Assuming that disability and learning are complex and paradigmatic phenomena that combine instrumental/legal and ethical/value-based dimensions, in which underlie rationalities that frame human understandings and realizations, handicapped students inclusion (and how is being performed) is the main focus of this research, carried out in two universities of the metropolitan area of Santiago e Chile. Based on the assumption that the integration of people with and without disabilities is a non-neutral process that involves social and cultural transformations, this study assumes a critical-hermeneutic approach and recognizes the need for a comprehensive and interpretive reading of the processes and rationalities involved in the transition from a model that segregates human beings to one that has the intention and challenge of achieving full integration between people.

Keywords
INCLUSION, DISABILITY, STUDENTS, UNIVERSITIES.