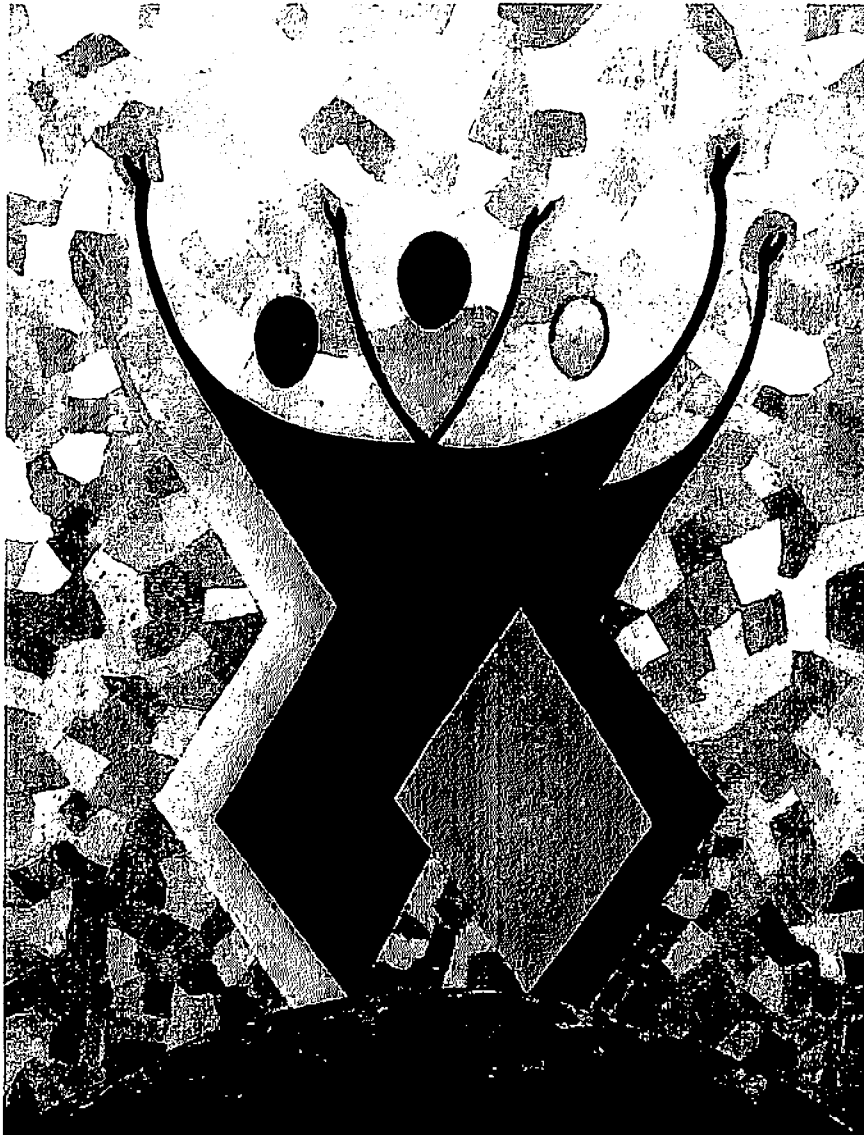


ABOUTCAMPUS

ENRICHING THE STUDENT LEARNING EXPERIENCE



MAKING SENSE OF WHAT MATTERS

Authors in this issue examine perennial issues in education from new vantage points, beginning with Karen Myers' recommendations for organizing disability education around student learning.

Robert Nash on the necessary work of finding purpose, Toby Jenkins on a model of cultural education, and more . . .

The two widely acclaimed Learning Reconsidered reports are helping to reshape the college student experience. Karen Myers applies their principles to the learning of students with disabilities and to students learning about disabilities.

By Karen A. Myers

Using *Learning Reconsidered* to Reinvent Disability Education

“WHO IS RESPONSIBLE for developing, ensuring, and assessing learning outcomes—student affairs, academic affairs, or both? This question yielded an exceptionally spirited debate between faculty members and student affairs professionals in my course *Disability in Higher Education and Society*. I was excited to learn more about this issue at the national Learning Reconsidered Institute, which had been convened to facilitate discussion of the principles laid out in two reports sponsored by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA): *Learning Reconsidered: A Campus-Wide Focus on the Student Experience (LR)* and *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience (LR2)* (both edited by Richard Keeling).

As the authors and editor of the reports gathered on the dais for the opening session of the institute, I took my seat in the front row—my usual location at presentations because I am legally blind. I saved seats for my students and colleagues, who had no idea that they would be only a few feet from the stage (an advantage and sometimes a disadvantage of hanging out with me). The sun was shining through a window directly behind

the speakers, causing them to literally disappear from view. So, in the true fashion of someone who is in the Acceptance stage of Jennifer Gibson’s Disability Identity Development Model, I asked the speakers whether I could close the ceiling-to-floor curtain behind them because of the glare. They were more than happy to oblige. Whether or not it is intentional on my part, disability seems to be ever present in my daily interactions.

THE DISABILITY–LEARNING RECONSIDERED CONNECTION

THROUGHOUT the two-day institute, I learned more about the impetus for the Learning Reconsidered (LR) project, an effort to reframe how educators view learning. It is clear that the LR work is consistent with other major reform efforts reflected in the Association of American Colleges and Universities’ *Greater Expectations* and *Liberal Education and America’s Promise*; ACPA’s *The Student Learning Imperative*; and the American Association for Higher Education, ACPA, and NASPA’s *Powerful Partnerships*. LR focuses on transformative learning, student outcomes, assessment, and shared responsibility for helping students achieve learning outcomes. As these themes were

Learning about disability issues and developing disability identity are indeed integrated transformative activities.

reemphasized throughout the institute, I began to relate LR to my own work in disability studies, disability identity, and disability services. In her presentation at the Learning Reconsidered Institute, Susan Salvador reminded us that “learning, development and identity formation can no longer be considered as separate from each other, but rather . . . they are interactive and shape each other as they evolve.” It occurred to me that learning about disability issues and developing disability identity are indeed integrated transformative activities involving experience, reflection, and action.

Based on the work of many leaders, scholars, and practitioners in higher education, *Learning Reconsidered* outlines seven student learning outcomes: (1) cognitive complexity; (2) knowledge acquisition, integration, and application; (3) humanitarianism; (4) civic engagement; (5) interpersonal and intrapersonal competence; (6) practical competence; and (7) persistence and academic achievement. For each of these outcomes, *LR* offers dimensions of the outcome, bodies of knowledge for educators, sample development experiences, and sample learning outcomes. Much of the institute was spent developing learning outcomes and discussing ways to assess them. We were encouraged to test institutional performance and effectiveness and to focus on the purpose rather than the process, looking at how the student will change.

As I developed learning outcomes and discussed their appropriateness with fellow institute participants, my mind continually drifted back to disability issues. The integrated learning outcomes clearly could be linked to disability education. For example, construction of knowledge would be involved in educating about disability; construction of meaning would be involved in learning about disability; and construction of self in society could mean developing identity in relation to disability. I considered methods for developing competency in disability issues and ways to construct meaning in regard to laws, policies, rights, and responsibilities related to disability. I thought about Gibson’s Disability Identity Development Model and how intentional partnerships between and

among academic affairs and student affairs units could assist a student in seeing that they have a disability (the Realization stage) and eventually accepting themselves as a relevant human being (the Acceptance stage). In her closing keynote address, Susan Komives reiterated that *Learning Reconsidered* challenges us to redefine learning and that academic learning and student identity are two sides of the student learning coin. She encouraged us to develop learning outcomes, advocate support for these outcomes, and hold one another accountable for ensuring their achievement. When she asked us all to identify our plan, I knew right then that mine was to embark on Disability Reconsidered. (My colleague Travis Wilson coined this phrase after attending the institute.)

Learning Reconsidered defines learning as “a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other” (p. 18). Drawing on a broad base of literature about student development and learning such as Jack Mezirow’s work on transformational learning, Howard Gardner’s theory of multiple intelligences, Patricia King and Karen Kitchener’s model of reflective judgment, Robert Kegan’s and Marcia Baxter Magolda’s research on self-authorship, and numerous other works, the *LR* authors arrived at the concepts used in *LR*, or what Jane Fried called the “New Learning Playbook” in a 2007 *About Campus* article (p. 4). Richard Keeling, editor of *LR* and *LR2*, expanded on this concept in *LR* when he discussed the importance of tightly coupling classroom experiences with out-of-class experiences. The tighter the coupling of in-class and out-of-class experiences, the greater the opportunity for success will be. Through tightly coupled opportunities for learning and meaningful interactions (emotional, social, physical, spiritual, and intellectual), students will make more complex meaning from what they have experienced. It is the shared responsibility of the institutional community (faculty, staff, administrators, and students) to map student learning by developing intentional learning outcomes, integrating these outcomes into the student experience, supporting student success, and assessing and documenting the results.

The term *shared responsibility* strikes a chord with me in relation to disability. In a 2006 *About Campus* article, Anne Bryan and I encourage faculty, staff, and students to work together to enhance access and inclusion for college students with disabilities. Although the campus community often mistakenly labels students with disabilities

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as “belonging” to disability services, accommodating students with disabilities is not the sole responsibility of that office. Students with disabilities, like all students, “belong” to everyone on campus, and all on campus are responsible for their learning and development. Baxter Magolda claims that integration of all domains on campus is needed for learning. The idea that learning takes place in silos—for example, academic learning in the classroom, student development outside of the classroom—must be reframed so that all of the resources on campus are involved in and take responsibility for a student’s learning process. Faculty and student affairs educators alike must continually ask themselves what they can do to contribute to integrated learning, how they can remove barriers that prevent them from fostering integrated learning, and how they can remove barriers that prevent students with disabilities from learning.

STUDENT LEARNING OUTCOMES RELATED TO DISABILITY

TO ME, reconsidering disability means reframing the ways we define disability, teach disability, learn about disability, and develop our identities in regard to disability. A disability, as defined in the Americans with Disabilities Act of 1990, is a physical or mental impairment that substantially limits a major life activity. To reconsider this definition means shifting from a medical paradigm—that is, a deficit model, in which the onus is on the individual, as described by Susan Jones and by Simi Linton—to a social construction model, in which the responsibility is on society to accommodate disabilities. It means linking the learning outcomes in *Learning Reconsidered* to disability awareness and to identity development in regard to disability.

This new way of thinking about disability should be taken in the context of demographic shifts now taking place at many U.S. colleges and universities and across the country. The number of college students with disabilities has tripled over the past twenty years, and the 2000 U.S. Census states that nearly 10 percent of undergraduate college students have documented disabilities. The increase in students with disabilities has affected the learning environment and the ways in which learning occurs on college campuses. Because the U.S. population as a whole is aging, the number of people with disabilities is increasing. The 2000 U.S. Census indicates that nearly 20 percent of Americans have a disability. Students with and without disabilities will need to learn the appropriate skills to live with

their own current or potential disabilities as well as to effectively interact with teachers, family members, colleagues, and friends with disabilities. Nancy Evans, Jennifer Assadi, and Todd Herriott state that efforts to embrace humanitarianism, civic engagement, and social justice for people with disabilities will require that students as well as faculty and other university personnel learn to become effective disability allies. Given the various backgrounds, learning preferences, ethnic origins, languages, ages, socioeconomic circumstances, abilities, and disabilities of today’s college students, educators must be willing to modify traditional modes of teaching and learning to meet the needs of current learners. Transformative learning occurs when educators recognize the experiences that students bring to higher education and encourage them to reflect on those experiences in order to make meaning of new information.

According to *Learning Reconsidered*, transformative education—moving from information transfer to identity development—can and should occur in various domains of an institution, both within and outside of the classroom. Disability education and identity development in regard to disability are no exception. Learning about disability—one’s own disability or the disabilities of others—should take place throughout the campus environment. Faculty and staff should be equipped with the knowledge to educate students in disability awareness and disability policy and should be able to support them in their identity development in regard to disability. At the Learning Reconsidered Institute, Susan Salvador stated, “It is quite realistic to consider the entire campus as a learning community in which student learning experiences can be mapped throughout the environment to deepen the quality of learning.” Once this map is developed, faculty and student affairs educators should continually assess their work and be willing to make necessary adjustments.

The student outcomes outlined in *Learning Reconsidered* are intended for all students, and in the process of reconsidering disability, each outcome can be linked specifically to disability education and identity development pertaining to disability. Following are examples of these linkages for each LR outcome, including suggested developmental experiences, educational interventions and resources, and learning outcomes.

Cognitive Complexity. *Learning Reconsidered* notes that the dimensions of the cognitive complexity outcome include “critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, and identity/cognition integration” (p. 18). Topics that could be addressed under this outcome include legislation

Susan Komives reiterated that *Learning Reconsidered* challenges us to redefine learning.

aimed at people with disabilities (for example, the Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act of 1990; and the Individuals with Disabilities Education Act); case law on disability; models of disability (for example, the medical, functional limitations, minority group, or social construction models); types of disabilities (for example, physical, medical, psychological, cognitive, sensory, or learning disabilities); the principles of universal design (UD) and universal instructional design (UID); statistics on disability; and research on disability. Developmental experiences for this outcome include classroom and online learning (for example, courses pertaining to disability; modules on disability within courses; and readings and discussions on disability within courses); presentations on campus or in classrooms by guest speakers with or without disabilities who are experts in fields pertaining to disability; involvement in organizations and support groups for people with disabilities; learning about disability issues through campus newspapers and other media; and participation in diversity programs and living-learning communities that address disability issues. I conducted a nationwide study of graduate students in professional preparation programs and found that more than 60 percent of the respondents did not know what steps to take to ensure inclusion of students with disabilities and 99 percent saw a need for some type of disability awareness education in their degree program (Myers, in press). These results indicate a need for programs to address the cognitive complexity component of disability (see sidebar).

Knowledge Acquisition, Integration, and Application. The dimensions of the knowledge acquisition, integration, and application outcome as outlined in *Learning Reconsidered* include “understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); relating knowledge to daily life (application); pursuit of lifelong learning; career decision; and technology competence” (p. 18). Disability-related topics relevant to this outcome include looking at disability through various lenses or academic disciplines;

Example of a Developmental Experience Addressing Cognitive Complexity

The Americans with Disabilities Act of 1990 is considered the most significant piece of civil rights legislation since the Civil Rights Act of 1964. The law prohibits discrimination against people with disabilities in employment, state and local government, public accommodations, and telecommunication.

Learning Outcomes

Students will be able to articulate the purpose and components of the Americans with Disabilities Act, apply that knowledge to a complex issue in a case study on disability, and formulate their own position on that issue.

integrating and applying laws, policies, and models on disability to one’s life and one’s career; researching career issues and opportunities for people with disabilities; researching and integrating accommodations, assistive aids, and adaptive technology for persons with disabilities and applying this information to one’s personal or professional life; researching the positive and negative effects of disability simulations on persons with and without disabilities, integrating the findings, and applying them to one’s academic or professional work; and acquiring and integrating the principles of universal design (UD) and universal instructional design (UID) and applying these principles to one’s personal, professional, and academic life, as demonstrated in Jeanne Higbee’s *Curriculum Transformation and Disability*. Developmental experiences for this outcome might include majors and minors in various disciplines that include disability topics; action research related to disability; service-learning projects related to disability; internships and jobs relating to disability; Web searches on topics related to disability; and disability-related programming.

Humanitarianism. In *Learning Reconsidered*, dimensions of the humanitarianism outcome include “understanding and appreciation of human differences; cultural competency; and social responsibility” (p. 18). Topics on disability that relate to humanitarianism include paradigms of disability, the shift from a medical model to a social construction model of disability, equal access, affirmative language about disability, appropriate strategies for communication with individuals with disabilities, fair and humane treatment of persons with disabilities, persons with disabilities as second-class citizens, special education in the United States, disability services in higher education, disability and social justice, ally development of allies for people with disabilities, and providing equal access to all through UD and UID. Developmental experiences for this outcome might include involvement of students with disabilities in student groups; disability-related student organizations for students with and without disabilities; service-learning projects involving people with disabilities; discussion of disability-related topics in courses and interdisciplinary programs; and the inclusion of disability issues in all diversity courses, programs, and materials.

Civic Engagement. The dimensions of the civic engagement outcome as described in *Learning Reconsidered* include “sense of civic responsibility, commitment to public life through communities of practice, engage[ment] in principled dissent, and effective[ness] in leadership” (p. 19). Disability-related topics for this outcome include strategies for communication with people with disabilities, appropriate

Example of a Developmental Experience Addressing Knowledge Acquisition, Integration, and Application

According to the Center for Applied Special Technology's website, "the basic premise of Universal Instructional Design is that curriculum should include alternatives to make it accessible and applicable to students with different backgrounds, learning styles, abilities and disabilities." To determine whether a curriculum, program, or event is compatible with the principles of UID, students are encouraged to follow the principles adapted from Arthur Chickering and Zelda Gamson's article "Seven Principles for Good Practice in Undergraduate Education." The seven principles are creating a welcoming environment, communicating clear expectations, addressing learning outcomes, providing constructive feedback and natural supports such as technology, using various teaching methods to address diverse learning styles and backgrounds, offering multiple ways to demonstrate knowledge, and promoting interaction between and among participants.

Learning Outcome

Students will be able to connect the principles of UID to their current work on campus or in the community (for example, their academic work, their job, or their work in a student organization).

language about disability, persons with disabilities as first-class citizens in the community, housing and transportation for persons with disabilities; employment for persons with disabilities, athletes with disabilities, and equal access through UD and UID. Student development experiences might include placing students with disabilities in leadership positions of student groups such as student government, residence hall government, sports teams, and community-based organizations; involvement in student organizations and disability-related service-learning projects; participation in open forums, activism, and protests related to disability; involvement in a campus community of practice related to UID; and involvement in programs and events related to disability issues.

Interpersonal and Intrapersonal Competence. In *Learning Reconsidered*, the dimensions of the interpersonal and intrapersonal competence outcome include "realistic self-appraisal and self-understanding; personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; and ability to work with people different from self" (p. 19). Disability-related topics for this outcome might include models and theories of identity development for people with disabilities; strategies for communicating with people with disabilities; appropriate language for referring to disability; ethical issues related to disability; disability and spirituality; and disability and self-worth.

Student development experiences might include the following activities related to people with disabilities: affinity groups, personal counseling and advising, career counseling, roommate dialogue, religious group involvement, peer mentor programs, support services, group work in class, and class discussions. Student development activities might also include participation of students with disabilities as guest speakers in classes, clubs, organizations, and campus and community events.

Practical Competence. The dimensions of the practical competence outcome in *Learning Reconsidered* are "effective communication; capacity to manage one's personal affairs; economic self-sufficiency and vocational competence; [ability to] maintain personal health and wellness; [ability to] prioritize leisure pursuits; and [ability to live] a purposeful and satisfying life" (p.

19). Disability-related topics for this outcome include appropriate language for talking about disability; strategies for communicating with people with disabilities; careers for persons with disabilities; independent living; adaptive technology; health and wellness for persons with disabilities; sexuality and persons with disabilities; and financial resources and educational assistance for persons with disabilities. Student development experiences might include the following activities related to persons with disabilities: independent living education, drug and alcohol education, health center and food service programs, club sports and recreation programs, career services programs, personal and academic counseling, creating portfolios, and capstone projects.

Persistence and Academic Achievement. The dimensions of the persistence and academic achievement outcome addressed in *Learning Reconsidered* are to "manage college experience to achieve academic and personal

Example of a Developmental Experience Addressing Humanitarianism

How disability is perceived affects how people with disabilities are treated. Jones's paradigms on disability include the medical model, which emphasizes deficiency; the functional limitations model, which involves individual adaptation; the minority group model, which focuses on common experiences of oppression, alienation, and discrimination; and the social construction model, through which society defines disability.

Learning Outcomes

Students will be able to describe the disability model (or models) they use at work, at school, and in daily life as well as analyze how the use of the model (or models) affects their experience in the larger community.

Example of a Developmental Experience Addressing Civic Engagement

Respect, comfort, and awareness are key components of communicating effectively with persons with disabilities. Treating people with disabilities as first-class citizens via effective interaction techniques fosters an inclusive environment. In my Web article *Tips for Effective Communication*, I provide strategies for communicating with individuals with visual, hearing, mobility, and cognitive disabilities. Here are some of the recommendations:

- When speaking to a person with a visual disability, be sure to identify yourself and others with you. Use descriptive language and let the person know when you are leaving.
- Do not speak louder to people with physical or cognitive disabilities unless they ask you to do so.
- When speaking to a person using a wheelchair, place yourself in front of the person at eye level.
- Speak directly to a person with a disability, not to his or her aide, travel companion, or interpreter.
- When speaking to persons who are deaf or hard of hearing, tap them on the shoulder to get their attention.
- Treat all people with respect and dignity. Do not treat people with disabilities like children or like they are less than a normal person.
- Use person-first language.
- Be comfortable. Treat them as you would like to be treated. If you are not sure what to do, just ask.

Learning Outcomes

Students will recognize opportunities for communicating appropriately with persons with disabilities and will make responsible reflective decisions to do so.

success, and academic goal success including degree attainment" (p. 19). Topics related to disability that apply to this outcome include succeeding in college with a disability, funding strategies for students with disabilities, and disability accommodations in higher education, as well as the following subjects related to students with disabilities: time management, college survival skills, information technology, developing a college action plan, developing a schedule for completion of a degree, and developing a plan for action following graduation. Student development experiences might include disability support services counseling and other activities related to persons with disabilities, such as career counseling, faculty and staff mentoring, academic advising, tutoring, peer mentoring, job shadowing, and Web searches.

ACHIEVING THE OUTCOMES

A GLOBAL CITIZEN is built on many student learning outcomes. As we develop learning outcomes, Richard Keeling, the editor of *Learning Reconsidered*, encourages us to reach up, look to our mission, and ask,

"What is it?"; to reach down and ask, "Who is it for?"; and to reach across to all our colleagues and ask, "How can we collaborate to ensure its success?" In order to determine what is important to most people in relation to disability, we must develop partnerships throughout the campus and ask ourselves, "What do students need to know and what do students need to do in order to become aware of disability issues and (as appropriate) to develop their own identity as a person with a disability?" Creating a committee or community of practice that includes faculty, administrators, and student personnel educators may be the first step.

At Saint Louis University, members of the Disability Retention Management Committee joined forces with members of the Universal Instructional Design Community of Practice to develop retention initiatives. I developed Saint Louis University's UID Community of Practice two years ago in collaboration with the Center for Teaching Excellence as a means of educating the university community about the principles of UID. Initially, the community of practice comprised twelve faculty members from various disciplines who were interested in enhancing inclusion through UID. The group has since grown to include university staff and student personnel educators. When

I recently became chair of the Disability Retention Management Committee, a standing subcommittee of the campuswide Retention Management Committee, I realized that I had a unique opportunity to tap the energy and expertise of the members of the UID Community of Practice to support our retention initiative. The Disability Retention Management Committee now includes four faculty members, two academic advisors, the coordinator of disability services, two staff members from the Center for Teaching Excellence, one information technology person, and three students.

Learning outcomes that address disability issues are being designed, implemented, and assessed by the committee in order to assist students, faculty, and staff in transformative learning via experience, reflection, and action. Once the committee develops learning outcomes, it will determine ways to educate the campus community, particularly the departments, student affairs educators, and faculty who may be instrumental in implementing student developmental experiences. For example, career services staff, disability services staff, academic advisors, and faculty are all appropriate facilitators for helping students

Example of a Developmental Experience Addressing Interpersonal and Intrapersonal Competence

Identity development occurs at various stages throughout one's life, and identity development for people with disabilities is no exception. Gibson identifies three stages of identity development for people with lifelong disabilities. Similar to those in other identity models, her stages are fluid; individuals can reach the third stage and then revert to an earlier stage as a result of personal feelings and life events. In stage one, Passive Awareness (birth to [possibly] adulthood), the person's medical needs are met, but the disability is a silent member of the family (that is, something that no one talks about), and the individual is taught to deny the social aspects of the disability. Stage two, Realization (adolescence to early adulthood), involves recognition of one's own disability, often accompanied by self-hatred, anger, and low self-esteem. In stage three, Acceptance (adulthood), one begins to embrace the disability, see oneself as relevant, and relate to others with disabilities, often becoming an advocate and activist.

Learning Outcomes

Students will identify behaviors in themselves that coincide with a specific stage in Gibson's Disability Identity Development Model and will identify ways in which these behaviors might assist them in making academic decisions.

reach the intentional learning outcome for persistence and academic achievement listed earlier. In order for students to achieve the identity development learning outcome listed for interpersonal and intrapersonal competence, faculty and staff from the counseling center, disability services, the health center, and campus ministries might be called together. Training in the self-authorship interview strategies that Marcia Baxter Magolda and Patricia King describe in their 2007 *Journal of College Student Development* article may be useful when engaging students in reflective conversations about their experiences.

Assessment of student success on the learning outcomes should be threaded throughout the student's in-class and out-of-class experiences. Using both quantitative and qualitative methods of data collection—particularly when learning is tightly coupled—is essential. Because student success is not a static event, assessment should be ongoing and should focus on institutional as well as individual student performance. Assessment produces evidence about an institution's effectiveness and should include a modification of efforts toward meeting learning outcomes when they are not satisfactorily met by students.

In a presentation, Jane Fried encouraged audience members to use assessment language. She says that educators need to know how to gather data and how to explain the results. They must also keep in mind that the student must have meaningful interactions. As Salvador explained at the

Learning Reconsidered Institute, "If we expect students to become 'empowered' through the mastery of intellectual and practical skills, 'informed' by knowledge, and 'responsible' for their educations . . . we must make transformative education accessible to all students." Reconsidering disability and linking it with the seven *Learning Reconsidered* outcomes can afford all students—including students with disabilities—a transformative learning experience.

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Example of a Developmental Experience Addressing Practical Competence

One's choice of language create an environment of total inclusion or one that treats people with disabilities as second-class citizens. Person-first language (for example, "the woman with a disability") focuses on the person, giving dignity and respect to the human being. In my Web article *Tips for Effective Communication*, I provide examples of person-first language, including "the person with or without a disability," "the woman who is blind," and "the man who is deaf." Negative disability language that does not empower but instead labels, stigmatizes, and degrades includes words such as "the handicapped," "the disabled," "the blind," "retarded," "suffers from," "afflicted with," and "wheelchair-bound."

Learning Outcomes

Students will be proficient in person-first language and will formulate a job search plan, using the appropriate language in both written and oral communication.

Example of a Developmental Experience Addressing Persistence and Academic Achievement

Through federal grants and other educational initiatives, various postsecondary institutions and organizations have developed materials and Web sites that promote the academic success of students with disabilities. Examples of these resources include following:

- *College Preparation Resources for Students (The Student Lounge)*, posted by DO-IT at the University of Washington [http://www.washington.edu/doit/Resources/college_prep.html]
- *Preparing for College: An Online Tutorial*, by Sheryl Burgstahler, posted by DO-IT at the University of Washington [<http://www.washington.edu/doit/Brochures/Academics/cprep.html>]
- *Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers*, by Thomas Wolanin and Patricia Steele, posted by the Institute for Higher Education Policy [<http://www.ihep.com/Pubs/PDF/DisabilitiesReport2004.pdf>]
- *The Picture of College Freshmen in Greater Focus: An Analysis of Selection Characteristics by Types of Disabilities*, by Michael Ward, posted by the HEATH Resource Center at The George Washington University [<http://tinyurl.com/22vt6o>]

Learning Outcomes

Students will complete a Web search on "disability resources for college success" and will be able to make a schedule for completion of their degree, follow it, and revise it as necessary.

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