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Altri autori (Persone)	Jenkins LindburgJaci NiedDanielle M
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Nota di contenuto	Allies for Inclusion: Disability and Equity in Higher Education; Contents; Executive Summary; Foreword; Acknowledgments; The Future of Equity and Inclusion: Creating Meaningful Change; Disability Defined: What Does It Mean?; Overview of the Monograph; A Historical Overview of the Disability Movement; Key Definitions and Early Policies; Definitions; Early Policies and the Spirit of Change; Groundbreaking Legislation: The Rehabilitation Act and ADA; Section 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act of 1990; Discussion of Key Court Cases Southeastern Community College v. Davis (1979)Pushkin v. Regents of the University of Colorado (1981); Doe v. New York University (1981); Doherty v. Southern College of Optometry (1988); Wynne v. Tufts University School of Medicine (1992); Guckenberger v. Boston

University (1997-1998); University of Alabama v. Garrett (2001); Conclusion; Disability of College Campuses: An Overview; Disability in Higher Education: What Is It?; College Students With Disabilities: Who Are They?; College Students With Disabilities: What Are They Saying? Perceptions and Preferences of Students and Employees With Disabilities; Disability Services in Higher Education: What Is Provided?; Students With Disabilities: A Shared Responsibility; Conclusion; Understanding Campus Complexity: Problems, Challenges, and Marginalization; Models of Disability; Major Student Development Theories Related to Disability; Studies by Troiano (2003) and Olkin (2003); Disability Identity Development Model (Gibson, 2006); The Transition Theory (Schlossberg, Waters, & Goodman, 1995); The Theory of Marginality and Mattering (Schlossberg, 1989) Attitudes Toward Disability; Disability Services on Campus; Student Veterans With Disabilities; Conclusion; Increasing Awareness: Allies, Advocacy, and the Campus Community; Defining Ally; Membership; Allies From Majority Identities; Allies Within Community; Theories of Ally Development; Broido's Model of College Student Ally Development; Edwards Aspiring Social Justice Ally Development Model; Bishop's Six-Step Model to Becoming an Ally; Washington and Evans's Model for Becoming an Ally; Praxis; Community of Allies; Allies for Disability: A Paradigm for Support; Conclusion

Increasing Awareness: Language, Communication Strategies, and Universally Designed Environments; Language of Disability; Affirmative and Negative Language; Communication Strategies; Communication Tips; When You Meet a Person With a Visual Disability; When You Meet a Person Who Is Deaf or Hard of Hearing; When You Meet a Person With a Mobility Disability; When You Meet a Person With a Cognitive Disability; Universally Designed Environments; Universal Design; Universal Instructional Design; Universal Design for Student Development; Conclusion; The New Movement in Disability Education and Advocacy A New Vision for Disability

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## Sommario/riassunto

Here is an overview of students with disabilities in postsecondary institutions and the importance of allies in their lives. It is a call to action for faculty, staff, and administrators in all facets of higher education, and emphasizes the shared responsibility toward students with disabilities and toward creating meaningful change. This monograph begins with a look into the future of disability education. How will students create their own identities? Will there be a need for disability accommodations or will a universally designed world eliminate that current necessity? It also loo

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