

## **Disability in Higher Education: A Social Justice Approach**

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*Disability in Higher Education* discusses the historical and theoretical approaches to disability education and considers what a “truly inclusive practice across the range of the collegiate experience might look like” (7). Accordingly, the book highlights institutional policies that impact academic performance and promote the success of disabled students and faculty. It also underscores the importance of disability resource officers and campus administration to disability education. The authors contend that a social-justice approach supports “students with disabilities. . . [by] working to change institutional structures and policies that support oppression of those with disabilities” (74).

The book has four sections. Section one focuses on the foundational conceptualizations of disabilities in higher education and offers a “counternarrative” that centers on the experiences of disabled students (13). The section rejects the medical and social models of disability, replacing them with a social-justice model. Notably, these four chapters address neither classroom instruction nor the field of religious studies. Rather, they outline a new theoretical approach for thinking about disability education generally.

Section two examines student and faculty populations that have disabilities. More specifically, the three chapters identify different groups, such as athletes or adult learners, who have members with disabled identities. Like the first section, these chapters do not stress pedagogical tools. Section two highlights the role of the disability resource office in creating an inclusive campus environment for students and faculty.

Section three discusses practice-oriented approaches to disability education for faculty. These five chapters specifically address issues around physical barriers, classroom instruction, and assistive learning technology. Still, the chapters focus primarily on disability theory rather than pedagogical tools. For instance, chapter ten outlines the features of Universal Design (UD), helpfully listing its eight principles in a table. But the chapter does not provide any practical examples of the implementation of UD in course design or classroom instruction. In this sense, section three is most concerned with “the basic concepts associated with the application of UD to instruction” (285).

Section four again focuses on the disability resource office. It identifies the “core activities” (363) of disability resource practitioners and explains how they help students transition into postsecondary education. While this section offers a robust account of the importance of disability resources, it does not directly relate to faculty or course instruction.

*Disability in Higher Education* expertly critiques the historical and theoretical approaches to disabilities in higher education and offers an alternative framework grounded in social justice and based on Universal Design. This resource is useful for faculty and disability resource officers working closely with students who have disabilities. The book highlights new theories and policies that relate to disability education. However, for faculty who want to learn more about pedagogical tools or implementing UD in the classroom, *Disability in Higher Education* only discusses the broad theory. In short, this book offers an account of the theories and policies that shape disability education but does not address the practical aspects of inclusive universal course design.