CONTENTS

List of Tables and Figures ix
Acknowledgments xi
Preface xiii
About the Authors xxv
Introduction: A Social Justice Foundation 1

Part One: Foundational Concepts 9

1 A History of Disability in Higher Education 11
   Deaf Education 13
   Influence of War Veterans 23
   Disability Activism 33
   Conclusion 45
   Discussion Questions 46
   Appendix: Significant Moments in the History of Disability in the United States 46

2 Disability Models 54
   Established Models 55
   Critical Approaches to Disability 66
   Social Justice (Ableist or Disability Oppression) Model 71
   Emerging Models 76
Conclusion 78
Discussion Questions 80
Appendix: Summary of Disability Models 81

3 Disability, Law, and Education in the United States 91
   Historical Overview 92
   Legislative Implications 101
   Pending and Future Legal Issues 110
   Conclusion 120
   Discussion Questions 120

4 Dimensions of Impairment and Disability 122
   Creating Categories and Labels 123
   Categorizing Impairment 125
   Impairments Commonly and Increasingly Seen in College Populations 131
   Conclusion 139
   Discussion Questions 139

Part Two: Population-Specific Experiences 141

5 Disability Identity Development and Multiple Aspects of Identity 143
   Multiple and Intersecting Social Identities 144
   Disability Identity Development in College Students 145
   Self-Identification as Disabled 155
   Social Identities 157
   Areas for Future Research 168
   Implications for Higher Education 169
   Conclusion 172
   Discussion Questions 173

6 Student Populations 174
   Adult Learners 176
   Community College Students 177
   Transfer Students 180
   English Language Learners and English as an Additional Language 181
   First-Generation Students 182
   International Students 183
   Parenting Students 184
<table>
<thead>
<tr>
<th>Part</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Athletes</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Students of Size</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Undocumented Students</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Favorite Hobbies, Yappy Dogs, and Now What?</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>196</td>
</tr>
<tr>
<td>7</td>
<td>Faculty and Staff with Disabilities</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Perspectives on Disabled Faculty and Staff</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>Barriers That Disabled Faculty and Staff Face in Higher Education</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Experiences of Disabled Staff and Faculty</td>
<td>209</td>
</tr>
<tr>
<td></td>
<td>Creating an Inclusive Climate</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td><strong>Part Three:</strong> Environmental Issues</td>
<td>223</td>
</tr>
<tr>
<td>8</td>
<td>The Campus Environment</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>Physical Environment</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>Organizational Environment</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>The Human Aggregate</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>Social Construction of Disability</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Creating Campus Environments That Support Students With Impairments</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Creating a Socially Just Campus Environment</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>251</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>251</td>
</tr>
<tr>
<td>9</td>
<td>The Campus Climate</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Definition of Climate</td>
<td>254</td>
</tr>
<tr>
<td></td>
<td>The Campus-Based Experiences of Impaired Students</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>The Impact of Climate on Disabled Students</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Studying Campus Climate</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>Transforming the Campus Climate</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>272</td>
</tr>
<tr>
<td></td>
<td>Discussion Questions</td>
<td>273</td>
</tr>
<tr>
<td>10</td>
<td>Universal Design</td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>Principles of Universal Design</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>The Evolution From Barrier-Free Design to Universal Design</td>
<td>277</td>
</tr>
</tbody>
</table>
Contents

Application of Universal Design in Higher Education 280
Universal Design in Instruction 284
Critiques of Universal Design and Universal Design for Learning 295
Universal Design and Social Justice 298
Resources for Additional Information 300
Conclusion 301
Discussion Questions 302

11 Assistive and Learning Technology 303
History of Assistive Technology 304
Accessible, Adaptive, and Universally Designed Technology 305
Guidelines for Accessible Design 308
Technology as an Accommodation 312
Barriers and Inaccessible Technology 313
Legal Requirements for Technology and Postsecondary Education 316
Eight Steps to Creating an Accessible Campus Technology Culture 319
Conclusion 322
Discussion Questions 323

12 Classroom Instructional Interventions 324
Current Practice 325
Effective Classroom Practices 331
Practices of Specific Academic Disciplines 337
Alternative Instructional Approaches 343
Conclusion 350
Discussion Questions 351

Part Four: Serving Students 353

13 Disability Resource Offices 355
Historical Overview of Disability Resources 356
Disability Resources Today 357
Core Activities of Disability Resource Offices 363
Considerations for the Future of Disability Resources 379
Conclusion 380
Discussion Questions 381
Contents

14 Student Affairs  382
   Persistence, Retention, and Graduation of Students With
   Disabilities  383
   Importance of Knowledge About Disability in Student Affairs  386
   Universal Design in Student Affairs  388
   Functional Areas in Student Affairs  390
   Conclusion  410
   Discussion Questions  410

15 Transitions and Student Affairs  411
   Entering Postsecondary Education  412
   Transitions During Postsecondary Education  425
   Exiting Postsecondary Education  431
   Conclusion  437
   Discussion Questions  437

   Conclusion: A Social Justice Approach to Disability in Higher
   Education: Strategies for Inclusion  438
   Strategies for Creating More Socially Just Campuses  440
   Conclusion  447

References  448

Index  501