</u> and Use of Personal Information
  - Applicant's Consent to the <u>Indirect Collection</u>
  - Use and <u>Disclosure</u> of Personal Information
  - Your SIN will be used as a <u>general identifier</u> in administering the BSWD/CSGP.
  - . . . any change resulting from <u>verification</u> and <u>audit</u> may affect my eligibility for and the amount of BSWD/CSG-PDSE funds provided to me . . .
  - I will keep a copy of my application and all required supporting documentation in the event that I am required to produce this information for <u>audit</u>, <u>verification</u>, <u>inspection</u>, or <u>investigation</u> purposes.
  - I have read and understood this section, including the notice of collection, use and disclosure of my personal information and my signature attest to my consent to the <u>indirect collection</u>, and use and <u>disclosure</u> of my personal information.

  Data Sample 8
  - Disability <u>Verification</u> Form
  - The documentation is also required for <u>consideration</u> as a person with a disability…
  - Notice of <u>Collection</u> and Use of Personal Information
  - Your SIN will be used as a <u>general identifier</u> in administering OSAP.

Appendix M

- **Accounting Vocabulary**

<u>**From Data Sample 2:**</u>
>You may be eligible for:
  - Canada Student Grant for Students with Permanent Disabilities
    - $2,000 per loan year to help meet your education and living costs
  - Canada Student Grant for Services and Equipment for Students with Permanent Disabilities
    - Up to $8,000 per loan year
  - Alberta Grant for Students with Permanent Disabilities
    - Up to $3,000 per loan year

>A receipt demonstrating that you paid for this service is required.

>Use this Reconciliation Worksheet to help you track and reconcile your receipts.

>Any unused funds must be returned to Student Aid Alberta. Mail your cheque or money order payable to the Government of Alberta along with your receipts to:
>Student Aid Alberta
>Disability Grants
>PO Box 28000 Station Main
>Edmonton AB T5J 4R4

<u>**From Data Sample 3:**</u>
>$2000 per loan year
>Up to $8000 per loan year
>up to a maximum of $1200 per loan year

>You must supply a receipt showing that you paid for this service.

>(Enter TOTAL amount for the 2014/2015 program session)

<u>**From Data Sample 5:**</u>
>Reconciliation Worksheet

>Submit only recipts that verify the amounts as paid or that show the method of payment (example Visa). Invoices alone cannot be accepted.

>Cost Type
>$$ Awarded
>$$ Spent
>Receipts Attached?
>$$ To Be Returned

>Total Unused Funds = $

<u>**From Data Sample 6:**</u>
>Provide valid receipts and time logs (if applicable) prior to the receipt deadlines shown below for purchases made. The receipts must equal the amount of your approved equipment and/or services.