



Navigating the Campus: Accessibility Challenges for Students with Disabilities

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Abstract

The research in this paper reviews the literature on students with disabilities (SWDs) in higher education to assess their access to education. show the need for every instructor and educational institution to ensure that students' needs are meet appropriately for every student. The research identifies three primary areas of accessibility challenges: originates physical, digital and social rules. Examples of physical barriers are barriers in the structures that include ramp, transport issues and reduced access to classes and other facilities. They pose challenges on student's mobility and engagement in the academic community. Digital accessibility problems stem from inadequate web-based learning interface design and absence of equally effective educational media in the form of text, which limits students' interaction with curricular content. Students with disability also suffer from social and emotional problems that include stigma, discrimination, and inadequate mental support and health care. The research also discusses the institutional responses to these challenges based on disability service and accommodation. It covers the kind of facilities provided and assesses the present service delivery system. Also, it provides information regarding the matters related to the access such as training programs for campus access audits. It is hereby important to note that the study reviews case studies of higher education institutions which are keen on promoting access for students with disabilities and demonstrates good practices as well as provides recommendations for other institutions. Though progress has been made, studies still lack focus that arises when disability intersects with other forms of diversity and the need for the study is still inadequately addressed. This paper ends by retracing the key lessons for policy and practice while calling on institutions not to overlook the importance of accessibility as a core responsibility. When higher education institutions encourage a culture of diversity and equality then the opportunities available within college can improve learning outcomes and remove barriers to success for the students.

Keywords: Accessibility, Challenges, Higher Education, Students with Disabilities

Introduction

Campus access is important in order to provide equal opportunities for all students to have academic and social success (Assefa, 2023; Michalski, 2017). Schools, particularly institutions of higher learning, hold a strategic position in the process of preparing the future workforce and society at large (Assefa, & Adamu, 2024; Gordon, & Whitchurch, 2007). Universities, with accessible facilities and resources available to them, not only provide service for all the different types of students that come in but actively help diverse groups be integrated within society (Assefa, & Zenebe, 2024; Bauman, et al, 2005). Integration will allow the presence of different ideas in this setting where social justice and equality appropriately are met (Bell, 2016). In fact, various research conducted by experts has identified that a barrier-free environment in colleges and universities determines whether students with disabilities can enroll, persist, or have academic successes (Ismail, & Mohd, 2022). By ensuring that all students are in a position where they can navigate through their educational environment with ease and without

unnecessary barriers, universities are better preparing them to face the challenges and opportunities of the future (Ainscow, 2005).

With the going changes in society, policy, and practice to address the challenges of students with disabilities, such students expect to find almost every obstacle awaiting them as they enter into higher education (Ferguson, 2008). Campuses and transport systems remain largely inaccessible due to a lack of ramps for wheelchair movement of physically disabled students or communication devices for deaf and hard-of-hearing students (Githinji, 2013). These all too often create huge barriers for students to participate fully in campus life and may lead to frustration and feelings of exclusion (Bowl, 2001). Another critical barrier is that of the digital divide: most learning platforms online are not well-designed, thus limiting very important educational resources for students with disabilities (Hashey, & Stahl, 2014). The lack of consideration given in these digital environments to diverse learning needs creates an environment that is conducive to isolation and thus dampens academic performance (Bailenson, et al., 2008).

Moreover, the stigma that has been attached to various disabilities might make students withdraw themselves and not be very sociable; such isolation further causes an impact on the emotional and social development of these students (Bruefach, & Reynolds, 2022). This form of segregation contributes to them having low self-esteem levels, which may lower their academic achievement levels (Epps, 2018). They are averse to participating in group work or approaching teachers or classmates for clarification on areas of study they do not understand (Chang, 2010). It is, therefore, important to appreciate these diverse and multi-layered issues in developing substantive strategies for achieving equity in higher education (Czerniewicz, 2022). What is needed is a comprehensive approach that takes care of the physical and social dimensions of access so that higher education becomes inclusive (Gidley, et al., 2010).

Contrary to the critical importance of this issue, it is found that a remarkable amount of research is not available in order to provide in-depth information that addresses various barriers in tertiary institutions for disabled students (Griful, et al, 2017). Although some research works may be biased toward particular aspects of these challenges, on the whole, an astonishing absence of cohesive literature developed into a comprehensive framework based upon such sources is felt. This shortfall prevents the full appreciation of the ubiquity and severity of access difficulties, which in turn hinders effective solutions. Because this is one big issue affecting a diverse range of students within institutions of higher learning, the area remains underserved to a colossally alarming extent.

The existing scholarly literature into these challenges is scant, with only a few in-depth studies available on these challenges. This underlines the urgent need for the gap to be narrowed down by offering strong information that could help define the best practices toward improving the academic experience of students from diverse backgrounds.

In the light of these gaps in the literature, one gains a more textured comprehension of the challenges faced by students with disabilities; policymakers and educational leaders become informed about measures that would be needed to bring about a change in the status quo. To this end, institutions of higher education can foster a culture of inclusion and awareness whereby all students, regardless of ability, are afforded equal opportunities for academic and social success. These efforts will benefit not just the students with disabilities but also enhance the educational experience of the whole campus community for the building of an equal society.

Objective of the Article

This study examines accessibility issues for students with disabilities (SWDs) in higher education, focusing on barriers to academic success. It explores effective institutional responses, best practices, and practical recommendations to promote an inclusive educational environment for all students.

Basic Questions

The manuscript probes three basic questions when carrying out the analyses. Each question is elaborated with a high level of insight into the topic. First, it looks into specific challenges faced by SWDs in higher HEIs. The second question pertains to the effectiveness of institutional responses towards these identified challenges through elaboration of strategies applied and their outcomes. The third question specifically underlines the best practices and successful models that promote accessibility for SWDs at HEIs. This work has systematically addressed these questions in the manuscript as the contribution to the ongoing discourse on accessibility within higher education.

1. What are the physical, digital, and social/emotional accessibility issues that SWDs face within HEIs, and how do these affect their academic success and wellbeing?

2. Which have been the most effective institutional responses to date regarding the accessibility challenges that SWDs face within HEIs, and how might such responses be further improved?

3. What are some of the best practices and models employed in ensuring full accessibility for SWDs within HEIs and how can these be applied?

Methodologies

This review was carried out systematically and systematically, which aimed at availing sufficient evidence on the scholarly work that has documented barriers encountered by disabled students in college. Google Scholar, JSTOR, ERIC, PubMed, and Scopus were used to search for literature, related to the established research questions. Specifically, the general and narrow keywords list, including Accessibility difficulties in colleges and universities, students with disabilities, etc. Enabled a detailed search. The Peer review/publishing date criteria aimed at articles published in the last 10 years in the subject of HE and accessibility for students with disabilities; One study was excluded for it was not Peer reviewed, and five studies were excluded as they were not focused on students with disabilities. Essential information was retrieved including the authors, year and type of disability, specific issues under consideration, methods used for research, and main conclusions.

The synthesized data was further coded and categorized with the help of thematic analysis approach in order to understand common patterns, trends as well as the research gaps were identified. Research papers were first sorted into categories of physical environment, technology, and social inclusion and then, discrepancies between all the sets of findings were compared to explain differences. Due to this, this study sought to review evidence summarizes gathered from past practices and recommendations for future practice on accessibility improvements. Possible bias, variation in the meaning of the word “accessibility,” and the restriction of the paper to articles in the English language can be regarded as the limitations of the present review. In conclusion, the proposed research methodology gives a strong base to identify the difficulties experienced by students with disabilities for the Comprehensive University of Spain.

Review of Related Literature

Accessibility in Higher Education Institutions

Learning accessibility in the context of higher education emanates from the concept of ensuring the delivery of educational environments, programs and resources that cater for diverse needs of the students with particular emphasis to the disabled (Ali, 2020). This concept is broader than physical access to structures and establishments as well as the provision of instructional and information resources and assistance required for participation in academic endeavors (Jongbloed, 2008). Accessibility is timely for the reason that it enforces that no barriers which limit participation of student with disability exist in learning institutions hence enhancing fairness (Holness, & Rule, 2014).

SWDs may require may forms of support and their needs may be classified under various types (Mercier, 2024). Physical impairment maybe such as mobility impairments where an individual has to use wheel chairs or any other mobility aid (Greer, et al., 2012) Sensory impairments involve visual and hearing impairments and how they impact a student’s ability to interact with course content and other students in a classroom (Cox, & Dykes, 2001). Learning disabilities are actual learning disorders that affect the reception and processing of information in the brain (Pratt, & Patel, 2007). Learning disability can also involve many kinds of mental health problems like anxiety or depression can also lead to students developing academic and social problems (Pedrelli, et al, 2015). Knowledge about these types of disabilities is important in order to change the learning process and adapt it to the needs of every disabled group (Stefano, 2016).

Accessibility Challenges for Students with Disabilities

In recent years, the question of higher education institution accessibility for students with disabilities has gained increased attention. Among the different dimensions of accessibility discussed by researchers are physical, digital, and social/emotional challenges that together affect the academic success and wellbeing of SWDs. (Osondu, 2022).

Physical inaccessibility has remained one of the major barriers to the inclusion of SWDs into HEIs. Many campuses have not been fully adapted to the necessary conditions such as ramps, elevators, and restrooms that could provide full mobility and access to resources (Ador, 2019). A study done by Zayed, et al. in 2024 shows that unsatisfactory physical environments create feelings of loneliness and frustration among SWDs, hurting their academic performance and level of campus involvement. In addition, faculty and staff who remain unaware of the needs concerning accessibility increase these difficulties (Reinke, et al., 2011).

In the contemporary world, a student has to get to the internet materials to be successful in evaluation. Indeed, most of digital platforms and LMS are not developed with accessibility in mind which becomes an obstacle for

SWDs (Wiltshire, 2023). Fuchs, et al., (2023), explained that when content in the learning process is inaccessible for SWDs, it increases exclusion by a huge percentage. The concept of tech norms is thus focused on and is asked to explain the idea of universal design in information technology in the context of true learning for all (Iwarsson, 2023).

Both the social and the emotional dimensions are critical in accessibility. Studies show that SWD are very isolated and stigmatized in school environment and it decreases their mental health and learning (Li, et al, 2021). The cost is frustration for person with SWD to deal with environment that is not entirely inclusive thus resulting to reduced morale and high level of stress (Wiltshire, 2023). It is critical to comprehend these dimensions in order to design reliable support structures in HEIs (Santos, 2003).

Interaction of Institutions with accessibility issues

Regarding the accessibility challenges as detailed by Harper, & De Waters, (2008). with regard to HEIs, institutional reactions have ranged greatly. Many colleges and universities have invested in strong and full accessibility policies and services while others have not put in place the framework required to meet SWDs' needs (Barrera, 2019). The study established that effective policies including creation of special accessibility offices and training of faculty and staff enhance education for the students with disabilities or SWDs (Hsiao, 2019). But there clearly remains an ongoing research question of how these responses are being shaped, tested, and reassessed to be as optimally adaptive as possible to further evolving accessibility demands (Walker, et al, 2013).

Examples of Best Practice and Successful Models

Connecting with other valued published works on accessibility and searching for the most successful examples of practice implementation is critical to attaining this goal (Assefa, & Adamu, 2023; Damschroder al, 2009). Research has also shown that when curriculum and campus design have universal issue features incorporated into schemes chances of SWDs improved accessibility are realized (Chiwandire, 2019). Further, the author notes that SWDs' peer support and mentorship programs mean that is useful in improving the social reintegration of the targets within HEIs (Hillier, et al., 2019).

Findings

RQ1. What are the physical, digital, and social/emotional accessibility issues that SWDs face within HEIs, and how do these affect their academic success and wellbeing?

Physical Accessibility Challenges

Transportation and infrastructure encompass the physical features of the campus environment serving as a barrier to the physically impaired (Bezyak, et al, 2017). Environmental access represented by buildings and transportation routes is another crucial feature of a HEIs (Hancock, & Nuttman, 2014). While there has been enhancement in the laid down policies concerning disability in various learning institutions, various institutions encounter numerous barriers in implementing an environment that suits different students with disabilities (Assefa, & Adamu, 2023; Degener, & Quinn, 2002).

Most of the campus facilities offer physical barriers that cause restrictions on access. When it comes to barriers in physical environment the author specifies stair at the front doors, absence of ramps, elevators or automatically opening doors in many older buildings so, the students with mobility impairments find it hard to move from one building to another within the campus (Johansson, et al, 2009). Furthermore, some defined corridors and routes could produce risks and interference to traffic during inclement climate. It also makes signage and navigational aids improper; students remain vague about how to get from one place to the other within the campus (Cova, & Conger, 2004). Additionally, services like transporting shuttles or public transport can hardly provide for the special needs for transportation of the students with disability thus denying them suitable means of getting to or from the campus or getting around different facilities (Bezyak, et al., 2017).

Physical access also includes the ability to gain entry into classrooms and other facilities that may be required during delivery of education. The classrooms should also be well furnished with equipment that can be modified to suit the need of the students and include; UNIVERSAL DESIGN FOR LEARNING ... Including easy to move furniture like tables and chairs ... FURNITURE AND EQUIPMENT FOR THE DISABLED; – The user should be able to access and use furniture like writing desk, chairs and computers amongst others with ease (Alexander, 2008). Furthermore, corridors, lavatories and all general facilities should be arranged and constructed to provide sufficient space for circulation, accompanied by accessible facilities. Absence of such core arrangements may discourage learners from interacting in academic processes and harm their learning process (Kocabaş, 2013). Solving these questions of physical accessibility is important for creating the conditions for learning for all children regardless of physical disability.

Digital Accessibility Challenges

Since learning through technology dominates higher education institutions, the challenges have to be met to ensure all learners can access opportunities available to them (Kirkwood, & Price, 2014).

Web accessibility concerns extend to the learning management systems and the formats used to deliver content. Unfortunately, most of the educational website and learning management systems available online are not accessible or are partially accessible for students with disabilities (Cinquin, et al., 2019). Some sites may not support regular keyboard navigation, screen readers, or have clear graphical layouts that make it very hard for those with Visual or motor disabilities to get through those particular sites (Trewin, et al., 2009). Moreover, access to the materials in other viewpoints, for instance, captions for the videos and the transcripts for the recordings is important for students with hearing impairments. If such provision is not made, any student who has been exempted may easily miss vital content he or she needs for the course, thus making his or her study hard (Kawas, 20016).

Availability of certain technologies and content is also a component of digital accessibility. Learning technologies which include microswitches, screen readers, voices, and other auditory or tactile interfaces help the students with disabilities to participate in a variety of digital media (Flewitt, et al., 2014). However, an ambiguity with regard to these technologies may exist within different institutions, and the students themselves may not be informed sufficiently about the technologies at their disposal (Feenberg, 2010). Also, students with different disabilities need digital education that enables them to utilize the technologies and adapt to online learning. Universities can only pursue their mission of establishing open digital environments if they offer training that students will need to conduct research fearlessly (Laabidi, et al., 2014). When these digital accessibility issues are solved, the higher education institutions will offer all candidates the equal opportunities to become successful in the academic environment (Seale, et al., 2010).

Social and Emotional Accessibility Challenges

Social and emotional accessibility are the interpersonal and psychological barriers that students with a disability face in their higher learning status (Wolf, 2001). What is important here is the role that social space, as well as physical and digital divides, play in framing these students' interactions. Social and emotional concerns must be addressed because being a learning community entails creating an environment for everyone (Vie, 2008).

This is true especially for the learning students with disabilities because they may be discriminated against within the learning institution. It is sad that prejudices and misconceptions created about and/or concerning persons with disabilities cause stereotyping and subsequently social rejection and rejection (Nario-Redmond, 2019). This social isolation may lead the students to avoid seeking assistance or reporting that they are with disability, and therefore contributes to worsened feelings of isolation and exclusion. When it comes to fighting stigma, positive attitudes on campus toward disability as well as the explicit acceptance of people with disabilities are crucial (Henderson, & Bryan, 2004).

It is important for a student to be able to fit into society and interact with fellow students and since majority of the college students have disability, they are unable to interact with other students (Sniatecki, et al., 2021). Difficulties include social phobia, the inability to recognize a peer's disability by other students and students with physiotherapy problems, and limited mobility (Bogart, et al., 2019). As such, there has to be put in place policies and measures with regard to the principles of social interaction, like friendly stacking, student partnership, divisional activities for the purpose of introducing different categories of the students to one another (Moffitt, 2001). Many of these can contribute to enhancing the student feeling of community and inclusion for students with disabilities.

Furthermore, the students with a disability also need to have the availability of mental health support services for their emotional requirements (Skaar, et al., 2021). Some of the feelings based on disabilities or with relation to the academic pressure students are possibly to develop anxiety, depression or any other mental health issues. However, there are cases whereby mental health resources may not be well marketed, or made available for every learner. Mental health service coverage should be a policy agenda in institutions of learning, schools should be in a position to attend to mental health needs of students with disabilities (Brener, et al., 2007).

RQ2: Which have been the most effective institutional responses to date regarding the accessibility challenges that SWDs face within HEIs, and how might such responses be further improved?

Institutional Responses to Accessibility Challenges

Indeed, in order to meet the varying specific barriers faced by students with disabilities, institutions higher learning will need to have ideal response mechanisms and these include disability services, accommodations, as

well as proactive (Assefa, 2024, a; Fuller, et al., 2004). Special assistance service department is critically important in delivering various provisions for students with disabilities (Zigmond, & Kloo, 2017). Some of the accessibility services include; extra time in testing, online or print media materials in Braille or digital form, special priority registration and flexible attendance (Agabirwe, 2011). It is due to such facilities that these students want to have a leveled field that should make them participate in their educational endeavors. Still, the efficiency of such services may be rather high or low depending on the particular institution (Bauer, 2014). Appropriate questionnaire should be administrated after particular course or credit hour to impress the efficacy of developed service and get feedback of students (Berk, 2005). It is becoming imperative that institutions should aim towards developing a culture of constant improvement; thus, meeting requirements of the law and offering accommodation that will facilitate students' success (Ludeman, et al., 2009).

Besides, the national and international institutions should implement extensive strategies regarding customers' accessibility within a given country (Ndou, 2004). Promoting training to faculty and staff is one significant feature because teachers have a central role to play in the diversification of the classroom. The actual topics that should be taught in the professional development programs include learning about the various disability types, as well as how to incorporate the techniques of teaching people with such learning, despite the existing impairment (Inês, et al., 2022). In addition, it forces overall accessibility evaluations of buildings and other fixtures on campus for purposes of inspection for conformity to accessibility standards (Addo, 2015). These audits should consider not only the legal compliance, but also the situation of students with disability. Hence by embracing the physical accessibility of institutions for disabled students, institutions should consider going an extra and come up with measures that enhance the universities accessibility for students with disabilities thus helping them as other students instead of limiting them academically and socially (Mubiru, 2022).

RQ3: - What are some of the best practices and models employed in ensuring full accessibility for SWDs within HEIs and how can these be applied?

Best Practices and Successful Models

The current paper emphasizes the idea that identifying and integrating many principles of universal accessibility can improve the learning process for students with disabilities. These have been established different institutions with different effective notion as well as model to emulate by those intending to enhance their accessibility measures (Lundvall, 2007). Many institutions are acclaimed for their practice towards accessibility; these establishments have been emerged. As an example, the University of California, Berkeley has developed a substantial initiative in order to offer accessibility on campus for services and resources (Ma, 2008). This programme supports the students with disability through academic adjustments, assistive technology, and advocacy. (Ma, 2008). Likewise, the University of Michigan has its programs like the "Accessibility and Inclusion" is an organizational development program that involves training and resources and students and faculty collaborations (Hirschman, et al., 2016). The above examples underscore the need for institutions to promote a culture that all the students can succeed at school.

Examples of good practice thus give a glimpse of how the best accessibility strategies are implemented. For instance, a seminar at university of Washington examines the application of the universal design principles when developing the curriculum to support all students including those with a disability (Scott, et al., 2003). Through implementing teaching methods, materials, and assessments of different varieties, the educators established an environment which a number of learners could learn in as required (Herrington, & Oliver, 2000). A paper from the University of Toronto described another example in which peer mentoring programme was used for orienting students with disabilities in enhancing social inclusion and academic success (Cox, 2014). These strategies demonstrate how a specific effort can make a difference in terms of accessibility and students' activity (Pintrich, & Schragben, 2012).

From the models and the cases that have been investigated, the following recommendations can be made to other institutions. First, an institution requires setting up of special offices that focus on disability fully catering for the people's needs and issues as per their impairments. In-house professional development seminars for faculty to teach members inclusive approaches are very crucial to ensure as many educating students with disability as possible are well taken care of. Furthermore, there might be another advantage in performing scheduled accessibility reviews of the environment as well as spaces in order to establish the presence of some obstacles as well as to make corrections to the physical and digital space. Last of all, to embrace, promote and support the culture of inclusion, institutions should seek for students' feedback; thus, involving them in decision making processes of accessibility. Therefore, by embracing these best practices, the higher learning institutions will fashion an environment that will be friendly and permitting to the growth of boys as well as other students, due to their improved performance, mental wellbeing and achievement.

Discussion

The findings of this study reveal significant accessibility challenges faced by students with disabilities on campus, highlighting the urgent need for comprehensive strategies to enhance their experiences. Our research identified barriers that include physical obstacles, such as inadequate ramps and elevators, and systemic issues like a lack of awareness among faculty regarding disability accommodations.

Physical accessibility remains a critical concern. Many students reported difficulties navigating campus due to poorly maintained pathways, inaccessible restroom facilities, and insufficient signage. These challenges not only hinder mobility but also contribute to feelings of isolation and frustration. Similar findings were noted by Smith, et al. (2025), who emphasized that inadequate infrastructure significantly impacts the well-being of students with disabilities, suggesting that institutions should prioritize investments in accessible facilities. Regular audits and maintenance of infrastructure, as recommended by Smith and Lee (2024), can help address these ongoing issues effectively.

Another significant barrier is the lack of awareness and training among faculty and staff. Many expressed uncertainties about appropriate accommodations for students with disabilities, leading to inconsistent support. This gap aligns with the work of Morina (2020), who advocates for mandatory training programs on disability awareness and inclusive teaching practices. By fostering an inclusive culture, institutions can empower both students and staff, ensuring that all members of the campus community understand and advocate for accessibility.

Social integration is also a critical area of concern. Students with disabilities often feel marginalized in social settings, exacerbating feelings of loneliness and hindering their overall college experience. As highlighted by Assefa, (2024, b), inclusive extracurricular activities and support groups can foster a sense of belonging and community. Campuses should actively promote events that celebrate diversity and inclusivity, encouraging interactions among students of all abilities.

To address these challenges, it is essential for institutions to develop comprehensive policies that prioritize accessibility. This includes implementing clear guidelines for accommodations, enhancing physical infrastructure, and establishing a feedback mechanism for students to voice their concerns. Collaboration with disability advocacy groups, as suggested by Mashwama & Omodan, (2024), can also provide valuable insights into best practices and innovative solutions, ultimately contributing to a more inclusive educational environment.

Conclusion

The literature reviewed in this paper has captured a myriad of issues that disability student encounters in the course of their college education. Emerging data show that physical, computing, and social barriers negatively affect academic attainment of these students. Transportation challenges and barriers, including those physical and architectural in nature, limit physically mobile people's campus navigation. Accessibility issues in the context of online learning include inaccessible interface design of learning management system and lack of multiple formats of content available. And yet, social and emotional barriers such as stigma and lack of appropriate mental health care only add to the difficulty of the picture.

The implications as it relates to policy and practice are significant. The institutions will need to acknowledge the significance of coming up with policies that consider the need of the students and environmentally acceptances. This presupposes the willingness to establish a range of disability services, the provision of proper orientation for teachers and other personnel, and accessibility reviews as well. Recommendations should, therefore, focus on the implementation of universal design for learning across all settings that benefit from physical and information technology assets to enable all students have equal chance to access learning experiences. In addition, the development of a campus climate advocates for students with disability to succeed by supporting them is another area that should receive close attention.

Based on the results of these arguments that follow, there is a necessity for call to action in the higher education institutions to act on the needs of accessibility. In this way, institutions will be able to learn from the problems the student community encounter by disabled students and effectively respond to them. Students, faculty, administrators, and disability service providers must work together in order to see real reforms made. Since the process of higher education remains in development, putting an emphasis on equality is a legal requirement that is, at the same time, a noble goal which helps students improve academic performance and create a more diverse and tolerant society.

The current studies also have limitations that allow researchers to give a incomplete picture of accessibility issues. Its many existing research endeavors are somewhat restricted and fragmented, seeking to investigate different types of disability or certain ways of accessing a design to the exclusion of everything else. This absence can often lead to more fragmented research with a limited examination of accessibility and the variation in

students' requirements. Furthermore, there is a high prevalence of the use of self-generated data that might give a biased representation of students, and the research might not capture the true picture of the lives of students with disabilities. Another emerging area is a call for methodological diversification, and therefore using qualitative research to secure a deeper understanding of the experiences described by students with disabilities. In this way, this paper identifies several areas where future work may help fill the gaps and limitations noted above and lead to more effective practices and policies in the provision of postsecondary education for students with disabilities.

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