INDEX

AAAS. See American Association for the Advancement of Science
AAUP. See American Association of University Professors
Abarbanell, L., 285, 330
Abberley, P., 6, 63, 64
Abes, E., 144, 145, 155–156
ABI. See Acquired brain injury
Ability diverse language, 6
Ableism: barriers as result of, 386, 404; defined, 1–2; disability justice model, 77; discrimination, 160, 162, 167; environment, 3, 375; internalized, 260–262; lens of, 254, 260; social justice (ableist or disability oppression) model of disability, 71–76, 88
Ableist model of disability. See Social justice model of disability
Abram, S., 201, 202
ACCESS Center, 138
Accessibility, 338; ADA guidelines, 398; assistive technology and, 306; campus planning, 317–319; history of, 29; Ivy Access initiative, 337; JAWS, 307, 309; Standards for Accessible Design guidelines, 189; VPAT, 321; WAI, 310, 319; WCAG, 114, 310–312; Web, 114, 309–312, 319
Accessible instructional materials (AIM), 99
Accessibly designed technology, 305–306
Accommodations: ADA on, 229; assistive technology as, 312–313; in classrooms, 245–246, 326–328; determining, 105; in disability law and education, 118; DRO communicating process, 365; DRO facilitating, 366–369; examples of, 368; as instructional interventions, 326–327; JAN, 220; lawsuits for, 105; reasonable, 98; retention and, 384–385; student affairs and, 384; temporary, 118
ACHA. See American College Health Association
ACHA-NCHA II. See American College Health Association-National College Health Assessment
Ackerman, R., 416–418
Acosta, J., 257
Acquired brain injury (ABI), 133–134
ACS-CWD. See American Chemical Society-Committee on Chemists with Disabilities
Activism: ADAAA and, 43–44; in disability law and education, 1960–1975, 94–95; for disability rights, 33–34, 36–40, 64; during Great Depression, 34–35; in history of disability, 22–45; independent living movement as, 36–37; Parents’ Movement for Integrated Education as, 37–39; passage of ADA as, 42–43; during Reagan era, 41–42, 52; Rehabilitation Act demonstrations as, 39–40; Roberts and Berkeley Movement as, 35; Section 504 and, 40–42, 51; social justice and, 44–45
ADA. See Americans With Disabilities Act
ADAAA. See Americans With Disabilities Act Amendments Act
Adams, R., 272
Adaptively designed technology, 305–307
ADD. See Attention deficit disorder
Addiction, 56, 103, 124, 130, 137–138, 204, 396
ADHD. See Attention deficit hyperactivity disorder
Adult learners, 176–177, 182, 185, 418
Advising, 162, 183, 256, 282, 370, 390–391, 431, 435
Advocacy, 38, 40, 364, 370–371, 419–420, 439
Affective networks, 286
Affordable Care Act, 176
African Americans, 15, 20–21, 24–25, 40, 49, 67, 74, 159–162, 229, 399, 424
AHEAD. See Association on Higher Education Disability
AIDS, 56, 126–127, 129–130, 204
AIM. See Accessible instructional materials
Alcoholism. See Addiction
American Association for the Advancement of Science (AAAS), 404
American Association of University Professors (AAUP), 208–209
American Asylum for the Deaf, 14, 46
American College Health Association (ACHA), 137–138, 395
American College Health Association-National College Health Assessment (ACHA-NCHA II), 395
American Council on Education, 32, 318–319
American Federation of the Physically Handicapped, 34–35, 48
American Legion, 29
American Sign Language (ASL), 15, 17–19, 21–22, 50, 229
Americans With Disabilities Act (ADA), 15, 91, 192, 251, 278; accessibility guidelines in, 398; on accommodations, 229; codes in, 219; compliance with, 299; definitions in, 188; disabled faculty and staff and, 201; evacuations and, 392; on food allergies, 397; as foundational legislation, 100–101; interpretation of, 113; protections under, 103–104, 107, 412; revisions to, 317; standards under, 124
Anastasiou, D., 64
Anderson, J., 257
Anderson, R. C., 199, 202, 205–206
Animals, in campus housing, 116–117, 400–401
Annamma, S. A., 156
Aragon, S. R., 146, 149–150
Architectural Barriers Act of 1968, 95, 278
Arendale, D., 330–331, 338
Arries, J. F., 337–339
Artiles, A., 181
Asch, A., 57
ASD. See Autism spectrum disorders
Asian Americans, 67, 162
ASL. See American Sign Language
Assistive technology: as accessibly designed, 306; as accommodation, 312–313; as adaptively designed, 306–307; auxiliary aids and, 112–115; barriers and inaccessible technology, 313–316; for classrooms, 244–245; conclusion, 322–323; conducting initial assessment, 320; developing policy and promotion plan, 320–321; in disability law and education, 112–115; by DROs, 313; educational software as, 309; establishing responsibilities in, 320; examples of, 314; guidelines for, 308–312; history of, 304–305; independence, 426–427; IT in, 322; legal requirements for, 316–319; overview, 303–304; software and website development in, 321–322; steps for creating, 319–322; training in, 321; as universally designed, 307–308; web accessibility and, 309–312
Association for Size Diversity and Health, 119
Association on Higher Education Disability (AHEAD), 51, 102, 104, 228, 246, 259; career transitions and, 431–432; code of ethics for, 359; evaluation tools of, 263–264; formation of, 356–357
Astin, A. W., 371
Athletes, 186–187, 391–392
Attention deficit disorder (ADD), 74, 125, 134, 213, 279, 301, 313
Attention deficit hyperactivity disorder (ADHD), 134, 416
Attitudes: as barriers to disabled faculty and staff, 204–206; changing, 247–249; about disability, 2; of faculty, 234–235
Autism spectrum disorders (ASD), 133–135, 213, 343, 396, 420
Auxiliary aids, 98, 112–115, 228
Index

Average man concept, 57
Awoniyi, B., 183

B
Backward design, 331–332, 336
Balcazar, F. E., 360–361
Baldrige, D. C., 156, 164, 177
Ball-Brown, B., 161
Banerjee, M., 334, 411
Banton, M., 161
Barber, P., 435
Barnard, L., 235
Barnard-Brak, L., 419
Barnes, Colin, 62
Barney, K. W., 249
Baron, S., 148
Barrier-free design, 277–280, 375
Bedrossian, L., 185
Belch, H. A., 373
Bell, Alexander Graham, 16
Bell, L., 75, 78
Berkeley Movement, 35–36, 50, 94
Bernert, D. J., 395–396
Bernstein, Marcia, 19
Biennial AHEAD Survey of Disability Services and Resource Professionals in Higher Education, 131
Black Sign Language, 15, 229
Blanch, C., 139
Blanchett, W. J., 160
Blanks, A., 166–167
Boland, K., 255–256, 326
Bos, C. S., 182
Bowers, B. J., 58
Branding, 373–374
Breslin, Mary Lou, 41
Broido, E. M., 74, 77, 403, 439
Brown, K., 403, 416, 420, 439
Brown, M., 371
Brown, S. E., 264, 434
Brown v. Board of Education, 38, 49, 95
Bruder, M. B., 231, 234, 236–240
Bryan, W. V., 12
Bullying, 189, 213
Burcaw, S., 150, 152–153
Burch, S., 12
Burke, E. P., 158
Burlington School District v. Department of Education, 38
Burnett, S. E., 193, 417
Bush, George H. W., 42
Button v. Board of Regents of University and Community College System of Nevada, 105

C
Campbell, F. K., 71–72
Campus accessibility planning, 317–319; audits for, 375; as continual obligation, 115; self-study for, 116; steps for creating an accessible campus technology culture, 319–322
Cantor, D., 165
Career transitions, 427, 432–435
Carpenter, N. C., 129, 204, 218–219
Carty, E., 169
CAS. See Council for the Advancement of Standards in Higher Education
Case law, 110–112, 117, 186, 201–202, 405–408
CAST. See Center for Applied Special Technology
Cawthon, S. W., 413
CDT. See Critical disability theory
Center for Applied Special Technology (CAST), 285–286, 300, 309
Center for Universal Design (CUD), 52, 276, 289, 291–292, 295, 300
Center on Postsecondary Education and Disability (CPED), 291–293, 300
Cerney, J., 19
Chan, R., 232
Charlton, J. I., 19
Cheatham, G. A., 159
Chickering, A. W., 289
Chronic health conditions, 135, 393, 420
*Chronicle of Higher Education*, 188, 272
Chrosniak, L., 231–232
Chun, E., 334
Civil rights movements, 36, 50
Civil War, U.S., 24, 46
Clark, A. E., 165
*Class v. Towson University*, 186–187
Classrooms: accommodation in, 245–246; design, 243; furniture, 243–244; information resources and assistive technology for, 244–245; restrooms and, 244; safety in, 245; sound and lighting, 244; supporting students, 243–246
Clerc, Laurent, 14
Climate: campus community training for, 218–219; creating inclusive, 214–220; for disabled faculty and staff, 211–220; facilities and physical access in, 219; organizational structure for, 217–218; policy changes for, 216–217; support in, 219–220. See also Campus climate
Clinical experiences, 349–350
Closed captioning, 305, 312
Cochlear implants, 22–23
Cognitive aids, 305
Cogswell, Mason Fitch, 14
Cole, E. V., 413
Collaborative programs, 375–376
College Students with Disabilities Campus Climate Survey, 264
Collier, R., 6
Common identity. See Disability consciousness
Common School Movement, 14
Community college students, 177–180, 378–379
Complex identities, 149
Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, 14
Connor, D., 156
Consultant-tailored assessment, 265–268
*Cook v. State of Rhode Island*, 119
Coomes, M. D., 415–416, 420
Copley, T. Y., 77
Cordano, R. J., 348
Corker, M., 67
Costenbader, V., 413
Côté, P., 200–201
Council for Exceptional Children, 99, 287
Council for the Advancement of Standards in Higher Education (CAS), 357, 359–360
Counseling centers, 137, 172, 393–396
Cowles, J. R., 157

**Index**

CPED. See Center on Postsecondary Education and Disability
Critical disability theory (CDT), 66–69, 86
Critical realism, 3, 69–71, 87
CUD. See Center for Universal Design
Cultural model of disability, 62
Cultural perceptions of disability, 12, 162, 184, 430
Cutting Edge Program, 375

**D**

DACA. See Deferred Action for Childhood Arrivals
Daley, S. C., 330
Dallas, B. K., 416
Dart, Justin, 41–43
Davidson, J., 146–148
Davila, Robert, 22
Davis, Lennard, 228–229
Davis, R. B., 220
d/Deaf, 135–136
de Lorenzo, D., 22
Deaf education: cochlear implants in, 22–23; early education in, 15–15; ethnic differences in, 15; higher education in, 20–22; in history of disability, 13–23; mainstreaming and, 18–19; oralism versus manualism in, 15–18; social justice aspect of, 23
Deaf President Now! protest, 21–22, 52
Deaf schools, 13–15, 17–18, 46, 48
Dear Colleague letters, 110–113, 317, 358, 392
Deferred Action for Childhood Arrivals (DACA), 190
Denhart, H., 251
Deniston, T., 179
Department of Fair Employment and Housing and the United States v. LSAC, 119–120
Department of Justice (DOJ), 111–113, 115–117, 316–317, 358, 397, 405, 436
Dependency, 56, 61, 93, 206
derntl, M., 338
Design for all people, 276
Dewey, John, 18
Diabetes, 56, 77, 127, 135, 139, 204
*Diagnostic and Statistical Manual of Mental Disorders*, 102, 134, 362
Diaz, E. M., 163
*A Dictionary of American Sign Language on Linguistic Principles*, 18, 50
Disability: African Americans and, 67; apparent and non-apparent, 127–128; Asian Americans and, 67; attitudes about, 2; burden of, 65; defined, 62,
65, 383, 432; as dichotomous, 60; as fluid and temporal, 67, 69; language for, 4–7; as mysticism, 56; psychoemotional aspects of, 64; psychological, 136–138; as public health issue, 57; qualifying of, 12; social construction of, 237–240; social justice approach to, 1–4; statistics, 131–133, 188–189; stigma and, 119, 129, 156, 175; usage of, 5; work, 200

Disability, history of: activism in, 22–45; conclusion, 45; deaf education in, 13–23; overview, 11–13; significant moments in, 46–53; veterans’ influence in, 23–32

Disability consciousness, 62, 66, 152, 169, 445–446


Disability justice: activism, 3, 77; model, 3, 76–77, 89

Disability law and education: activism, 1960–1975, 94–95; animals in campus housing and, 116–117; assistive technology and auxiliary aids in, 112–115; campus facilities and, 115–116; conclusion, 120; dynamic nature of, 110–112; early laws, colonization to 1900, 92; economic opportunity and integration, 1900–1945, 93; foundational education legislation, 95–101; initial access to education, 1945–1960, 93–94; institutional responsibilities in, 104–106; international influences, 118–119; K-12 and postsecondary education transitions in, 106–110; obesity and, 119; overview, 91–92; pending and future issues in, 110–120; standardized testing in, 119–120; student responsibilities in, 101–104; temporary accommodations in, 118; white cane laws, 54

Disability models: CDT as, 66–69, 86; conclusion, 78, 80; critical realism as, 69–71, 87; disability justice as, 76–77, 89; functional limitations (rehabilitation) model, 7, 59–62, 83; interactionist model, 77–79, 90; medical model, 57–59, 82; minority group (sociopolitical) model, 64–66, 85; moral model, 56–57, 81; overview, 54–55; social justice (ableist or disability oppression) model, 71–76, 88; social model, 62–64, 84; summary of, 81–90

Disability oppression theory. See Social justice model of disability

Disability resource office (DRO), 102, 107–109, 112, 156–157; administration of, 369–374; advocacy by, 370–371; assessment by, 371; assistive technology by, 313; branding and language of, 373–374; budgeting by, 371–372; collaborative programs of, 375–376; communicating accommodations process, 365; conclusion, 380; connecting work of, 162; core activities of, 363–379; documentation and, 365–366; facilitating accommodations, 366–369; future of, 379–380; grievance process and, 372; hiring and supervision by, 372–373; history of, 356–357; institutional characteristics of, 358; location of, 172; members of, 193; mission statement of, 374; models of, 360–363; outreach by, 374–379; overview, 355–356; philosophical components of, 360; professional standards for, 359–360; responsibilities, 184; service provision for, 364–369; staff of, 165, 167, 292, 331, 414, 426, 435; student engagement and development with, 378–379; student experience with, 258–259; support from, 177; transition assistance by, 377; websites, 378

Disability rights, 33–34, 36–42, 64

Disability Rights Education and Defense Fund (DREDF), 41–42

Disability themed housing, 403

Disability theories, 3, 66–69, 86, 154–155

Disability-first language, 5–6, 69, 373

Disabled, 5, 57

Disabled American Veterans, 27, 48

Disabled faculty and staff: ADA and, 201; ADAAA and, 201; attitudinal barriers to, 204–206; climate for, 211–220; conclusion, 220–221; human resource perspectives on, 199–201; law suits of, 201–202; legal perspectives on, 201–203; overview, 197–199; personal narratives of, 209–211; policy barriers to, 206–209

Disablism, 71

Disclosure, 146–148, 156–157, 162, 168, 184, 210, 228, 282, 328


Dohn, A., 342–343

DO-IT model, 295–297, 300, 338

DOJ. See Department of Justice

Dolan, R. P., 334, 335

Domenico, D. M., 184

Dowrick, P. W., 229, 257–259
DREDF. See Disability Rights Education and Defense Fund
DRO. See Disability resource office
Duffy, J. T., 370, 372, 373
Dunlap, J. C., 346
Dunn, D. S., 150, 152–153
Dupuis, L., 69, 249, 269–272
Duval v. County of Kitsap, 105

E
Ecological identity models, 146–149
ED. See Emotional disorders
Education: Federal Board for Vocational Education, 26; FERPA, 106–108, 366, 414; K-12 and postsecondary transitions, 106–110; Parents’ Movement for Integrated Education, 37–39; sex, 68; for veterans, 27. See also Deaf education; Disability law and education; K-12 education; Postsecondary education
Education for All Handicapped Children Act, 18, 38, 41, 51, 95, 356
Educational software, 399
EEOC. See Equal Employment Opportunity Commission
EEOC v. Resources for Human Development, 119
Eibach, R. P., 144
Eisenberg, D., 137
Elhoweris, H., 166
ELL. See English language learners
Elliott, M., 192
Elliot, W., 159
Emotional disorders (ED), 164
Emotional support animals (ESAs), 116–117, 400–401
Employment, 199–203
Empowering identities, 148
Enabling Technology Laboratory, 318
Engle, J., 182–183
English as a Second Language (ESL), 181–182
English language learners (ELL), 181–182
Enlightenment philosophy, 23–24
Equal Employment Opportunity Commission (EEOC), 102–103, 118–119, 188, 199
Equality, 2, 19, 75–76, 247, 363
Equity, 42, 74–75, 92, 247, 301, 328
Equity and Excellence in Higher Education project, 301
Erevelles, N., 160, 162
Erkilic, M., 295
ESAs. See Emotional support animals
ESL. See English as a Second Language
Ethnicity, in social identities, 159–163
Eugenics movement, 17, 33, 34, 47
Evacuations, 392
Evans, N. J., 2, 77
Exclusion, in instructional interventions, 329

F
Facilities management, 397–398
Faculty: actions of, 237; attitudes, 234–235; in campus environment, 239–240; development, 246–247; experience of, 236; in human aggregate, 234–237; knowledge of, 235–236; students and, 256–258. See also Disabled faculty and staff
Fair Housing Amendments Act (FHAct), 116–117
Federal Board for Vocational Education, 26
Feist, A., 232
Fern, E., 127
Fernandes, Jane, K., 22
FERPA. See Family Educational Rights and Privacy Act
Ferri, B., 156
FHAct. See Fair Housing Amendments Act
Figliozi, J., 168
Figueroa, R. A., 181–182
Financial aid, 190, 423
Fine, M., 57
Fine arts, 342–345
Finkelstein, L. M., 204–205
Finkelstein, Vic, 62
First-generation students, 182–183
Fisher, B. S., 396
Flannery, B. K., 326
Fleischer, D. Z., 22, 43
Fletcher, T. V., 182
Flores-Torres, L., 232
Food allergies, 397
Forber-Pratt, A. J., 146, 149–150
Ford, Gerald, 51
Foster, Andrew, 21, 50
Foucault, M., 66
Fourteenth Amendment, 190
Frank, Z. L., 161
Fuecker, D., 207
Fuerth, K., 168
Fujiiura, G. T., 131
Fuller, M., 335
Funckes, C., 363
Functional impairment, 25, 65, 122, 220
Functional limitations (rehabilitation) model of
disability, 7, 59–62, 83
Fundamental Principles of Disability, 62

G
Gable, S. L., 6
Gallaudet, Edward, 20
Gallaudet, Thomas Hopkins, 14, 20
Gallaudet University, 17–18, 20–22, 52–53
Gamson, Z. F., 289
GAO. See Government Accountability Office
Gardner, K., 428
Garland, J. L., 179
Garrison-Wade, D. J., 419
Garza-Villarreal, E. A., 342–343
Gassaway, L. J., 164
Gender, in social identities, 163–166
Gerdes, H., 264
Getzel, E. E., 427, 433
GI Bill, 28, 93, 356
Gilbert, M., 241
Gill, C. J., 207–208
Gillies, J., 69, 249, 269–272
Glass, D., 345
Goldstein, E., 241–242, 244
Gonzalez, C., 192
Goodley, D., 363
Goodwin, S. A., 198
Government Accountability Office (GAO), 228
Grade point average (GPA), 383–384, 386, 421–422
Graduate school, 435–436
Graham-Smith, S., 335
Gray, J. T., 146
Great Depression, 34–35
Grykay, E. A., 163
Grievance process, 105, 262–263, 364, 372
Griffin, P., 1
Grigal, M., 413
Grossman, P., 95
Groove City v. Bell, 41
Guckenberger v. Boston University, 104–105
Gugert, J., 370, 372, 373
Guillain-Barré syndrome, 34
Guzman, A., 360–361
Gwin, Lucy, 37

H
Hackman, H. W., 169, 289
Hahn, H., 65–66
Hahn, Harlan, 64
Hall, T. E., 334, 373
Halpern v. Wake Forest University Health Science, 103
Hammig, S. B., 325, 331–335
Handicapped, 4, 97
Hannah, J., 253
Harbour, W. S., 131, 207, 330, 372
Hard of hearing, 132–133, 135–136, 213, 245, 314
Hardiman, R., 74
Harkin, Tom, 42–44
Harley, D. A., 164, 168
Hayashi, R., 233–234
Heagney, M., 428
Health: ACHA, 137–138, 395; ACHA-NCHA II, 395; centers, 393–396; chronic conditions, 135; mental health conditions, 136–138; postsecondary education concerns, 420; public health, 57
Heaton, P., 342–343
Henderson, V. L., 146–148
Hendrick Hudson Central School District v. Rowley, 19
Hennessey, M. L., 435
Henry, W. J., 168
HEOA. See Higher Education Opportunities Act
Hergenrather, K., 233
Herriott, T. K., 2
Heyer, K., 257
Hickel, R., 25
Higbee, J. L., 209–210, 289–290
Higher Education Opportunities Act (HEOA), 91, 99–100
Hirsch, M. M., 161
A History of American Higher Education (Thelin), 12–13
Hogan, D. M., 146
Hong, B. S. S., 255–259
Hospital-schools, 59
Howarth, J. W., 205–206
Howe, Samuel Gridley, 14, 16
Hoyer, Steny, 42
Hudson, L., 135
Hughes, C., 413
Human aggregate: in campus environment, 230–237; faculty in, 234–237; nondisabled students in, 230–234
Human dignity, 2, 373
Human resources. See Employment
Human rights, 68
Hunt, J., 137
Hutcheon, E. J., 6, 72, 260, 373

I
Iantaffi, A., 205–206
IAT. See Implicit Association Test
IDEA. See Individuals with Disabilities Education Act
IEP. See Individualized education plan
Iezzoni, L. I., 220
ILCs. See Independent living centers
Impairment: ABI as, 133–134; ADHD as, 134; ASD as, 134–135; campus environment supporting students, 240–249; categorizing, 125–131; chronic health conditions, 135; in college populations, 131–139; conclusion, 139; deafness and hard of hearing as, 135–136; definition, 4–5, 65; extent of and impact on daily functioning, 125–127; identifying, 127; implications of, 130–131; labels and categories in, 123–125; learning disabilities as, 136; mobility, 138–139; overview, 122–123; perception of, 130; psychological disabilities and mental health conditions, 136–138; stable, progressive, chronic, episodic, 126–127; stigma around, 119, 129–130
Implicit Association Test (IAT), 232
Imrie, R., 277, 2858
Independent living centers (ILCs), 37, 39, 50
Independent living movement, 36–37
Individualized education plan (IEP), 38, 107, 365, 411, 418
Individuals with Disabilities Education Act (IDEA), 19, 38–39, 106–107, 177, 412
Information technology (IT), 276, 283, 310, 322
Inside Higher Education, 188
Institution-specific assessments, 264–265
Instructional interventions: accommodations as, 326–327; alternative approaches of, 343, 346–350; assessment and evaluation of, 334–335; backward design in, 331–332; barriers addressed in, 330–331; barriers to change in, 329–330; computer-mediated and web-based instruction as, 346–347; conclusion, 350–351; current practice, 325–331; effective practices in, 331–336; exclusion in, 329; for fine arts, 342–345; inequity in, 328; instructor approachability and empathy in, 335; large classes in, 343, 346; learning communities for, 347–348; multiple means of presentation as, 332; overview, 324–325; practicums, clinical experiences, internships as, 349–350; problems with current services, 328–329; required disclosure with, 328–329; for STEM, 338, 340–342; study-abroad in, 348; teaching strategies and learner supports, 333–334; tribal education, 350; in world languages, 337–339
Interactionist model of disability, 77–79, 90
Interconnected campus community, 270–271
Interdependence, 2–3, 77, 269, 439
International Congress on the Education of the Deaf, 16–17
International students, 183–184
Internships, 349–350, 369, 390, 404, 433–435
Intersectionality, 23, 68–69, 72–73, 76, 88, 143–144
Isolation, 171, 211, 230, 385, 394
IT. See Information technology
Ivy Access initiative, 337
Izzo, M., 313, 335

J
JAN. See Job Accommodations Network
Janiga, S. J., 413
Javitz, H., 135
JAWS. See Job Access With Speech
Jehangir, R. R., 347
Jennifer, W. Y., 135
John, D. R., 313
Johnson, Lyndon, 41
Johnson Santamaria, L., 182
Johnston, C. S., 330
Johnstone, C. J., 145, 146, 148–149
Jones, D., 139
Jones, K., 184
Jones, S., 145, 155–156
Jordan, I. King, 21–22
Journal for the Theory of Social Behavior, 71

K
K-12 education, 106–110, 158, 412–416
Kalivoda, K. S., 241, 280, 358
Kant, Immanuel, 87
Kasnitz, D., 374
Kauffman, J. M., 64
Keller, Helen, 47
Kemp, Evan, Jr., 41–42
Kennedy, Ted, 42
Kerka, S., 176
Kessler, D., 150
Keys, C., 236
Kinney, D. P., 346–347
Kinney, L. S., 346–347
Index

Kirk, H. M., 427
Kirsh, B., 394
Kleashers, William, 29
Knight, M. G., 160, 161, 172
Koch, L. C., 241, 385
Kometalsky, K. G., 232
Korbel, D. M., 411, 434
Korean War, 31
Kosciw, J. G., 163
Kraus, A., 146, 150–152
Krezmien, M. P., 160–161
Kübler-Ross, E., 150
Kuchmas, et al v. Towson University, et al., 116
Kurth, N., 360
Kurzweil, 307, 309

L
Lafayette, S., 335
Lan, W., 235
Landmark College, 301
Language: ability diverse, 6; ASL, 15, 17–18, 21–22, 229; to avoid, 7; barriers, 161; Black Sign Language, 15, 22; for disability, 4–7; disability-first, 5–6; of DRO, 373–374; person-first, 5–6, 69; world, 337–339
Larsen, B., 192
Law. See Disability law and education
Law School Admission Council (LSAC), 119–120
LD. See Learning disabilities
League of the Physically Handicapped, 34
Learning communities, 347–348
Learning disabilities (LD), 2, 61, 126, 136, 160, 164, 259
Lechtenberger, D., 419
Lehmann, J., 179, 419
Leland and Fair Housing Council of Oregon v. Portland State University, 117
Lesbian, gay, and bisexual (LGB) in social identities, 167–169
Letter to Doane College, 111
Letter to Glendale Community College, 111
Letter to Loyola University of Chicago, 111
Letter to Michigan State University, 111
Letter to Platt College, 111
Letter to University of Wisconsin-Milwaukee, 111
Lewin, Kurt, 225
LGB. See Lesbian, gay, and bisexual
Loisel, P., 200–201
Lombardi, A., 236, 264
Longmore, Paul, 64
Louisiana Tech, 113–114
LSAC. See Law School Admission Council
Ludwig-Hardman, S., 346
Lundberg, N. R., 249
Lutz, B. J., 58

M
Mace, Ron, 277, 279
MacKinnon, F. J. D., 74
Madaus, J. W., 30–31, 332, 413, 417, 423, 433
Madigan, J. C., 164
Madriaga, M., 261
Mainstreaming, 18–19
Making Good on the Promise: Student Affairs Professionals with Disabilities (Higbee and Mitchell), 209–210
Making STEM Accessible to Postsecondary Students with Disabilities (Burgstahler), 338
Mamiseishvili, K., 241, 248, 256, 378, 384–385
Man, M., 231–232
Mann, Horace, 14
Manualism, 15–18
Marini, I., 292
Markle, L., 139
Markoulakis, R., 384, 394
Marks, D., 64
Marrakesh Treaty, 117–118
Marx, Karl, 87
Materialist model of disability, 62
Mathews v. NCAA, 186
May, G. E., 233–234
McCarthy, E. P., 220
McCaughey, T. J., 231
McConnell, A. E., 434
McCormick, J., 169
McCoy, V. A., 423
McGowan, B., 416
McGregor, K. K., 158–159
McGuire, J. M., 325, 329, 332, 411
McLean, P., 428
Medical marijuana, 408–409
Medical model of disability, 57–59, 82
Medical rehabilitation, 26, 60
Medina, B., 326
Meechosa, H., 69
Mellard, D., 360
Mentally retarded label, 160
Meredith, James, 94
Merlot Elixr, 337
Mershon v. St. Louis University, 103
Meyer, A., 275
Miami University, 113–114
Michalko, R., 60–61
### Index

- **Michigan Paralyzed Veterans of American and the United States v. The University of Michigan and The Regents of the University of Michigan**, 115–116
- Middle East conflicts, 31–32
- Mikelson, J. D., 191, 192
- Milani, A. A., 349
- Miller, R., 168
- Miller, W. K., 192
- Mills College, 115, 227
- *Mills v. Board of Education*, 95
- Minear, A., 157, 160, 162
- Mills v. Board of Education
- Mingus, M., 76–77
- Minority group (sociopolitical) model of disability, 64–66, 85
- Mitchell, A. A., 209–210
- Mobility impairment, 138–139
- Model of social and psychosocial identity, 149–150
- Mogro-Wilson, C., 231, 234, 236–240
- Monroe, A., 425
- Moos, R. H., 225–226
- Moral model of disability, 56–57, 81
- Morgan, S., 198
- Morarity, M., 329, 330
- Morrill Act, 93
- Motschnig-Pitrik, R., 338
- *Mouth: The Voice of Disability Rights*, 37
- Muccigrosso, L., 184
- Multidimensional model of identity, 150–152
- Multiple aspects of identity, 143–144, 170–171
- Multiple means of representation, 287, 332
- Murray, A., 313, 326
- Murray, C., 236, 240, 247, 264, 326
- Mysticism, 56

### N

- NAAFA. See National Association to Advance Fat Acceptance
- NAD. See National Association of the Deaf
- *NAD v. MIT*, 114
- Nagi, S. Z., 60
- Nario-Redmond, M. R., 127
- Narrative identity models, 152–153
- Narrative intake process, 365–366, 414
- National Association of College and University Attorneys, 117
- National Association of the Deaf (NAD), 22–23, 33–34, 47, 114
- National Association to Advance Fat Acceptance, 119, 189
- National Center for Educational Statistics (NCES), 131, 176
- National Collegiate Athletic Association (NCAA), 186
- National Federation of the Blind (NFB), 34, 39–40, 49, 318
- National Fraternal Society of the Deaf, 34
- National Longitudinal Transition Study (NLTS), 357, 379, 383, 395
- National Postsecondary Aid Study, 436
- National Science Foundation (NSF), 198–199
- National Technical Institute for the Deaf (NTID), 21
- NCAA. See National Collegiate Athletic Association
- NCES. See National Center for Educational Statistics
- Ne’eman, A. D., 373
- Negotiated identity, 151–152
- Neumann, Judith, 50
- Neuroatypical, 5
- Neurodivergent, 5
- Neurodiversity, 5, 134, 205
- Neurominority, 134
- Neurotypical, 134
- New Deal, 93
- New Left movements, 71
- *New Mobility*, 253
- Newman, L., 367
- NFB. See National Federation of the Blind
- Nichols, A. H., 278
- Nielsen, K., 17, 35, 94, 193–194
- Nixon, Richard, 39
- NLTS. See National Longitudinal Transition Study
- Noel, J. G., 127
- Nondisabled students, 230–234, 238–239
- Nontraditional learners. See Disorder adult learners
- Normalcy, 12, 72, 74, 123, 205, 440
- NotAlone.gov, 165
- Nowak, T. M., 164
- Nowik, C. M., 255–256, 326
- NSF. See National Science Foundation
- NSSE benchmark scores, 376
- NTID. See National Technical Institute for the Deaf
- Nugent, Tim, 29–31, 94

### O

- Obama, Barack, 118
- Obesity, 56, 119, 130, 189
- O’Connor, R., 181, 182
- OCR. See Office of Civil Rights
- OFCCP. See Office of Federal Contract Compliance Programs
- Office of Civil Rights (OCR), 99, 110–111, 361, 392, 406–408
- Office of Federal Contract Compliance Programs (OFCCP), 202
Index

Oginga Siwatu, K., 235
Ohio Mechanics Institute, 27
Oliver, Michael, 62
Olkin, R., 54, 57, 122, 206–208, 216–217, 219
Oppression, 1–2, 65, 72–73, 127, 155, 255
Oralism, 15–18, 46
Organizational campus environment, 227–230
Orosco, M. J., 181, 182
Orr, A. C., 325, 331–335
Ortiz, A. A., 181
Osterberg, Arvid, 276
Ostiguy, B. J., 298
Otherwise qualified, 39, 101, 111–112, 201
Ouellett, M. L., 326
Overcompensating identity, 148

P
Paetzold, R. L., 129, 204, 218–219
Pahulu v. University of Kansas, 186
Pardo, P., 349
Parenting students, 184–186
Parents’ Movement for Integrated Education, 37–39
Parsons, T., 58
Pascarella, E. T., 378
PASS-IT project, 301
Paternalism, 72
Patton, L. D., 146, 154
PCAs. See Personal care assistants
PCEH. See President’s Committee on Employment of the Handicapped
Peer-led team learning (PLTL), 338
Peña, M., 59, 242
Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania, 38, 51, 95
Personal care assistants (PCAs), 139, 184, 401, 403, 423
Personal narratives, of disabled faculty and staff, 209–211
Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), 190
Person-first language, 5–6, 69, 373
Peters, M. L., I, 298
Physical campus environment, 226–227, 241–246
PLTL. See Peer-led team learning
Poch, R., 330–331
Policies: assistive technology development, 320–321; barriers to disabled faculty and staff, 206–209; changing for climate, 216–217; conduct, 409; for physical campus environment, 241; supporting students, 246
Polio epidemics, 33–34, 48, 94
Political identity models, 153–154
Ponticelli, J. E., 425
Post-9/11 Veterans Educational Assistance Act, 32, 53
Postsecondary education, 338; admissions in, 422–423; advocacy in, 419–420; assistive technology independence in, 426–427; campus climate and, 421; challenges and support in, 418–422; CPED, 291–292, 300; disability law and education in, 106–110; entering as adult learner, 418; entering from K-12, 412–416; entering from military, 416–418; entry transition in, 412–424; exit from, 431–436; financial aid in, 423; health concerns in, 420; lack of research in, 421–422; orientation to, 424; preparation for, 419; transfer students in, 425–426; transitions during, 425–431
Posttraumatic stress disorder (PTSD), 32, 183, 192
Potter, C., 250
Potts, T., 205, 208
Poverty, 56, 413
Powerful nonimpaired, 64
Powerless impaired, 64
Practicums, 349–350, 369
President’s Committee on Employment of People with Disabilities, 35, 49
President’s Committee on Employment of the Handicapped (PCEH), 39–40, 49
Price, J., 205, 207, 208, 219
Pride, 153
Problem magazine, 33
Problematic language, 7
Progressive era, 17
PRWORA. See Personal Responsibility and Work Opportunity Reconciliation Act
Pryal, K. R. G., 165, 209, 220
Psychological disabilities, 136–138
Psychosocial identity, 149–150
PTSD. See Posttraumatic stress disorder
Public Law 16, 93
Purdie-Vaughns, V., 144
Pushkin v. Regents of the University of Colorado, 112
Putnam, M., 153–154

Q
Quaye, S. J., 278
Quick, D., 179
Quinones v. University of Puerto Rico, et al., 103

R
Race, in social identities, 159–163
Ramisch, J. L., 416
Rankin, S., 212, 253, 265, 267–268
Rauscher, L., 289
Reagan, Ronald, 41–42, 52
Reasonable accommodation, 44, 98, 103
Recognition networks, 286
Recreational sports, 391–392
Red Cross Institute for Crippled and Disabled Men, 27
Rehabilitation: functional limitations model of disability as, 59–62; social and medical, 26; during World War I, 25–27; during World War II, 28
Reid, D. K., 160–161, 172
Religion, in social identities, 166–167
Respect, 2, 75
Retention, 325, 349, 378, 383–386
Revolutionary War Pension Act of 1818, 24
Reyes, M. G., 277
Rhodes, S., 233
Riddell, S., 148
Ritchie, M., 183–184
Roberts, Ed, 35–37, 50, 94
Roberts, K., 264, 434
Robertson, S. M., 375
Rodas, J. M., 179–180
Roessler, R. T., 218, 219, 427
Rojahn, J., 231–232
Rolland, J. S., 126
Rolling Quads, 35–36, 50, 94
Roosevelt, Franklin Delano, 33–34, 48
Rose, D., 275, 286–287, 330
Rose, S., 93–94
Roufs, K. S., 245
Russo, H., 164–165
Ruffins, P., 316
Rupp, D. E., 204–205
Russ-Eft, D., 425
Rutkowski-Kmitta, V., 131

S
Safety, 245, 392–393
Salend, S. J., 166
Salmen, J. P. S., 241
Samuels, E., 156
Sanford, C., 158–160, 164
Sanford, J., 231–232
Santuzzi, A. M., 204–205
Saunders, S. A., 411
Savage, T. A., 164
Scambler, G., 55, 58
Scambler, S., 55, 58
Scavarda, M., 184
Scharper, Harold, 94
Scherer, H. L., 396
Schriner, K., 66
Schur, L., 220–221
Schwarz, R., 181, 182
Science, technology, engineering and mathematics (STEM), 329, 338, 340–342, 424
Scotch, R. K., 380
Scott, S. S., 325–327, 329, 332–333
Seale, J. K., 228
Second Great Awakening, 13–14, 46
Section 504. See Rehabilitation Act of 1973
Section 508. See Rehabilitation Act of 1973
Section 1754, 24
Segoria, J., 193, 417
Self-advocacy, 45, 109, 154, 180, 235, 256, 264, 386, 412–414, 419–420, 426
Self-identification, 155–157
Self-worth, 153
Service animal, 116–117, 400–401
Servicemen’s Readjustment Act of 1944. See GI Bill
Severely Injured Military Veterans: Fulfilling Their Dream, 32
Sex education, 68
Sexual orientation, in social identities, 167–168
Sexual violence, 165
Shackelford, A. L., 417
Shakespeare, T., 3, 5, 63–64, 153–154
Shannon, C. D., 233
Sharpe, M. N., 313
Shaw, S. F., 334, 338, 346
Sheltered workshops, 27
Shigaki, C. L., 211, 216–218
Shlasko, D., 298
Shulman, D., 181
Shuttleworth, R., 69
Sick role, 58
Siebens, H., 220
Siebers, T., 145
Sign language, 14–19, 39, 48, 98, 135, 205, 314, 368, 397, 428
Silver, P., 288–289
Simpson-Brown, R., 184
Skinner, M. E., 235
Slavery, 24–25
### Index

Smith, J. D., 166–167  
Smith, K. M., 249  
Smith, R. M., 1  
Smith, S., 73, 75  
Smith-Chandler, N., 67  
Smith-Fess Civilian Vocational Rehabilitation Act of 1920, 26, 48, 93  
Smith-Sears Veterans Vocational Rehabilitation Act, 26, 48  
Snyder, J. A., 396  
Snyder, M., 423  
Social class, in social identities, 158–159  
Social identities, 3, 149–150, 157–158; ethnicity in, 159–163; gender in, 163–166; overview, 157–158; race and ethnicity in, 159–163; religion and, 166–167; sexual orientation and, 167–168; social class and, 158–159  
Social integration, 385–386  
Social justice: activism and, 44–45; approach to disability, 1–4; in campus environment, 249–251; CDT and, 68; deaf education aspect of, 23; social justice (ableist or disability oppression) model of disability, 71–76, 88; in student affairs, 409; UD and, 298–299; veterans and, 32  
Social justice model of disability, 71–76  
Social model of disability, 62–64, 84  
Social rehabilitation, 26  
Social Security Act, 93  
Social values, 12  
Social/cultural experience, 70  
Socially ascribed, disempowering identities, 148  
Soneson, H. M., 348  
South Carolina Technical College system, 113–114  
*Southeastern University Community College v. Davis*, 98, 100–101, 112  
Stage identity models, 149–152  
Standardized testing, 119–120  
Stapleton, L., 172  
STEM. See Science, technology, engineering and mathematics  
Stevens, C., 187–189  
Stevens, T., 235  
Stevenson, Adlai, 29  
Strahlman, N., 334  
Strategic networks, 286  
Stratton, William, 30  
Straus, J. N., 342  
Strohmer, D. C., 231  
Student affairs: accommodations and, 384; admissions in, 422–423; advising in, 390–391; alumni relations in, 398–399; athletics and recreational sports in, 391–392; campus safety and, 392–393; conclusion, 410; dining and event services in, 396–397; facilities management in, 397–398; financial aid, 423; health and counseling centers and, 393–396, 420; identity-based services in, 399; knowledge about disability in, 386–388; orientation programs and, 424; overview, 382–383; persistence, retention, graduation of students, 383–386; residence life in, 400–403; social integration and, 385–386; social justice in, 409; student conduct in, 405–410; student involvement in, 403–404; UD in, 388–389  
Student organizations, 404  
Students of size, 187–189  
Study-abroad, 348, 428–431  
Sulak, T., 419  
Sullivan, M. M., 334  
*Summers v. Altarum Institute Corp.*, 118  
Sutherland, I., 12  
Swain, J., 156, 161, 175
Swart, E., 67
Swift, M. L., 156, 164, 177

T
Takahashi, K., 434
Tate, A., 419
TBI. See Traumatic brain injury
Technology Related Assistance for Individuals with Disabilities Act (Tech Act), 304–305
Telecommunications Act of 1996, 111, 317
Temporary accommodations, 118, 186
TENS. See Transcutaneous electrical nerve stimulation
Terenzini, P. T., 378
Terrill, L., 182
Thalacker, B. E., 184
Thelin, John, 12–13
Third-party providers, 101, 115, 317
Thomas, C., 64
Thornam, C. I., 346
Thorne, S., 169
Tiegel, Agatha, 20, 47
Tincani, M., 160–161
Tinto, V., 182–183
Titchkosky, T., 143, 379–380
Title III. See Americans With Disabilities Act
Title IX, 165–166, 185, 218
Tomlinson, D., 349
Totty, M. C., 358
Training, 218–219, 321
Transcutaneous electrical nerve stimulation (TENS), 304
Transfer students, 180, 425–426
Transition assistance. See Transition planning
Transition planning, 159, 259, 377, 412–413
Traumatic brain injury (TBI), 32, 133–134
Travers, J. C., 160–161
Tribal education, 350
TRIO programs, 162, 375
Tudge, J., 146

U
UConn model, 292–293
UD. See Universal design
UDI. See Universal design for instruction
UDL. See Universal design for learning
UID. See Universal instruction design
U.N. Convention on the Rights of Persons with Disabilities and Optional Protocol, 118
Undergraduate research, 404
Underhile, R., 157
Undocumented students, 189–190
Undue burden, 44
Unemployment, 56
United States v. University of Nebraska, 117
Universal design (UD), 63; application of, 280–284; from barrier-free design, 277–280; conclusion, 301–302; in conduct policies, 409; critiques of, 295–298; implementation of, 282; IT in, 283; overview, 274–275; physical spaces in, 283–284; principles of, 275–277; process of, 282; resources for, 300–301; services in, 281–283; social justice and, 298–299; in student affairs, 388–389
Universal design for learning (UDL), 280, 336; critiques of, 295–298; development, 285–287; guidelines, 288–290
Universal instruction design (UID), 287–291
Universally designed technology, 305, 307–308
University of California-Berkeley, 35, 94, 113
University of Illinois program, 29–31, 94
University of Illinois program, 29–31, 94
University of Michigan, 115–116
UReturn program, 215
U.S. Department of Justice v. The University of Nebraska at Kearney and the Board of Regents of University of Nebraska, 117

V
VA. See Veterans Administration
Valente, J. S., 184
Vance, M. L., 192, 210
Vernon, A., 64, 161, 175
Veterans: disabled, 24; early influence, 23–25; former slaves as, 24–25; higher education for, 27; in history of disability, 23–32; of Korean War, 31; of Middle East conflicts, 31–32; social justice and, 32; as students, 191–193; transitioning to college, 416–418; of Vietnam War, 31; of World War I, 25–27; World War II and, 27–31
Veterans Administration (VA), 30, 191
Veterans Bureau, 48
Veterans Educational Assistance Act, 32
Veterans Vocational Rehabilitation Act of 1918, 27
Vietnam Era Veterans’ Readjustment Assistance Act, 31
Vietnam War, 31
Vinson v. Thomas, 105
Index

Vocational Education Act of 1917, 26, 48
Vocational Rehabilitation Amendments of 1943, 28, 49
Vocational Rehabilitation Services, 61
Voluntary Product Accessibility Template (VPAT), 321
Vuust, P., 342–343

W
W3C. See World Wide Web Consortium
Wagner, M., 135
WAI. See Web Accessibility Initiative
Walker, N., 134
Waltz, P. R., 204–205
Ward, Jim, 44
Warner, T. D., 161
WCAG. See Web Content Accessibility Guidelines
Web accessibility, 114, 309–312, 319
Web Accessibility Initiative (WAI), 310, 319
Web Content Accessibility Guidelines (WCAG), 114, 310–312
Wei, X., 135
Weick, Lowell, 42
Wessel, R. D., 139
White cane laws, 34
White v. University of South Carolina-Columbia, 98–99
Whittaker, C., 166
Williams, G., 316
Williams, J., 211
Williams, S., 3
Wilson, A., 148
Wilson, B., 346, 347
Wilson, M. E., 74
Wirth, Jean, 35
Wise Tiedemann, C., 254
Wolbrin, G., 260, 373
Wong v. Regents of University of California, 102, 104–105
Work disability, 200
World languages, 337–339
World War I, 25–27
World War II, 27–31
World Wide Web Consortium (W3C), 309–310
Wren, C. T., 236, 326
Wright, Patrisha, 41, 42
Wright v. Columbia University, 186
Wynn v. Tufts University School of Medicine, 98

Z
Zabriskie, R. B., 249
Zames, F., 22, 43
Zinser, Elizabeth, 21
Zola, I. K., 207–208
Zubernis, L., 423
Zukle v. Regents of the University of California, 102