

FACULTY ATTITUDES TOWARD STUDENTS WITH
DISABILITIES AT A REGIONAL
UNIVERSITY

BY

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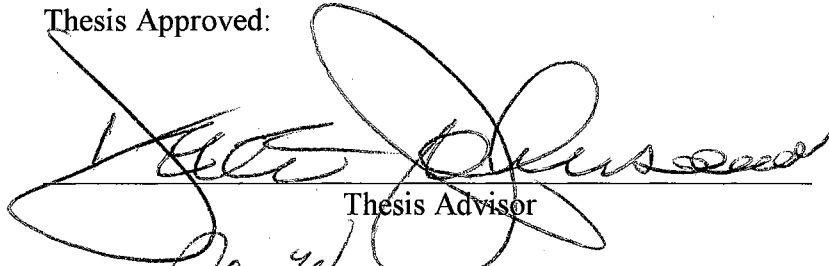
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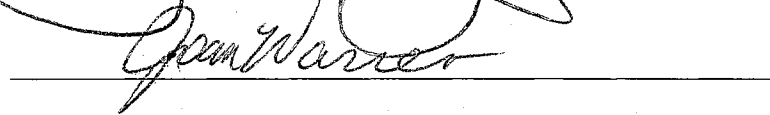
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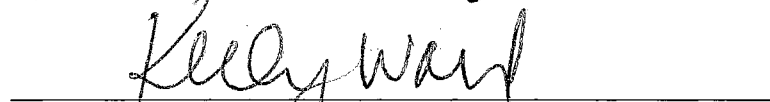
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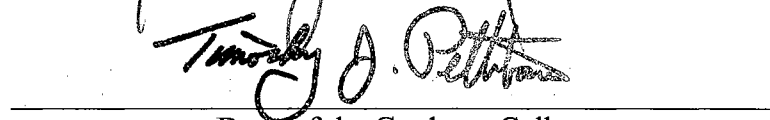
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CHAPTER I

INTRODUCTION TO THE STUDY

For many disabled students, their college experience includes not only the experiences that all students are subject to, but they must also learn to navigate the maze of how to seek accommodations for their disability. Faculty probably have the biggest impact on the success of students with disabilities. Attitudes and knowledge of policies regarding students with disabilities shape the landscape of a student with disabilities collegiate experience. This study examined the relationship of faculty characteristics and their attitudes toward students with disabilities, their knowledge of the Americans with Disability Act (ADA), and knowledge of specific disabilities.

Federal legislation mandates that each institution receiving federal assistance must reasonably accommodate students with a disability (Public Law 93-112, 87 Stat. 394 (29 U.S.C. 794)). The provisions of the ADA are binding to all public, state, and private universities and colleges in Oklahoma. The requirements for compliance of the ADA follow the guidelines of an earlier law, The Rehabilitation Act of 1973. This earlier law defined that all institutions in receipt of federally financed programs must provide reasonable accommodations for all “otherwise qualified handicapped” students. These provisions include physical accommodations regarding facilities; academic accommodation regarding instruction and appropriate auxiliary aids and services; a genuine attitudinal behavior that fosters equal opportunity for the overall disabled population as student, staff, faculty, or the public in general; and processes to adjudicate grievances. Institutions carry out these accommodations in a variety of ways, but most

have created an office for disability services to work in conjunction with faculty to develop reasonable academic accommodations (Bigaf, Shaw, Cullen, McGuire, & Yost, 1997).

Institutions of higher education are placed in the position of accommodating disabled students without placing the institution at risk financially or sacrificing the rigor of its academic programs. Disabled students may feel the accommodations are not made either in perception or in practice to assist in achieving their educational goals. Members of the faculty may perceive accommodations as lessening the rigor of their courses. Faced with the dilemma of not receiving reasonable accommodations, a disabled student may then choose to take action to address this conflict in a variety of measures. Higher education institutions must provide a process for disabled students to voice their concerns regarding their accommodation plans. The process of determining an outcome to this conflict may include input from faculty, administrators, or legal counsel. As members of appeal boards, faculty must have knowledge of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act and a positive perception of disabled students to guarantee just treatment and to ensure the institution remains in compliance with federal regulations.

A large body of literature suggests that faculty perception of students with disabilities affects the outcome of their college experience (McCarthy, Campbell, 1997; Azjen & Fishbein, 1977; Norton, 1997). Faculty who receive training and workshops on the legal issues of disability compliance and institutional policies addressing services for disabled students have a more positive perception of disabled students (Aksamit, Morris & Leuenberger, 1987). The intent of this research study was to expand the base of

knowledge for student services personnel and other service providers, and to provide data for faculty in-services and training regarding improving services to disabled students.

The study was conducted by surveying the entire faculty at a four-year regional university. Two survey instruments were used to identify attitudes of faculty regarding students with disabilities and their knowledge of the Americans with Disabilities Act. The survey instruments were administered by emailing members of the faculty and linking to a website hosting the instruments. The resulting data were statistically analyzed for significance in relation to the variables presented.

Statement of the Problem

A disproportionate number of persons with disabilities who enter post-secondary institutions do not achieve their educational goals. Contributing factors may be a lack of faculty knowledge about disabilities and faculty attitudes towards students with disabilities.

The Purpose of the Study

The purpose of this survey study was to examine the relationship between faculty attitudes toward students with disabilities and faculty knowledge of the Americans with Disabilities Act and how these are related to the School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience, and faculty rank. The goal of this study was to provide information for faculty workshops and training to improve relationships between faculty and students with disabilities. Full- and part-time faculty at a four-year university were surveyed. This study was a

replication of a study conducted of faculty attitudes regarding students with disabilities (Benham, 1995). The study conducted by Benham focused on full-time faculty at a community college and a regional university in Mississippi. The study used traditional sampling methods. The response rate for the original survey was 45%. The study conducted for this dissertation focused on one institution and included both full-time and part-time faculty. The sampling method differed greatly by using email and a website to host the instruments.

The specific purposes of this study were:

1. To determine the attitudes of higher education faculty toward students with disabilities.
2. To determine the relationship between faculty attitudes towards students with disabilities and the following variables: School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
3. To determine the independent relationship between faculty knowledge of ADA and attitudes toward students with disabilities and School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
4. To present descriptive data relative to the variables of the study.

Hypotheses

The following hypotheses were used to test the relationships between the variables of the study:

- H₁ There is a significant relationship between faculty attitudes toward students with disabilities and the independent variables of School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
- H₂ There is a significant independent relationship between faculty attitudes toward students with disabilities and each of the independent variables of college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
- H₃ There is a significant relationship between faculty knowledge of the ADA and the independent variables of college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
- H₄ There is a significant relationship between faculty knowledge of the ADA and each of the independent variables of college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.

Assumptions

The assumptions involved in the study presumed that each of the faculty who will respond have his/her own attitudes toward students with disabilities. Recognition factors regarding the requirements of the Americans with Disabilities Act are essentially the same requirements set forth in Section 504 of the Rehabilitation Act of 1973. Since these endeavors evolved in the 1970s and 1980s, the belief exists that faculty are knowledgeable of the requirements.

Definition of Terms

ADA - The Americans with Disabilities Act signed into law July 26, 1990.

Auxiliary aids - devices or services that compensate for a disabling condition.

The term includes qualified interpreters or other means of communications (such as telecommunications devices for the deaf - TDDs) for hearing-impaired people; qualified readers, taped texts or other devices for sight-impaired people; adaptive equipment; and other similar services and actions.

The provision to provide auxiliary aids is a further amplification of the term reasonable accommodation in that it regards human beings and things as tools of accommodation. Examples of these situations are as follows: A trained human interpreter may provide a service to the deaf student or employee. A tape recorder may provide a service to the blind student or employee.

Barriers -Barriers can be physical, written, and/or attitudinal:

Physical - These include all physical barriers to a facility that would prevent or prohibit access to services or goods and products that are

readily available to non-disabled persons. This includes inadequate parking spaces, curbs, steps, stairways, hard to open doors, and services and amenities inaccessible to disabled persons.

Written - These incorporate all written policies, procedures, rules, and regulations that inhibit or discriminate against disabled persons. Job application forms are another example of written barriers.

Attitudinal - Prejudicial and discriminatory attitudes toward people with disabilities.

Barrier-free environment - An environment that contains no obstacles to accessibility and usability by disabled people. Section 504, which emphasizes the concept of program accessibility, does not mandate a barrier-free environment in existing facilities. Barriers may exist under Section 504 as long as they do not impinge on program accessibility. However, new construction and alterations by federal funds recipients must feature a barrier-free environment.

Equal opportunity - Equal opportunity for qualified disabled people is an objective of Section 504. This goal translates into the achievement of accessibility, the provision of benefits, services and aids that are equally effective for disabled and non-disabled people, and programs and activities that are otherwise free from discrimination based on disability. Equal opportunity, and not merely equal treatment, is essential to eliminating discrimination. Identical treatment will not in some cases afford disabled people the adjustments or accommodations required to achieve equal opportunities to work, learn or receive services.

Individuals with disabilities - any persons who:

1. Have a physical or mental impairment that substantially limits one or more major life activities (i.e., caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. Have a record of such an impairment (have a history of, or have been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities); or
3. Are regarded as having such an impairment (Appendix 111:13:1, §41.31 of the government-wide Section 504 regulations). "Regarded as having such an impairment" may mean:
 1. having a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;
 2. having a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such an impairment; or
 3. having no physical or mental impairments, as this term is defined, but is treated by a recipient as having such an impairment.

Under (1) above, only physical or mental disabilities are included: environmental, cultural or economic disadvantages are not in themselves covered, nor are homosexuality, age, or prison records. A person who has any of these characteristics and also has a physical or mental impairment would be covered.

Under (2) above, people who have a history of a disabling condition (e.g., mental or emotional illness, heart disease or cancer) but no longer have the condition, and people who have been incorrectly classified as having such a condition, are protected against discrimination.

Under (3) above, people are protected by Section 504 who are ordinarily considered but do not fall within the first two parts of the statutory definitions, such as people with a limp. This part of the definition also includes some people who might not ordinarily be considered disabled but are so treated, such as people with disfiguring scars.

Learning Disabled – A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, including perceptual handicaps, brain injury, minimum brain damage, dyslexia, and developmental aphasia (Individuals with Disability Education Act, Public Law 105 – 17.)

Physical or mental impairment - Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or physical disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities. The term “physical or mental impairment” includes, but is not limited to, diseases and conditions such as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; mental retardation; emotional illness; past drug addiction and alcoholism (Appendix 111:13:1, §41.31 of the government-wide Section 504 regulations).

Program accessibility - “Program accessibility” is perhaps the key term in Section 504 because federal funds recipients must ensure their programs and activities are accessible to and usable by disabled people. Program accessibility is a flexible principle allowing recipients to comply, based on individual responses to their existing conditions and the needs of their disabled participants. In many instances, programs and activities may be made accessible through slight modifications and adjustments in procedures, practices and policies. In others, building renovation or construction may be required. Structural change is required only if program accessibility cannot be achieved effectively through other means (Appendix 111:13:1, §41.56-41.57 of the government-wide Section 504 regulations).

Readily achievable - Under Title III of the ADA (relating to public accommodations) this term means easily accomplishable and able to be carried out without much difficulty or expense. Factors to be considered include, but are not limited to, the nature and cost of the action; overall financial resources of the covered entity and facility or facilities involved; the number of people employed at such facility; and the type of operation(s) of the covered entity, including the composition, structure and functions of the workforce of the covered entity.

Reasonable accommodation - is the principle by which an organization’s employment and for higher education, educational opportunities must be made accessible to qualified disabled people. Under Section 504 and the ADA, organizations are required to make certain adjustments to the known physical and mental limitations of otherwise qualified disabled applicants and employees, unless it can be demonstrated that the accommodation would impose an undue hardship on the operation of the program. Such

accommodations may be required to ensure equal employment opportunities for disabled people. However, no essential job functions need be altered or new jobs created as an accommodation for disabled people (Appendix 111:13: 1, §41.53 of the government-wide Section 504 regulations).

Section 504 - means Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112, 87 Stat. 394 (29 U.S.C. 794)) as amended.

Undue hardship - A recipient must make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or employee unless it can demonstrate that such accommodation would impose “undue hardship” on the operation of its program. The regulations provide no precise criteria for determining when an accommodation becomes an undue hardship (Appendix 111:13:1, §41.53 of the government-wide Section 504 regulations).

Viewed in its entirety - Recipients must ensure that, when viewed in its entirety, a program or activity is accessible to disabled individuals. Not every component of a program or activity, therefore, must be accessible for program accessibility to be achieved. For example, if a university offers several sections of a particular course, not all sections of the course need be made accessible to students with disabilities, as long as enough sections are accessible to permit full participation by students with disabilities.

Significance of the Study

The study was conducted to determine the faculty attitudes of students with disabilities, knowledge of the ADA, and knowledge of specific disabilities. The information gathered and analyzed will assist administrators, as well as student services

personnel, in providing quality services to disabled students and in keeping Oklahoma's universities and colleges in compliance with the ADA.

Organization of the Study

The study is organized into four additional chapters. The next chapter will review relevant research topics that support the objectives of this study. Chapter Two will discuss the history and development of disability legislation, the parameters of disabilities in the educational setting, and will conclude with a discussion of the legal implications of disabilities both in education and society. Chapter Three will include a description of the population, method of data collection, a description of the instruments, and the procedures that were used to analyze the data for the proposed study. Chapter Four presents the data in a variety of tables and in discussion form. The final chapter will discuss the major findings of this study as well as implications for practice and future studies.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter introduces several relevant research topics to support the research objectives of this study. The initial section will discuss the history and development of persons with disabilities. The next section will address persons with disabilities in the educational setting and the parameters of various laws addressed to aid persons with disabilities. A review of the literature regarding accommodations, attitudes of faculty, and perceptions of students with disabilities regarding the accommodation process will be presented. A review of relevant case law shaping the landscape of addressing services for persons with disabilities will complete this chapter.

Early Educational Considerations

Early educational pursuits by society, although conceived as a social improvement for the physically and mentally impaired, were primarily the utilization of separate facilities, workshops, vocational and rehabilitation schools for people with similar disabilities. The idea, although noble in its intent, missed the mark in the true “socialization” issue, in that it actually shielded the disabled from normal society by keeping them out of the mainstream. When President George Bush signed the ADA into law on July 26, 1990, he proclaimed, “I intend to do everything in my power to put every disabled American in the mainstream. They aren’t going to be left out anymore” (Division of Rehabilitation Services, 1990, p. 2). The mainstream of society had also

shielded itself from those with obvious impairments. The blind were educated to a semi-fixed point and then taught a vocation where possible. The vocation generally directed itself to tactile tasks, such as broom making or mop making. Many visually impaired people were merely taught to sell everyday items such as fruit, produce, confections, or newspapers and magazines at appropriately located stands.

Society can be given the credit for coining the phrase “handicapped” through the necessary actions and activities of physically and mentally impaired individuals. Before the Industrial Revolution or the advent of electricity, there was little for the impaired to do. In order to exist, one of the more popular ways of survival was to beg for small change. The blind, the physically impaired, and even the mentally impaired collected coins in their hats or caps from passersby. Hence, “handy-cap” referred derogatorily to those physically or mentally impaired. This stigma has remained for all these years, and only after the passage of the ADA in 1990 has the term “handicapped” changed to the more acceptable term “disabled” (Miller, 1990).

Social, Political and Legal Evolution of Educating and Training the Disabled

Over a period of many years there have been four broad phases of treatment of the disabled: separatism, ward status, self-emancipation, and integration. In the earliest annals of history, individuals who could not provide for themselves were considered a liability to the group or tribe even in the most primitive society. These unfortunate few were usually separated from the group and were often annihilated. A special few were venerated. Civilization’s growth in the early cultures in Sparta, Athens and Rome did little to change this practice, as children with defects were put to death. Such notable

philosophers as Plato, Aristotle, and Seneca generally accepted, legally sanctioned and theoretically approved of the death sentence (Lowenfield, 1973).

Early Christianity changed the death penalty by creating a church ward status, primarily for the aged, orphaned children, and the blind. Later asylums and hospitals were created for the outcasts by St. Basil as early as 369 A.D. Hospices of the blind were established by St. Louis in Italy, Spain, Germany, and Scandinavia some nine hundred years later, circa 1254 A.D (Lowenfield, 1973).

From 1500 to 1700 there was a move toward self-emancipation as some blind and deaf persons sought either to self-train or to be taught by imaginative tutors, the skills to become bards, singers, or musicians (Lowenfield, 1973).

There has been a slow but continuous effort for integration of the handicapped for the last 200 or so years. Most of this started with the organized education of blind children. Several types of embossed printing were introduced, one by Hauz, and the most popular, and later universally accepted, Braille. This was the first in a series of steps to move the handicapped “into the society of other men” (Lowenfield, 1973, p.5).

In the 1800’s Samuel Howe started a school to educate sightless persons. This school later became the famous Perkins Institute for the Blind at Harvard University. Howe’s work received much acclaim and by 1879 the first act for disabled people, To Promote the Educating of the Blind Act, was enacted by Congress (Lowenfield, 1973).

In his book Sketch for a Portrait, Brooks (1954) quotes Helen Keller, “a person who is severely impaired never knows his hidden sources of strength until he is treated like a normal human being and encouraged to shape his own life” (p. 18).

Multiple handicapped persons, such as Helen Keller, became an increasing population during the nineteenth and twentieth centuries. No one had a greater impact than did Helen Keller as she became a world celebrity, being asked to travel, visit and lecture in most countries of the world. From 1946 to 1957 she visited Association for the Blind schools in 35 countries. Her association with Presidents from Calvin Coolidge to Lyndon Johnson did much to keep the White House occupants aware of the multiple handicapped population. She became a great friend to the Roosevelts, primarily because of the President's affliction, and was virtually instrumental in the drafting of the Social Security Act of 1935, to assist the unemployable, aged, dependent children and the blind (Leiby, 1978).

The Civil Rights Act of 1964 was enacted to eliminate discrimination primarily for minorities and women. This act was a major stepping-stone to passage of legislation in the 1970s directed specifically to the disabled population. Many advocacy groups recognized that a large segment of the disabled population was improperly represented as being "equal." Discrimination of the mentally, physically and learning disabled existed, and laws at the state and federal levels were enacted to provide for this newfound minority.

The Rehabilitation Act of 1973 and the Education of All Children Act of 1975

The Rehabilitation Act of 1973, which focused on non-discrimination for all entities receiving federal financial assistance, and The Education of All Children Act of 1975, which focused on appropriate education regardless of handicap, were to make their mark on higher education (Jarrow, 1991). In the 1970s, these acts, although passed for

different strategies, and at different times, worked in concert to lay the legal groundwork for the disabled.

The Rehabilitation Act of 1973 included those who provided products or services and were recipients of government contracts; also included were those recipients of federal grants, including Pell Grants, and all institutions whose participants received any federal financial assistance in the way of grants or tuition. The latter encompassed all colleges and universities with recipient students.

The major problem in properly adhering to this act was in the failure to provide timely implementation of rules until 1977. Section 504 of the Rehabilitation Act of 1973 was enacted to assure that receiving entities provide programs and services and make them accessible to “all otherwise qualified handicapped individuals.” A four-year delay in the issuance of the implementation guidelines for Section 504 caused significant problems. Although the law was clear, the absence of implementation guidelines created confusion, and by 1977, many court cases had been decided on a case-by-case basis. Then, with the issuance of the guidelines, college and university leaders acted to meet their responsibilities under the law (Jarrow, 1991).

One of the major requirements of Section 504 was the establishment of disability support services to provide a central focal point for all requiring assistance. Disability support specialists were frequently chosen by the college or university because of their own disability. Because those people with disabilities had been successful in college, it was assumed that they, as advocates, could teach others how to succeed.

The initial focus by college administrators was primarily on the principal accommodations for those with “visible” disabilities. The major barrier was attitudinal,

not physical, and became the driving force for disability support specialists in providing the requested accommodations for those requiring them. These services were generally manifested in the rescheduling of classes and in providing technical aids, interpreters, readers and scribes.

In 1975, the Education of All Children Act provided that all children are entitled to a free, appropriate public education, through graduation of a secondary education, or until age 21, whichever is applicable. These handicapped graduates were then ready for the additional challenge of a college education. Institutions of higher education developed programs to provide the required major services to disabled students. On many college campuses only visible handicaps were addressed. The Learning Disabled (LD) were to remain “invisible” for a time.

In the five years that elapsed from 1977 to 1982, progress was made in providing reasonable accommodations to the visually-impaired and hearing-impaired students, and some initial progress was developed for the LD impaired student (Marion & Iovacchini, 1983).

Americans with Disabilities Act, an Overview

In 1990, President George Bush signed a new law designed to bring the individuals with disabilities into the mainstream of society. Heralded as the most broad, sweeping and all-inclusive civil rights legislation since the Civil Rights Act of 1964, the Americans with Disabilities Act was intended to open doors to employment and to give access and accommodation to the disabled in all public places and services. The ADA had an 18- to 36-month implementation schedule. The first implementation of the law was scheduled for January 26, 1992, to provide access to people with disabilities in all

public services and accommodations. A major civil rights initiative of the 101st Congress, the ADA, provides broad based discrimination protection for the disabled in public and private employment, public services, public accommodations, transportation, and telecommunications (Dale, 1991). College and university students with disabilities are afforded additional benefits of improved facilities, services, and accommodations through the endorsement of this act. The overall intent of the act is to open doors to employment and give access and accommodation to the disabled in all public places and services.

The emphasis of the ADA, although multi-directed to improve the quality of life for the disabled, is strongest in its position on Title I, Employment, access to, and accommodation of the disabled. The Civil Rights Act of 1991, also addressing discrimination in employment, squarely addresses the ADA and the disabled. An examination of the 1991 Act reveals new and powerful remedies to the disabled, over and above those afforded by the ADA.

The Civil Rights Bill of 1991 was passed and in effect even before the employment provisions of the ADA became effective, which was July 26, 1992. The guidelines and intent of the ADA are strongly buoyed by the Civil Rights Act of 1991. The Civil Rights Bill of 1991 broadens the Rehabilitation Act of 1973 and strengthens the Civil Rights Act of 1964 by offering equal treatment, free from discrimination and bias for women and the disabled.

The ADA now encompasses Section 504 and contains additional provisions of its own. Coupled with the Civil Rights Act of 1991, disabled persons may seek punitive damages in employment discrimination suits (Noah & Karr, 1991). The law was

intended to honor the requirements of simple justice, by ensuring that federal funds would not be spent in a “discriminatory fashion” (Wegner, 1988, p. 398). The implications of this law in reference to the “receipt of federal financial assistance” triggers the statute’s anti-discrimination requirements and further “creates a zone of institutional obligation” (Wegner, 1988, p. 398), requiring compliance with the federal law.

Title VII of the Civil Rights Act of 1991

Protection beyond Title VII is provided under the Civil Rights Act of 1991. The origin of this act was for protection of women and minorities, when on June 5, 1991, the House passed the Civil Rights and Women’s Equity in Employment Act of 1991 (Dale, 1991). A second action, The Glass Ceiling Act of 1991 (subtitle A, Title III of the Women’s Equal Opportunity Act of 1991, S.472/H.R. 1149) was proposed to “make recommendations about the opportunities and barriers” for women and minorities (Dale, 1991). Both of these proposals were included in the Civil Rights Act of 1991, and the reference to minorities led to the inclusion of the disabled. In discrimination cases, punitive and compensatory damages may be awarded beyond Title VII. Disabled college and university students and employees are included in these provisions (Dale, 1991).

Disabled Student Population in Higher Education

In a report published by the American Council on Education (Henderson, 2001), one in 11 college freshmen reports having a disability, up from one in 33 reported two decades ago. Students are far more likely to report a learning disability than any other kind, the report says. The report was based on a national annual survey of college

freshmen conducted by the Cooperative Institutional Research Program. The survey found that nine percent of all full-time, first-time freshmen enrolling in 1998 reported having at least one disability compared with three percent in 1978. Of those reporting disabilities in 1998, 41 % said they were learning-disabled. The comparable figure in 1988 was 15 %. The second most-common disability was “other” (21.8 %), followed by “health-related” (19.3 %), “partially sighted or blind” (13.3 %), “hearing” (11.6 %), “orthopedic” (9.1 %), and “speech” (5.3 %). Ten years ago, “partially sighted or blind” was the most common disability, with 31.7 % of freshmen with disabilities reporting the condition. The report acknowledges that the survey’s statistics may not be completely accurate, because the students self-reported their disabilities and had not necessarily been formally diagnosed as disabled. The study also suggests a link between the reporting of disabilities and gender. Fifty-three % of the students who reported having disabilities were male, according to the report, while men made up just 46 % of all students. When choosing a college, students with disabilities based their decisions more on the academic reputation of the institution than on anything else—46 % cited that as the primary factor, as did 49 % of all students. Twenty-eight % of students with disabilities said they had chosen their institution because it offered special programs for disabled people.

Providing Disabled Student Services

Addressing services for students with disabilities was well underway by 1982; just five years after the U.S. Department of Health, Education and Welfare issued the final regulations implementing the Rehabilitation Act of 1973. Marion and Iovacchini (1983) performed a study to determine the special efforts made by 155 colleges and

universities in the United States and their program accessibility measures for the disabled.

The results of their findings indicated outstanding effort in all areas of compliance from the initial establishment of an institutional official as compliance officer for Section 504 regulations, to the further establishment of an institutional committee to deal with issues and activities related to compliance. The identification of need and of special accommodations was also paramount in the number of extra or additional services rendered by the institutions. The provided services offered by the institutions polled included the following: attendant service, specialized van for transportation, adaptive physical education courses, wheelchair repair and rental services, organizations for students with disabilities, accessibility maps, tactile signs and maps, priority class registration, special parking permits, oral test taking, reading machines, braille computer readouts, braille paper, “talking” calculators, braille and large print reference material, special projects in the arts, telephone hook-up for homebound students, note takers, interpreters, and readers. This partial list represents a remarkable array of aids provided by the institutions. Funds to provide for these programs were a combination of institutional funds, special state appropriations, state agencies, and other sources (Marion & Iovacchini, 1983).

The ADA also includes these types of accommodations for learning disability (LD) assistance, and since the ADA encompasses a broader spectrum of the population as being disabled, new LD groups may emerge. Special programs for recovering drug or alcohol addicts may reveal LD symptoms, which also fall into the disabled category.

Identification of those with LD is only one factor; another consideration involves what program of assistance is required and its availability. Since LD was a provision of Section 504, Parks, Antonoff, Drake, Skiba, & Soberman, 1987, performed a study to determine what was occurring in graduate and professional schools to accommodate the post graduate student. The survey was large, as over 700 graduate and professional students were targeted to be studied. A review of literature at the time, 1987, revealed no professional data. The level of misunderstanding of the LD area was quickly apparent as only 32%, or 223 of the surveys were returned. More alarming was the fact that of those responding, only 24% had a written plan encompassing physical, visual, and hearing disabilities (Parks et al., 1987). The survey, although bleak in positive responses, did reveal that a vast array of special services were provided, and the identification of these services is the most important element of that study. The perception is that a more concentrated effort must be brought to bear on the written statements of objectives regarding those with LD and that programs and increased effort are required to accommodate more fully the LD student in higher education at the graduate and professional school level (Parks et al., 1987).

Scott (1990) cited that a national survey conducted by the American Council on Higher Education (1987) reveals that 1.1% of all full-time, first-time entering college freshman are “otherwise qualified.” This number equals 18,300 students with LD (Scott, 1990). This particular disability is perhaps the most difficult for college admissions staff to cope with. The complexities of LD are further complicated by the “fear of infringing on the rights of privacy and confidentiality” (Scott, 1990, p. 398) of the disabled, and subsequent legal proceedings and loss of federal funds. The best guideline or reference

directs attention to Southeastern Community College v. Davis 574 F 2d 1158 (4th Circ. 1978), 442 U.S. 397, 99. S. Ct. 2361, 60 L. Ed. 2d 980 (1979) in that the answers to each specific LD question depend on the facts of each case (Iovacchini & Abood, 1981).

From the early 1970s through 1991, there was a trial and error period of accommodating students with disabilities. A vast number of legal cases have established precedent on exactly how those with disabilities are to be treated, and as a result, Individual Educational Programs (IEP's) have been developed to assist the disabled student. The major provisions of these programs are to:

1. Describe the student's current level of educational skill development.
2. Outline annual goals to be achieved through the program.
3. Specify instructional objective.
4. Enumerate the specific "educational service" to be provided.
5. Provide an evaluation plan to determine if goals and objectives are met

(McLaughlin, 1982).

The offshoot of these kinds of individual educational programs has changed the role of higher education to be more than a dissemination of knowledge; now it must concentrate on the individual as learner.

Accommodations in Most Integrated Setting

States are required to comply with the Supreme Court's decision in Olmstead v. L.C., 527 U.S. 581 (1999), which requires states to provide services in the most integrated setting. The "integration mandate" of the Americans with Disabilities Act requires public agencies to provide services "in the most integrated setting appropriate to the needs of qualified individuals with disabilities." The high court upheld that mandate,

ruling that Georgia's department of human resources could not segregate two women with mental disabilities in a state psychiatric hospital long after the agency's own treatment professionals had recommended their transfer to community care (Supreme Court Upholds ADA "Integration Mandate" in *Olmstead* decision, 2001).

The ruling upheld that states must still provide reasonable accommodations in the employment context, build new buildings to be readily accessible to and usable by people with disabilities, provide full program access at state colleges and universities, and that they must otherwise fully comply with the ADA and its implementing regulations. (Supreme Court Upholds ADA "Integration Mandate" in *Olmstead* decision, 2001).

How Far Has Higher Education Taken Section 504 and the ADA?

Section 504 of the Rehabilitation Act of 1973 prohibited discrimination on the basis of disability by any entity receiving federal funds. Subpart E dealt directly with post-secondary education and specified that all programs and services provided are accessible to all "otherwise qualified handicapped individuals." The ADA prohibits discrimination, as in Section 504, but further focuses on those not previously covered under Section 504, (private businesses, non-government funded services and accommodations, state and local governments) and are required to provide full and equal access to all disabled individuals (Jarrow, 1991, pp. 26-31). The questions and decisions made by administrators often were decided in landmark court cases. This was true, in part, because it took nearly four years to get published guidelines for Section 504. The scrambling by administrators to meet the guidelines and become service providers quickly was further influenced by Public Law 94-142, the Education of All Handicapped Children Act, enacted in 1975. Colleges and universities were further impacted with this

growing segment of high school graduates who also fell under the auspices of Section 504 (Jarrow, 1991, p. 28).

In the 1970s, administrative concern was with accessibility of facilities, the provision of disabled student advocates and support specialists, class rescheduling, and technical support in the form of readers, scribes, interpreters, and other forms of assistance. By the mid 1980s, it became evident that the visibly disabled were fairing well, but those with “invisible” disabilities were just emerging. This is especially true regarding those with learning disabilities. Jarrow estimates this population to make up 35% to 50% of all disabled students (Jarrow, 1991, p. 28).

The administrators of higher education in American colleges and universities have, since the 1970s, faced and shared their responsibilities to the disabled population. Because the right to equal education is so important, the ADA has also made it equally accessible. The mainstreaming of the disabled also prepares many of them to become qualified employees in an educational institution. The past actions of those responsible for higher education should be applauded because the progress has been significant. The perception is that continuing progress for the disabled, as student and staff, will further enhance the pursuit of excellence in education.

Faculty and Staff Knowledge and Attitude Concerning Learning Disabilities

A recurrent theme in the literature concerning development of programs and services for post-secondary students with learning disabilities is the importance of faculty and staff knowledge and attitudes concerning the acceptance of these students in a postsecondary setting. The role of faculty in higher education is to make connections with students and lead them through a process of learning. Faculty are the main

connection students have to an institution. Whether full-time or part-time, most students equate faculty as the principal representative of the institution (Bergquist, Gould, & Greenburg, 1981). As the trends have increased to replace a full-time faculty with more part-timers, particularly in the community college arena, students with disabilities are caught in the middle (Roueche, Roueche, & Milliron, 1995). Learning disabilities program directors at the college level indicated that such college programs must have the support of faculty or the program would fail. Program directors indicated that only half to three-quarters of the instructors were receptive when approached about accommodating students with learning disabilities. The remainder of instructors held beliefs that ranged from perceiving students with learning disabilities as just lazy to total rejection of college for learning disabled young adults (Mangrum & Strichart, 1983, p. 64).

Stone (1983) found that the greatest problem facing students with learning disabilities is the attitude of the faculty. She found that both colleges and universities met with strong faculty resistance when attempting to establish accommodations and services for students with learning disabilities. Negotiating for special accommodations for the blind, deaf or physically disabled proved to be much easier than arranging accommodations for students with learning disabilities. It was felt that the emphasis on reading, writing, and research abilities in the university works against the understanding or appreciation of the problems of students with learning disabilities. Increasing the awareness of the special needs of students with learning disabilities by faculty was seen as a possible solution to this problem.

Professors are often unable or unwilling to acknowledge students' learning problems and think that these students should not be allowed to attend college. In fact, many believe that their responsibility is to teach content and not cure learning problems. They are therefore reluctant to modify their curriculum and educational methodologies to accommodate students with learning disabilities (Putnam & Markovchick, 1984).

Accardo, Haake, and Whitman (1989), in a special article concerning medical students with learning disabilities, describe the importance of faculty attitudes concerning students with learning disabilities. The quantitative study yielded a response rate of 41%. In a discussion of the patterns of problems and intervention strategies for instruction of medical students with learning disabilities, the authors state that, "Unfortunately the effects of minor adjustments (to instructional methods) can be more than offset by uncompromising faculty attitudes" (p. 256). The authors further comment that the failure of an individual to learn should be imputed to rigid, non-individualized instructional method resulting from the uncompromising attitudes of instructors. They state, "With his normal intelligence, learning disabled Johnny can learn, if he is taught differently, and he can pass examinations, if tested differently" (p. 256). Other than dissemination of their discussion of medical students with learning disabilities and recommendations for accommodations in approaches to instructional methods, these authors suggest no solutions for improving attitudes concerning students with learning disabilities.

Because students with learning disabilities are intellectually capable, but have difficulty receiving and processing information through the senses, their academic performance is impaired. Teachers and other professionals who interact with students with learning disabilities may not be aware of or recognize the need for modifications of

academic programs or other services because the disability is not visible (Aksamit & Leuenberger, 1987).

In order to explore the levels of knowledge and attitude of faculty and student services staff at the University of Nebraska at Lincoln (UNL), Aksamit et. al. undertook a study to examine the self-reported attitudes and knowledge of student services staff and teaching faculty concerning students with learning disabilities.

All full-time faculty and staff who had an on-campus address at UNL were surveyed (1,426 surveys were mailed). Results indicated a 36% response rate and that faculty and student service staff held generally positive attitudes but generally had only limited knowledge about learning disabilities. Student services staff was found to have significantly more positive attitudes and better knowledge concerning students with learning disabilities than did faculty. Attitudes concerning students with learning disabilities were found to be significantly related to gender, previous contact with individuals with learning disabilities, and years of job experience. Females were found to hold generally more positive attitudes, less experienced faculty and staff held generally more positive attitudes. Previous contact with individuals with learning disabilities was related to better attitude toward learning disabled individuals as well as an increase in knowledge.

Given the limited knowledge reported in their study Aksamit et. al. felt that staff development should include general information concerning students with learning disabilities. The most significant finding in regard to the four independent variables was that training concerning learning disabilities resulted in significantly more positive attitudes and greater knowledge.

In particular information concerning where to refer students with disabilities, recognition of the presence of learning disabilities, and when and how to assist students with learning disabilities should be included in staff development programs.

The authors of this study acknowledge the limited applicability of their findings because of the participation of faculty and staff from only one university and comment that additional research is needed to either support or refute their findings (Aksamit & Leuenberger, 1987).

Thompson, Bethea, and Turner (1997) surveyed faculty at a southeastern university to measure their knowledge of disability laws and of recent court decisions that affect higher education. Results indicate that most faculty members were only marginally aware of their responsibilities and of the legal rights of students with disabilities to reasonable modifications of institutional policies and accommodation practices.

Farrell and Harckham (1988) conducted a study to assess the attitudes of college personnel groups in order to verify the results of the study performed by Aksamit et. al. (1987). Significantly, however, the study did not include an assessment of faculty knowledge and student services staff knowledge concerning students with disabilities. Instead, Farrell and Harckham concerned themselves only with attitude about students with learning disabilities.

The results of the study by Farrell and Harckham (1988) indicated a significant difference between faculty and student services staff attitude concerning students with learning disabilities. Student services staff as a group were found to have a substantially more favorable attitude concerning students with learning disabilities than did faculty.

The authors recommended that if there is a relationship between understanding students with learning disabilities and faculty and student services staff attitude about them, priority be given to faculty members when allocating training resources.

Although Farrell and Harckham's study did have the effect of supporting the results of the study by Aksamit et. al. concerning faculty and student services staff attitude, it resulted in only a broad suggestion for staff development.

Attitudes of faculty members towards accommodations for disabled students have been shown to be a positive influence on the adjustment to college of disabled students (Norton, 1997). In this quantitative study faculty were questioned on their opinions about granting extended testing periods, and if they were comfortable providing accommodations for learning disabled students.

Disabled students report better adjustment to college and satisfaction when faculty show an awareness for disability etiquette and knowledge of campus services. Results of a study investigating individual predictors of adjustment to college indicated social support from campus organizations and faculty, and satisfaction with services for students with disabilities were each associated with higher reported levels of student adjustment (Sanders & Dubois, 1996).

Faculty Attitudes and Knowledge of Classroom Accommodations

Faculty members' attitudes toward disabled students and their knowledge of specific disabilities and the Americans with Disabilities Act have an impact on disabled students. Azjen and Fishbein (1977) state that there is a high correlation between faculty attitude towards disabled students and developing positive relationships with disabled students. This quantitative research project investigated how faculty attitudes and

perceptions of disabled students are changed if faculty members are provided with the appropriate information regarding specific disabilities and the law. In order for students with disabilities to pursue a degree in higher education, it is imperative that administrators be cognizant of their faculty member's attitudes toward disabled students and their knowledge of specific disabilities and the law (Azjen & Fishbein, 1977).

Vogel (1999) surveyed attitudes and practices of college faculty toward providing teaching and examination accommodations for students with learning disabilities. The quantitative research found greater willingness to provide additional teaching than examination accommodations. Faculty were most willing to allow students to tape-record lectures and least willing to provide supplementary materials such as lecture outlines or alternative-format assignments.

Some learning-disabled students have requested that institutions waive the qualitative and quantitative standards required for eligibility for federal financial aid as a reasonable accommodation to their disability. Barber (1996) examined a college's obligation to make an individualized assessment in determining whether such standards should be waived for learning-disabled students. The article argues that while courts should give some deference to academic decisions, colleges and universities must demonstrate that their decisions are justifiable and ultimately serve the best interests of the disabled student and the institution.

Accommodations for the Student with "Invisible" Disabilities

Early in the history of developing services to students with disabilities, disabilities less associated with physical limitations, or those that are less visible have fit into a category of "invisible" disabilities. Usually found to be a subset of learning disabilities,

one common diagnosis that fits into this category are the attention deficit disorders.

Latham and Latham (1998) provide an overview of attention deficit disorders (ADD) and the legal rights of college students with ADD. Possible accommodations that schools can make for students with ADD are provided and include: (1) provide structure and reduce distraction in class; (2) simplify and repeat instructions, as necessary, both orally and in writing; (3) give frequent and specific feedback from faculty and disability services staff; (4) provide accommodations such as priority registration, reduced course loads, taped textbooks, tape recorders, course modifications, tailored assignments, modified text books, priority seating in the front of the room, study guides, and summaries of important points; (5) provide test accommodations such as extra time, quiet room, alternative formats, and opportunities to seek clarification; (6) allow course substitutions to fulfill certain requirements, e.g., for foreign language and mathematics; (7) offer as electives alternative learning style courses; (8) educate the student regarding ADD, coping strategies, and advocacy techniques; (9) encourage the use of support groups, counselors and advisors to assist with academic, career and other issues; and (10) review rules and expectations and use behavioral management techniques as needed.

Wallace, Winsler, and NeSmith (1999) explored factors associated with success of college students with attention deficit hyperactivity disorder (ADHD). Forty-four students diagnosed with ADHD at the University of Alabama completed a 107-item survey pertaining to issues associated with ADHD symptomology, planning and scheduling of activities, study habits, focusing of attention, co-morbidity of other learning difficulties, social relationships, help-seeking, and self-efficacy. The study found three factors were associated with success (as measured by grade point average): age (older

students did better), feelings of self-confidence, and basic student responsibilities (the ability to plan and follow a sequenced schedule of activities). The study also found that students with additional learning disabilities were no more or less successful than other ADHD students. Students diagnosed with ADHD by age 15 had greater difficulty in reading and less difficulty in memorizing. Assistance at the high school and college levels was not related to academic success for these students.

Students' with Disabilities Perceptions of the Accommodation Process

A survey of college students with various disabilities was conducted to assess their perceptions of the accommodation process (Elacqua, 1996). Students were interviewed about particular accommodations requested and positive and negative aspects of the accommodation process. They also provided quantitative information on:

1. perceptions of classroom accommodation requests;
2. perceived instrumentality of classroom accommodations to enable students to achieve personal and academic objectives;
3. availability of information regarding support and referral services; and
4. overall satisfaction with classroom accommodations.

The survey found that the majority of students felt satisfied with the accommodations they received and felt they were familiar with the referral procedures and support services available, but they felt that professors were not familiar with their disabilities or available services. The students felt that requesting a classroom accommodation was stressful. The report stresses the need for in-service training about students with disabilities in higher education (Elacqua, 1996).

Students with disabilities may also feel their relationship with faculty is enhanced if they are able to tell their story. A significant factor in research conducted by Beilke and Yssel, (1998) was the students' desire to tell their stories, attesting to autobiography's role in forming meaningful faculty-student relationships. Students responding to this qualitative research project attested to increased feelings of connectedness to faculty where they were able to discuss in detail their disability. The authors also report a higher student satisfaction with the accommodation process where students were able to discuss this information.

There are many court cases to be cited pertaining to faculty and students who have been discriminated against because of a disability. The charges against institutions, school boards, school districts and other governing bodies have been much more frequent since the Rehabilitation Act of 1973 has been in effect.

To illustrate the degree in which these oversights have accrued, a series of court cases will be discussed referencing areas of individual concern regarding alleged discrimination of people with disabilities. Many times, legislative intent can only be defined in case law. University administrators, as well as the disability community looks to how cases are decided, argued, and filed to further define practice. A comprehensive review of some of the landmark cases involving disability case law is provided to add to the foundation of this study.

Learning Disabled Precedents

Two cases are important in that they identify responsibilities of schools to provide appropriate education to, and to identify, learning disabled school children and provide them with an appropriate education.

In Stuart v. Happi, 443 F. Supp. 1235 (D. Conn. 1978), it was concluded that The Education of the Handicapped Act gives students the right to appropriate public education and is enforceable in federal court. The court issued a preliminary injunction prohibiting a superintendent of schools and the board of education from holding a hearing to expel a student with learning disabilities and emotional difficulties from a high school. They were ordered to hold an immediate review of her special education program. Although she had been involved in school wide disturbances and had not attended learning disability programs, she was now willing to do so.

The court acted in the student's favor by showing (1) possible irreparable injury if expelled, as she would not be getting "appropriate education opportunity," while a new one was being devised; (2) probable success in the merits in that she alleged having been denied, and the right to remain in her present placement while review takes place, and the right to be educated in the least restrictive environment and, lastly, the rights to have her placement changed in accordance with procedures established by law.

Similarly, in Frederick v. Thomas, 557 F. 2d 373 (3rd Cir. 1977), a minor with a learning disability, sued on the grounds that the School District of Philadelphia did not provide learning disabled students with a minimally appropriate education in violation of Pennsylvania law and the federal constitution. The trial court directed the school district to identify all learning disabled students as a means of providing them with an appropriate education. The court also noted that only 1300 of approximately 8000 children suffering from learning disabilities had been identified. An inadequate method of "teacher referral" identification was the sole means and measure, which the court

found inadequate. The court did not address the question of education programs, only that a method of identification was necessary.

A Challenge to Learning Disabled Accommodations

In Guckenberger v. Boston University 957 F. Supp. 306, 974 F. Supp. 106 (D. Mass. 1997) and 8 F. Supp. 2d 82 (D. Mass. 1998) the question posed by the case as considered from the perspective of the plaintiffs' attorneys was whether Boston University violated federal law in its response to the requests for reasonable accommodations by students with learning disabilities. The decision also dealt with four major sub-issues:

1. BU's newly implemented policies requiring re-testing every 3 years for students with learning disabilities;
2. BU's revised requirement that a learning disability evaluator must be a "licensed psychologist, clinical psychologist, neuropsychologist, or reputable physician";
3. BU's newly implemented policy requiring extensive documentation from evaluators and secondary schools; and
4. BU's refusal to continue allowing course substitutions in lieu of foreign language requirements for students with documented learning disabilities.

The court found that the university had violated federal law in 1995-1996 by implementing its new policies without providing sufficient notice to the students. The court also found that the initial documentation requirements were overly restrictive, and that certain of President Jon Westling's decision in 1995-1996 were motivated by bias. In spite of these rulings, the Court denied almost all of the demands that the plaintiffs had

made during the course of the litigation and awarded damages (totaling less than \$30,000) to only six of the plaintiffs.

The issue that is of greatest practical importance to colleges and universities—when can a university refuse to provide an accommodation that would result in an alteration of its degree requirements?—was resolved in Boston University’s favor. The court held that a university is not required to undertake scientific studies or consult outside experts before determining that its degree requirements are fundamental to a program of study, and can instead rely on the reasoned conclusions of its own faculty and administrators. Although the court broke no new ground in reaffirming the long-standing principle of deference to academic decisions, the 1998 opinion marks the first time that a court has applied this principle in the context of a legal challenge to a liberal arts, rather than a professional, degree requirement. In upholding the conclusion of the Dean’s Advisory Committee regarding the language requirement of the College of Arts and Sciences, the court underscored Boston University’s and, indeed, every university’s legal right to rely on its own professional judgment about what is essential to its curriculum.

From Boston University’s perspective, this case was also significant because it confirmed that the faculty and academic administration of the university play a significant role in determining whether a requested accommodation undermines academic standards, even after the Office of Disability Services determines that a student has a disability requiring the provision of reasonable accommodations.

The case also affirmed the right of a university to insist on appropriate documentation to support requests for accommodations, and brought to light the problems that can result when a university’s administration determines that its disability

services office is recommending accommodations based on insufficient documentation. Although the timing may have been coincidental, the Association on Higher Education and Disability (1997) published guidelines setting forth criteria for appropriate documentation by college and university students seeking accommodations for learning disabilities. These guidelines are similar to the university's policies that were upheld by the court in this case.

Perhaps the most important result of the university's critical examination of its policies was that it stimulated debate on the relationship between learning disabilities and the appropriate response by educational institutions, from elementary to postsecondary schools. As colleges and universities across the country struggle with these issues, the Guckenberger opinions should provide a framework within which to formulate policies.

Auxiliary Aids Precedent

In Barnes v. Converse College, 436 F. Supp. 635 (D.S.C. 1977) a teacher for the deaf and blind was granted a preliminary injunction enjoining Converse College from refusing to provide funds to her for the services of a sign language interpreter in connection with classes in which she wished to enroll.

The college was a recipient of federal financial assistance, and the court ordered it to procure and compensate for a qualified interpreter to assist the plaintiff in her classes. The court ruled the right of the plaintiff under Section 504 of the Rehabilitation Act. The court further pointed out that although the college was private, by receiving federal funds, it "may well be forced to make substantial expenditures of private monies to accommodate the federal government's generosity."

The requirement to provide auxiliary aids to students with disabilities has been a factor in a number of complaints and suits. In 1979, a deaf student filed a complaint with the Department of Health, Education and Welfare (now the Department of Education) for failure of the University of Alabama at Birmingham (UAB) in not providing auxiliary aids. The university contended that it did not routinely make auxiliary aids available to disabled students. Instead, students must request “all major or costly accommodations” in writing prior to the school term. This applies only to “regular students” i.e., those enrolled in degree-granting programs.

In United States v. Board of Trustees of the University of Alabama, 86-C-1779-S (C.H.D. Ala., 1988), the District Court determined that the University also required disabled students in non-degree programs to provide their own aids on the “ability to pay” criteria. The District Court found that the financial means test violates Section 504, since it precludes such tests as criteria for providing auxiliary aids.

Individualized Instruction Precedent

Education requirements under Section 504 can even mandate individualized instruction and counseling for handicapped students. This was the case of Lopez v. Salida School District, C. A. No. C-73078 (Dist. Ct. County of Denver, CO. 1978). The student, Lopez, required special education and had learning and behavioral difficulties. He was expelled for disruptive behavior and denied an education for three years, although he had requested readmission. After a consent decree was entered into, in January 1978, the school district agreed to provide compensatory education to the plaintiff at a community college, assuming the cost of the education, individualized instruction, counseling, room and board.

Physical Qualification Precedents

Denial of a psychiatric residency program to a medical doctor suffering multiple sclerosis brought an action against the Regents of the University of Colorado in Pushkin v. Regents of the University of Colorado, 685 F. 2d 1372 (10th Circ. 1981). This case centered on subjective interview procedures used to “screen-out” the plaintiff. The selection procedures were focused on assumed emotional instability and disability, even though he suffered from none. The trial court found him to be an “otherwise qualified handicapped individual.” Relying on the Supreme Court’s ruling in Southeastern Community College v. Davis, 574 F 2d 1158 (4th Circ. 1978), 442 U.S. 397, 99. S. Ct. 2361, 60 L. Ed. 2d 980 (1979) that the statute does not require admission to a program for training for which the applicant could not physically qualify, but that handicapped persons may not be denied admission solely because of their handicaps. The court found there were “no particular physical qualifications essential to participation in the programs” and determined that Pushkin was an “otherwise qualified person who is able to meet all of the program’s requirements in spite of his handicap.” The defendant appealed the order; however, the Appeals Court disagreed with the defendant and affirmed the trial court’s decision in a lengthy opinion and held that Section 504 itself delineates the standard of proof in handicapped discrimination cases.

Charges of discrimination and the need for all entities to be aware of potential discrimination charges is best pointed out in the case involving Gelman v. Department of Education, 544 F. Supp. 651 (D. Colo. 1982). Hired in December 1978 at the Denver Regional Office of the HEW, Miriam Gelman, diagnosed with rheumatoid arthritis, served the office of student financial assistance as a collection agent. Her duties were

changed over a period of two months, and the increased manual activity affected her condition. She brought a suit for reasonable accommodations and asked for compensatory and punitive damages. The court ruled that compensatory damages could be sought, but not punitive damages. The court also held that precedent had already been set in Hutchins v. Erie City and County Library, Pathen v. Dumnsion, and Poole v. Smith Plainfield Board of Education. The court further quoted the reasoning of the Hutchins Court: “The constitution and the federal civil rights statues have established certain federally protected rights. When one of these rights is violated, federal courts have the obligation to insure that the violation is completely re-addressed . . . including in proper cases the awarding of damages.” Thus, compensatory, but not punitive damages are available under Section 504.

Visual Impairment Precedent

Federal financial assistance gives specific protection rights to the disabled. In a team sports matter, Wright v. Columbia University, 520 F. Supp. 789 (E.D. Pa. 1981), the court held that a university is the single entity for purposes of “recipient federal assistance” test, so a football program is not outside coverage of Section 504.

A handicapped student challenged Columbia University’s refusal to permit his participation in its intercollegiate football program and claimed this was a violation of Section 504 of the Rehabilitation Act of 1973. The student had sight in only one eye since infancy, but had played football in high school and wanted to continue at the college level. The university, concerned about risks of injury, refused. Furthermore, the university argued that the intercollegiate programs received no federal funds and were outside of the coverage of the act. The court referred to the regulations and defined

“recipient” under Section 504 to be “any public or private agency, institution, organization, or other former situation.

Reasonable Accommodations Precedents

Similarly, in a case involving the potential hiring of an individual, the court awarded compensatory damages and attorney fees under Section 504, but denied punitive damages. The case, Fitzgerald v. Green Valley Area Education Agency, 589 F. Supp. 1130 (S.D. Iowa 1984), involved a multiple disabled man with cerebral palsy and partial paralysis of the left side, holding a bachelor’s and master’s degree, with a specialty in early childhood education. A resume and a formal application for a position as a preschool teacher of handicapped students had been submitted to the school. He was fully qualified for the position and was asked to travel to Iowa for an interview. During a telephone conversation, before going to Iowa for the interview, Mr. Fitzgerald was told that one of his duties would be to drive a school bus; because of his disabilities it was determined that he could not get a school bus drivers’ license and, therefore, he could not qualify for the position. It was determined, in a court proceeding, that no school bus was being driven by any faculty member that year, and that Fitzgerald was better qualified than the woman hired to fill the position.

The court ruled that “reasonable accommodations” should have been afforded Fitzgerald. Further, he was excluded from the position solely on his handicap, and also he was otherwise qualified for the position. The court ruled that the defendant had the duty at least to meet with the plaintiff and discuss possible accommodations. By not doing so, the school failed to fulfill the special obligation imposed on it to accommodate

the plaintiff's handicap. The court awarded compensatory damage of one year's loss of earnings and reasonable attorney's fees, but denied punitive damages.

AIDS: A Physical Impairment Precedent

New terms and new definitions require new evaluations in regards to the handicapped and disabled. In District 27 Community School Board v. Board of Education, City of New York, 502 N.Y. 2d. 325 (Supp. Ct. 1986), the court held that children with Acquired Immune Deficiency Syndrome (AIDS) are "handicapped" within the meaning of Section 504; therefore, automatic exclusion from school of such children violates their rights under the Rehabilitation Act.

The Supreme Court, Queens County, N.Y. ruled that "a person with AIDS clearly has . . . a physical impairment" as defined by the act, because the AIDS virus destroys certain lymphocytes. The AIDS children are handicapped within the meaning of Section 504. The protection under the act for educational opportunities must be provided since the school system is a recipient of federal funds.

Interpreter Requirement Precedent

A New York U.S. District Court held that a "school district must provide an interpreter for deaf parents at school-sponsored conferences" in Rothschild v. Grottenthaler, 716 F. Supp. 796 800 (S.D.N.Y. 1989). A school district must provide a sign-language interpreter for the deaf parents of students at school sponsored academic or disciplinary conferences involving their children. The U.S. District Court for the Southern District of New York ruled interpreters, however, are not to be provided if the parents volunteer to participate in extracurricular activities. The Rothschilds requested,

but were denied, interpreters for conferences and other activities. They provided their own but at a cost of over \$2,000.00. In this situation, the court ruled they were “entitled to participate to the same extent as non-handicapped parents.” Section 504 requires that they “be provided with meaningful access to the benefit that the school offers.” This rule extends to providing interpreters to hearing-impaired parents to school initiated conferences. Any other activity participation would be at their own expense.

The Scope of Program or Activity

In Grove City College v. Bell, U.S. 104 S. Ct. 1211, 79 L. Ed. 2d 515 (1984), released the same day as Darrone, the court determined that the college’s financial aid program is prohibited from discriminating on the basis of sex. Although attending a church directed institution, Grove City College students received Pell Grants; however, the Supreme Court ruled that only the financial aid office could not discriminate, yet the rest of the institution was not bound by the statutes. The clouding caused by this issue did not clear until March 1988 when Congress passed the Civil Rights Restoration Act of 1988, which clearly stated that if any part of an institution receives federal support, nondiscrimination applied institution wide (Jarrow, 1991, p. 28).

In each case the “program or activity” was at issue, and “program specificity” loomed as the deciding finding wherever a program or activity covered by Section 504 exists and then mandated provisions for accommodating the disabled and handicapped exist. Some interpretations of financial assistance, in any form, do not constitute institution-wide coverage. In Grove City College v. Bell, U.S., 104 S. Ct. 1211, 79 L. Ed. 2d 515 (1984) the court held that “Receipt of basic educational opportunity grants

(BEOG's) by some students of college triggers applicability of Title IX." Coverage is "program specific" and does not extend institution-wide.

Grove City College was determined by the Department of Education (ED) to be a recipient of federal financial assistance by virtue of BEOG's received by its students. In July 1977, ED requested the college to execute an Assurance of Compliance. The college refused and the ED declared the college and its students ineligible to receive BEOG's. An administrative law judge ruled that BEOG's constitute an obligation to Grove City to execute the Assurance of Compliance and ordered all federal funds terminated, unless complied with.

The college and four of its students filed suit in District Court, which also concluded the BEOG's to be federal financial assistance, but funds to students could not be terminated because of the college's refusal to execute the Assurance of Compliance. The Court of Appeals reversed, holding that direct and indirect funds triggers the coverage of Title IX. Further, it upheld the termination of funds to both students and colleges. The funds flowing to the college made the college itself a "program."

The Supreme Court held that "In purpose and effect BEOG's represent federal financial assistance to the college's own financial aid program, and it is that program that may be properly regulated under Title IX," and that the same program-specific limitation is contained in the Assurance of Compliance that the college refused to execute. The court upheld the judgment of the Court of Appeals.

The Limit of Sovereign Immunity

Following the release of the Supreme Court's decision on February 21, 2001, in Board of Trustees of the University of Alabama v. Garrett 121 S.Ct. 995 (2001), many

news headlines proclaimed that the ADA no longer applied to states or to state employees. Such reports were clearly overstatements of the holding of Garrett. By a five to four margin, the Court ruled only that state employees could no longer sue their employers for money damages under Title I of the ADA. The case had challenged the constitutionality of the ADA. By ruling in favor of the state of Alabama, the Court found that Congress did not have the constitutional authority to waive the state's "sovereign immunity," which is protected by the Eleventh Amendment.

States, however, must still comply with the ADA. The findings in Garrett limits the application of the ADA to the states, but there still remain several avenues in which individuals and federal agencies can obtain judicial relief from states for ADA violations.

The review of literature presented in this section has provided a foundation for inquiry. The scope of the literature presented has covered the history of the disability community, the impact of various Federal legislation, and significant legal cases that have impacted the disability community. Additional review of studies focused on the impact of disability issues in higher education.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter will include a description of the population, method of data collection, a description of the instruments, and the procedures that were used to analyze the data for the proposed study. The rationale for selection of this study is based on the author's desire to build educational seminars for faculty concerning students with disabilities. The survey method was chosen to test the response rate of an internet based survey method. The proposed study will be included in the Student Affairs departmental assessment plan addressing services for students with disabilities. A single stage sampling of faculty at a regional university in Oklahoma was surveyed as to their attitudes about students with disabilities and their knowledge of ADA compliance.

Population

The Human Resources department at the university provided a list of faculty members employed full-time and part-time by the university. There were 94 full-time faculty and 22 part-time faculty employed during the spring 2002 semester for a total population of 116. Since the size of this population is relatively small, the entire population was selected. All members of the faculty, professors, associate professors, assistant professors, or instructors received the survey instrument by email.

Method of Data Collection

A Scale to Measure Attitudes Toward Disabled Persons (Yuker, Block, & Campbell, 1960) was used to assess the attitudes of faculty members toward disabled persons. A customized survey assessed faculty knowledge of the Americans with Disabilities Act and knowledge of specific disabilities. The surveys were both posted on a website located on a secure server with password protection ensuring only the author of the study having access. It was anticipated the method of sampling selected would enhance the response rate. As more individuals utilize email, the ease of an immediate response electronically would increase responses to a study such as this design.

The invitation email was sent as approved by the Institutional Review Board during the last week in April of 2002. An embedded link in the email message forwarded the recipient of the message to the website where the survey was located. The first page consisted of an informed consent notice. Upon agreeing to the terms of the informed consent, the reader was then linked to the survey. Upon completion of the survey, data was submitted to the email address of the author of this study. A reminder email was sent a week after the initial email was sent out. The total duration the website was available was three weeks. At the end of that time the website was taken down and the collection of data deemed complete. A thank you email was mailed four weeks after the submission of the initial email.

The Survey Instruments

A Scale to Measure Attitudes Toward Disabled Persons (ATDP) (Yuker, Block, & Campbell, 1960) was used to assess the faculty attitudes toward disabled persons. This

scale incorporates 30 items (Form B) with a Likert response that ranges from “agree much” to “disagree very much” for each item. The test-retest reliability (0.83 – 0.85) and construct validity of this scale have been established for both disabled and nondisabled persons. Split-half reliability was also conducted with the range of values 0.80 – 0.83, with a median of 0.81. Stability-equivalence reliability correlation’s range from .41 to .83 with a median of .73. Construct validity was measured by correlating ATDP scores to scores of other measures dealing with attitudes towards disabled persons (Yuker, Block & Youngg, 1966).

Scoring procedures of the total scores for Form B of the ATDP can range from 0 to 180. Scores that are very low reflect persons with negative attitudes towards disabled persons. Similarly, high scores reflect person with positive attitudes towards disabled persons (Yuker, Block & Youngg, 1966). The scores were calculated by changing the signs of the following items: 1, 3, 4, 6, 7, 10, 12, 13, 22, 26, and 28. The scores were then summed, subtracting those with the negative signs. The sign of the sum was changed and 90 was added to it.

A scale utilizing true-false statements was used in order to assess faculty knowledge of various disabilities and the law. The scale was developed by Dr. Nancy Benham and utilized in her dissertation research study (Benham, 1995). Questions 3, 5, 9, 15, 22, and 24 were used to assess the knowledge of the ADA while the remaining questions will assess knowledge of specific disabilities. Each submission was scored against a key of correct scores and a percentage score calculated based on a total possible of 25.

The scale used to assess the knowledge of specific disabilities and the ADA was evaluated for content validity by a panel of three experts in the field of disabilities during the research conducted by Dr. Benham.

History of the ATDP

The Attitude Toward Disabled Persons scale (ATDP) was constructed in the late 1950s in an attempt to provide an objective, reliable, and valid measure of attitudes toward persons with physical disabilities. Most previous scales had measured attitudes toward persons with specific disabilities such as blindness or heart disease, whereas the ATDP was designed to measure attitudes toward disabled persons in general rather than toward persons with specific types of disabilities. In the early 1960s two alternate forms of the scale were developed and all three forms were described in *The Measurement of Attitudes Toward Disabled Persons* by Yuker, Block, & Youngg (1966).

Item selection procedures are identical for all three forms. First, a large pool of statements describing disabled persons was obtained from a review of the literature. These were screened by several psychologists to determine their pertinence. Some were discarded as inappropriate or as lacking face validity; some were changed from “positive” to “negative” wording in order to provide approximately equal numbers of positive and negative items, and some were retained in their original form. Sometimes wording was changed so that a statement originally pertaining to a specific disability such as blindness was made applicable to disabled persons in general. The initial pool of about 300 items was narrowed to preliminary groups of 40 to 60 items that were administered to classes of undergraduate students at Hofstra University.

These data were used to select items for the final scales, by applying a technique suggested by Edwards (1957). First, high- and low-scoring groups were established on the basis of the median score obtained on the preliminary scale. These groups provided an internal criterion of the discriminative ability of each item. In selecting items for Forms A and B, an additional external criterion was used. For these forms, the high- and low-scoring groups were selected on the basis of both the median total score distribution of the preliminary sets of items and the median score on the form O of the ATDP. The results of item analyses indicated that the statements successfully discriminated between persons who scored above and below the median (Yuker, Block & Youngg, 1966).

Statistical Treatment

The four hypotheses identified were tested using techniques of multiple linear regression at the .05 level of significance. The study consists of two dependent variables; attitudes toward people with disabilities and knowledge of the ADA and specific disabilities. The dependent variable of attitude toward people with disabilities was measured by using all questions of the ATDP in a regression analysis against each of the independent variables. An instrument developed by Dr. Nancy Benham measured the second dependent variable of knowledge of the ADA and specific disabilities. All questions were used from this instrument to measure this dependent variable. Each dependent variable was regressed against the following independent variables; School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.

The following table illustrates which survey instruments were used to measure each variable.

<i>Survey Instrument</i>	<i>Variable</i>
Yukor's ADTP	Dependent Variable; measuring attitude of faculty towards students with disabilities
Benham's instrument	Dependent Variable; measuring knowledge of ADA and specific disabilities
Demographic information	Independent variables of, School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.

A correlation chart of data was computed using the Pearson Correlation calculation and reported within the context described by Cohen (1975) defining small $|.20|$, moderate $|.50|$, and strong $|.80|$ correlation values found in Table 5. Demographic information was tallied and is reported in the following chapter. All computations were made using the most recent version of the Statistical Package for Social Sciences (SPSS).

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to examine the dependent variables of faculty attitudes toward persons with disabilities and faculty knowledge of the Americans with Disabilities Act, and how they were related to the following independent variables; faculty rank, School of academic area, gender of faculty, years of teaching experience in higher education, prior instructional experience, prior experience in accommodating students with disabilities, types of accommodations used, and age of the faculty.

Sample

An email was sent to 116 full and part-time faculty members from the institution selected to survey. A reminder email was sent one week later. A total of 68 (58.6%) useable surveys were obtained. Participating faculty members were asked to provide limited biographical data and to answer questions concerning their experience related to education. A summary of the responses is provided below.

Descriptive Data

The data presented will include descriptive information of the total amount of the groups reported. Each descriptive data table will include a column titled "Frequency of the Population" denoting total of the population being reported from the institution. A separate column titled "Frequency of Respondents" denotes the amount of respondents to the survey. Of the 68 respondents, 43 (63.2%) were male, and 25 (36.8%) were female

(Table 1). The sample contained 12 (17.6%) instructors, 40 (58.8%) assistant professors, 11 (16.2%) associate professors, and five (7.4%) full professors (Table 2).

Table 1

Analysis of population by gender

<i>Gender</i>	<i>Frequency of Population</i>	<i>Frequency of Respondents</i>	<i>Percent of Respondents</i>
Male	67	43	63.2
Female	49	25	36.8

Table 2

Analysis of population by faculty rank

<i>Faculty Rank</i>	<i>Frequency of Population</i>	<i>Frequency of Respondents</i>	<i>Percent of Respondents</i>
Instructor	37	12	17.6
Assistant Professor	48	40	58.8
Associate Professor	22	11	16.2
Full Professor	9	5	7.4

Academic areas were grouped reflective of the organizational structure of the institution surveyed. The School of Liberal Arts had the largest number of respondents with 33 (48.5%), the School of Math & Science had 21 (30.9%), and the School of Business and Technology had 14 (20.6%) respondents. This data is summarized in Table 3.

Table 3

Analysis of population by School of academic area

<i>School/Academic Area</i>	<i>Frequency of Population</i>	<i>Frequency of Respondents</i>	<i>Percent of Respondents</i>
School of Liberal Arts			
Fine Arts	6	3	4.4
English	7	5	7.4
Education	0	0	0.0
Psychology	7	7	10.3
Sociology	2	2	2.9
Other Social Sciences	4	1	1.5
Comm/Broadcasting	5	2	2.9
Humanities	4	2	2.9
Criminal Justice	3	0	0.0
History	7	7	10.3
Political Science	5	3	4.4
School of Business & Tech.			
Accounting	3	1	1.5

Marketing/Mgt.	2	0	0.0
Business Administration	10	6	8.8
Legal Assisting	2	1	1.5
Other Business/Tech.	3	1	1.5
<u>School of Math & Sciences</u>			
Biology	8	6	8.8
Physical Sciences	5	3	4.4
Computer Science/IT	9	6	8.8
Health Sciences	5	2	2.9
Agriculture	4	2	2.9
Mathematics	8	2	2.9
Nursing	7	6	8.8

Additionally, participants were asked to provide age information. Respondents were distributed between the ages of 30 to 60+, with zero respondents in the 25 – 30 age category, the fewest number in the 60+ age range and the most in the range of 40 to 50 (Table 4).

Table 4

Analysis of population by age

<i>Age</i>	<i>Frequency of Population</i>	<i>Frequency of Respondents</i>	<i>Percent of Respondents</i>
25 – 30	6	0	0.0
30 – 40	21	10	14.7
40 – 50	34	30	44.1
50 – 60	38	23	33.8
60+	17	5	7.4

The number of years of teaching experience in higher education is reported in Table 5. Respondents that have 0 – 5 years teaching experience accounted for 14 (20.6%) responses. 23 responses (33.8%) were tallied from respondents having 6 – 10 years of experience. There were 21 (30.9%) responses from faculty having 11 – 15 years of experience. Two faculty responded (2.9%) having 16 – 20 years of teaching experience. There were zero responses in the category of 21 – 25 years of teaching experience. Eight (11.8%) respondents that have 25 years plus participated in the study. Specific demographics regarding year experience is not compiled from the university and is not reported in this table.

Table 5

Analysis of population by years teaching experience in higher education

<i>Years teaching experience in Higher Education</i>	<i>Frequency</i>	<i>Percent</i>
0 – 5	14	20.6
6 – 10	23	33.8
11 – 15	21	30.9
16 – 20	2	2.9
21 – 25	0	0.0
25+	8	11.8

The number of years of teaching experience prior to teaching in higher education is reported in Table 6. A majority of respondents answered with 0 – 5 years of experience. One respondent (1.5%) answered that they had 6 – 10 year's prior teaching experience. Four (5.9%) faculty responded that they had 11 – 15 years of prior teaching experience. There were zero responses in the 16 – 20 years prior teaching experience category, and one (1.5%) in the final category of 25+ years of prior teaching experience. Specific demographics regarding year's experience prior to teaching in higher education is not compiled from the university and is not reported in this table.

Table 6

Analysis of population by years teaching experience prior to teaching in higher education

<i>Years of teaching prior to teaching in Higher Educ.</i>	<i>Frequency</i>	<i>Percent</i>
0 – 5	62	91.2
6 – 10	1	1.5
11 – 15	4	5.9
16 – 20	0	0.0
21 – 25	1	1.5
25+	0	0.0

Table 7 indicates the distribution between faculty members with and without experience in accommodating disabled students. There were 49 (72.1%) who indicated prior instructional experience with accommodating students. There were 19 (27.9%) who indicated no previous experience with accommodating students with disabilities.

Table 7

Analysis of population by prior instructional experience with accommodating disabled students

<i>Prior instructional experience with accommodating disabled students?</i>	<i>Frequency</i>	<i>Percent</i>
Yes	49	72.1
No	19	27.9

Once the respondents indicated their level of prior experience with accommodating students with disabilities, respondents were asked to identify types of accommodations. Additional time and the use of tape recorders were the most frequently reported accommodations, while enlarged tests (large print) were the least. Table 8 reflects the breakdown of types of accommodations used. The category "Other" included special items, for example, use of wheelchair tables and ramps for access to the buildings.

Table 8

Types of accommodation

<i>Types of accommodation</i>	<i>Frequency</i>	<i>Percent</i>
Notetakers	34	50.0
Readers	18	26.4
Tape Recorders	41	60.2
Interpreters	11	16.2
Enlarged Tests	4	5.80
Additional Time for Completion of Assignments/tests	49	72.1
Braille Books	2	2.94
Other	15	22.0

The Attitudes Toward Disabled Persons scale (ATDP), developed by Yuker, Block, & Youngg (1960) was used to measure the attitudes of faculty members towards students with disabilities. The mean score of 121.1 and standard deviation of 19.72 for this set of respondents appears to reflect positively in terms of the overall attitude of the faculty towards students with disabilities. Normative data collected by Yuker, Block, & Youngg (1960) indicate a range of scores for Form B from 82.8 to 148.0 and a median score of 116.9. Table 9 shows the range of possible scores, mean, standard deviation, and the minimum and maximum scores. An internal consistency test of reliability yielded an Alpha of .86.

Table 9

Analysis of ATPD scores

<i>Model</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Significance</i>
Regression	11955.279	8	1494.410	6.317	.000*
Residual	13720.512	58	236.561		

* significant at the .05 level

A survey, "Knowledge of Specific Characteristics of Disabilities and the Americans with Disabilities Act," assessed the knowledge of these two areas. The survey instrument was developed by Nancy Benham in 1995. A review of the instrument by a panel of experts provided validity review. The author provided a scoring key with permission to use the instrument for this study. For purpose of this study, questions were by content area when reviewed from respondents. When individual groups of questions on the knowledge survey were examined, respondents appeared to experience greater difficulty with questions 2, 11, 18, and 22. For the purposes of this study, "greater

difficulty” is defined as more than half of the responding population answering the question incorrectly as scored by the author’s key. Items two and 18 relate to the topic of learning disabilities. Item 11 relates to a physical disabling condition. Item 22 relates to the definition of a specific section of the Americans with Disabilities Act. Table 10 summarizes responses to each question grouped by disability.

Table 10

Analysis of ADA knowledge, by question

<i>Question</i>	<i>Amount answered incorrectly</i>	<i>Percent</i>	<i>Amount answered correctly</i>	<i>Percent</i>
Learning Disabled				
#2	52	76.4	16	23.6
#6	15	22.0	53	78.0
#10	2	2.9	66	97.1
#18	35	51.4	33	48.6
#21	14	20.5	54	79.5
Hearing Impaired				
#1	25	36.7	43	63.3
#8	10	14.7	58	85.3
#13	20	29.4	48	70.6
#19	20	29.4	48	70.6
#25	11	16.1	57	83.9
Orthopedically Impaired				
#7	10	14.7	58	85.3
#11	36	52.9	32	47.1

#16	10	14.7	58	85.3
#20	14	20.5	54	79.5
#23	12	17.6	56	82.4
Visually Impaired #4	6	8.8	62	91.2
#12	14	20.5	54	79.5
#17	17	25.0	51	75.0
Americans with Disabilities Act #3	3	4.4	65	95.6
#5	20	29.4	48	70.6
#9	2	2.9	66	97.1
#15	18	26.4	50	73.6
#22	36	52.9	32	47.1
#24	15	22.0	53	78.0

A zero-order correlation matrix of data was computed using a Pearson Correlation calculation and reported within the context described by Cohen (1997) defining small $|.20|$, moderate $|.50|$, and strong $|.80|$ correlation values. Table 11 summarizes correlation values between the demographic information, ATDP values, and knowledge of ADA values where Q1 is faculty rank, Q2 is employment assignment, Q4 is gender, Q5 is age, Q6 is years of teaching experience in higher education, Q7 is years of teaching experience prior to teaching in higher education, and Q8 is prior instructional experience

with accommodating disabled students. Correlation's between the demographic questions and the school of academic area are tabulated in the column titled School. Similarly, columns titled ADTPTOT and ADATOT refer to tabulations of the attitude instrument measuring faculty attitudes and instrument measuring knowledge of the ADA.

Table 11

Correlation of demographic data and dependent variables

	<i>Q1</i>	<i>Q2</i>	<i>Q4</i>	<i>Q5</i>	<i>Q6</i>	<i>Q7</i>	<i>Q8</i>	<i>School</i>	<i>ATDPTOT</i>	<i>ADATOT</i>
Q1	1.00									
Q2	.053	1.00								
Q4	.051	.130	1.00							
Q5	.298	.129	.170	1.00						
Q6	.339	.207	.214	.539	1.00					
Q7	.076	.089	.192	.339	.253	1.00				
Q8	.063	.078	.341	.103	.090	.178	1.00			
School	.249	.056	.021	.061	.053	.043	.088	1.00		
ATDPTOT	.197	.034	.187	.535	.219	.218	.019	.398	1.00	
ADATOT	.428	.021	.088	.078	.250	.069	.108	.030	.113	1.00

Tables 12 and 13 illustrate individual demographic data results for each survey instrument. Results for individual results of independent variables that were found to have a significant impact on the dependent variables are discussed in detail in the following section.

Table 12

Descriptive analysis of demographic data for the ADTP

<i>Independent variable</i>	<i>Mean for ADTP</i>	<i>Std. Deviation</i>	<i>Std. Error</i>
Full-time	121.3443	20.51575	2.62677
Part-time	119.0000	8.85438	3.61478
Men	118.3095	21.41402	30.30426
Women	125.8800	15.78058	3.15612
Years teaching experience in Higher Educ.			
0-5	105.0714	22.79833	6.09311
6-10	118.7727	13.59948	2.89942
11-15	135.6190	17.50279	3.81942
16-20	121.0000	.00000	.00000
21-25	0	0	0
25+	117.7500	9.82344	3.47311
Years of teaching prior to teaching in Higher Educ.			
0-5	119.4754	18.58369	2.37940
6-10	104.0000	.00000	.00000
11-15	154.0000	.00000	.00000
16-20	0	0	0
21-25	108.0000	.00000	.00000
25+	0	0	0

Prior instructional experience with accommodating students with disabilities			
Yes	120.8958	18.68580	2.69706
No	121.7368	22.67608	5.20225

Table 13

Descriptive analysis of demographic data for the instrument measuring knowledge of ADA and specific disabilities (KTOT)

	<i>Mean for KTOT</i>	<i>Std. Deviation</i>	<i>Std. Error</i>
Full-time	18.77	3.107	.395
Part-time	19.00	3.286	1.342
Men	19.00	3.200	.488
Women	18.44	2.945	.589
Age			
25-30 year olds	0	0	0
30-40 year olds	19.40	3.688	1.166
40-50 year olds	18.43	3.104	.567
50-60 year olds	19.52	2.086	.435
60+ year olds	16.40	4.4930	2.205
Years teaching experience in Higher Educ.			
0-5	19.07	2.235	.597
6-10	19.04	3.391	.707

11-15	19.10	2.567	.560
16-20	22.50	.707	.500
21-25	0	0	0
25+	15.88	3.643	1.288
Years of teaching prior to teaching in Higher Educ.			
0-5	18.73	3.235	.411
6-10	20.00	.00000	.00000
11-15	19.25	.500	.250
16-20	0	0	0
21-25	20.00	3.098	.376
25+	0	0	0
Prior instructional experience with accommodating students with disabilities			
Yes	19.00	3.102	.443
No	18.26	3.106	.713

Tests of Hypotheses

Four hypotheses were tested in the present study using linear regression at the .05 (alpha) level of significance. The results of each test were as follows.

H₁ There is a significant relationship between faculty attitudes toward students with disabilities and the independent variables of School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank. The relationship was significant as tabulated in Table 14. This hypothesis was supported.

Table 14

Model Summary for Hypothesis 1

<i>Model</i>	<i>Sum of Sq.</i>	<i>df</i>	<i>Mean Sq.</i>	<i>F</i>	<i>R²</i>	<i>Significance</i>
Regression	11955.279	8	1494.410	6.317	.466	.000*
Residual	13720.512	58	236.561			

* significant at the .05 level

H₂ There is a significant independent relationship between faculty attitudes toward students with disabilities and each of the independent variables of college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank. The independent relationship between faculty attitudes and the independent variables of the School of academic area, faculty rank, and age was supported. A summary of data relating to this hypothesis is provided in Table 15.

Table 15

Model Summary for Hypothesis 2

<i>Model</i>	<i>Unstandardized coefficients</i>		<i>Standardized coefficients</i>		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Significance</i>
Constant	84.606	14.366		5.889	.000*
School of academic area	-8.992	2.277	-.402	-3.949	.000*
Faculty rank	5.181	2.757	.209	1.879	.065*
Employment Assignment	.558	6.794	.008	.082	.935
Gender	5.433	4.418	.134	1.230	.224
Age	11.484	3.011	.481	3.814	.000*
Yrs. teaching exp. in H.E.	-1.809	4.657	-.135	-1.092	.279
Yrs. teaching exp. prior to teaching in H.E.	1.646	3.221	.057	.511	.611
Prior exp. w/ accommodating SWD	-1.301	4.850	-.030	-.268	.789

* significant at the .05 level

H₃ There is a significant relationship between faculty knowledge of the ADA and the independent variables of School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank. The regression analysis is summarized in Table 16; this hypothesis was supported at the .05 level.

Table 16

Model Summary for Hypothesis 3

<i>Model</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>R²</i>	<i>Significance</i>
Regression	164.341	8	20.543	2.531	.256	.019*
Residual	478.777	59	8.115			

* significant at the .05 level

H₄ There is a significant relationship between faculty knowledge of the ADA and each of the independent variables of college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank. A summary of the regression analysis is presented in Table 17. Faculty rank was the only independent variable that indicated a significant relationship.

Table 17

Model Summary for Hypothesis 4

Model	<i>Unstandardized coefficients</i>		<i>Standardized coefficients</i>		Significance
	B	Std. Error	Beta	t	
Constant	22.810	2.630		8.674	.000*
School of Academic area	.430	.419	.122	1.027	.308
Faculty rank	-1.798	.511	-.458	-3.521	.001*
Employment assignment	-.390	1.255	-.036	-.310	.757
Gender	-.244	.817	-.038	-.298	.766
Age	.798	.558	.212	1.431	.158
Yrs. teaching exp. in H.E.	-.487	.307	-.230	-1.588	.118
Yrs. teaching exp. prior to teaching in H.E.	-8.578	.597	-.002	-.014	.989
Prior exp. w/ accommodating SWD	-1.235	.897	-.180	-1.376	.174

* significant at the .05 level

An analysis of the results of the instrument measuring knowledge of the ADA in comparison to the institutions academic organization yielded the following results. The School of Liberal Studies had the highest mean score (19.15), followed by the School of Math and Sciences (19.10), and then the School of Business and Technology with a mean score of 17.50. Results are tabulated in Table 18.

Table 18

Knowledge of ADA in comparison of academic School

<i>School</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>
Liberal Studies	33	19.15	2.71	.47
Business & Technology	14	17.50	3.96	1.06
Math & Sciences	21	19.10	2.96	.65

An analysis of faculty taking the instrument measuring attitudes towards disabled students and academic School produced the School of Liberal Arts with the highest mean score (128.1875). Members of the faculty in the School of Business Technology had a mean score of 121.5000, and the School of Math and Sciences had a mean score of 110.1429. Table 19 summarizes ADTP scores in comparison to academic School.

Table 19

Summary of ADTP scores and academic School

<i>School</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>
Liberal Studies	32	128.1875	19.5686	3.4593
Business & Technology	14	121.5000	9.6012	2.6012
Math & Sciences	21	110.1429	20.5458	4.4835

The regression analysis of faculty completing the survey in regards to the attitude towards disabled persons indicated faculty rank as a significant factor was analyzed and tabulated in Table 20. Associate Professor's completing the survey study had the most positive score associated with attitudes towards disabled people (125.5455). Assistant Professor's who participated in the survey study resulted in a mean score of 124.0769. Full Professor's completing the instrument had a mean score of 120.6000. There was lower mean score of Instructor's (107.7500) than any of the other categories reported in this survey study.

Table 20

Analysis of ADTP scores by faculty rank

<i>Faculty Rank</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Instructor	12	107.7500	20.2625
Assistant Professor	39	124.0769	21.6253
Associate Professor	11	125.5455	7.0195
Full Professor	5	120.6000	6.9498

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of procedures, a summary of major findings, and conclusions that pertain to the present study. A discussion of the findings is presented along with recommendations for use of information and ideas for further study.

Purpose

The purpose of the present study was to examine faculty attitudes toward students with disabilities, faculty knowledge of the Americans with Disabilities Act and specific student disabilities, and how they related to the following variables: faculty rank, School of academic area, gender of faculty, years of teaching experience in higher education, prior instructional experience before teaching in higher education, prior experience in accommodating disabled persons, types of accommodations used and age of the faculty member. This study was designed to provide significant information that might be of value to university administrators when planning faculty development seminars related to students with disabilities. The specific purposes of the study were:

1. To determine the attitudes of higher education faculty toward students with disabilities.
2. To determine the relationship between faculty attitudes towards students with disabilities and the following variables: School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.

3. To determine the independent relationship between faculty knowledge of ADA and attitudes toward students with disabilities and School of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience and faculty rank.
4. To present descriptive data relative to the variables of the study.

Summary of Procedures

An email invitation to participate in this survey was sent to 116 full and part-time faculty members during the spring semester of 2002. An email reminder was sent the next week and a thank you note was sent three weeks later. Incomplete surveys were eliminated. Subjects of the study were asked to provide general biographical items pertaining to School of academic area, number of years teaching both in higher education and other, types of accommodations used, if any, when providing instruction to disabled students, gender of faculty, age of faculty, and faculty rank. Faculty members participating in this survey provided the requested biographical data and a score for each of the items listed on the attitude and knowledge surveys. The data were analyzed through the use of multiple linear regressions for all hypotheses.

Summary of Major Findings

One of the major findings of this study was that the attitudes of faculty members associated with the university's organizational structure of the School of Liberal Studies had both the highest knowledge of the ADA and the most positive attitude towards students with disabilities. The present study also revealed that faculty with a rank of

Associate Professor had the most positive attitude towards students with disabilities. Faculty that were 60 years of age or more had the most positive attitude towards students with disabilities. Another finding of this study was that faculty knowledge of specific disabilities of students apparently had little to do with faculty attitudes. A correlation analysis of demographic information yielded a moderate correlation between years of teaching and gender.

This study found that upon an analysis of the independent variables related to attitudes toward disabled students, the following variables appeared to be related to attitudes; School of academic area, faculty rank, and age. The study also found that faculty rank was the one independent variable that impacted knowledge of the ADA and specific disabilities.

Results from the instrument assessing knowledge of ADA and specific disabilities indicated that the faculty members appeared to have sufficient knowledge of all areas except for the category of learning disabled. A greater understanding of learning disabilities by faculty would increase the educational experience of students with disabilities. Students with a learning disability tend to select concrete, simple topics for research. Because reading and processing the material is difficult, these students often get frustrated when trying to read in-depth materials. However, if these students have access to a reader or books on tape, feelings of frustration might be lower and comprehension may increase. A majority of faculty members did not respond correctly to the question that related to the selection of research topics.

Another interesting conclusion of this study is that although the mean score on the instrument measuring knowledge of ADA and specific disabilities was relatively low

(18.8) it had little impact on the relatively high mean measurement of 121.1 regarding attitudes toward students with disabilities.

Discussion

This study was conducted by email and participants used a web-based application to submit their responses. The principal investigator felt that this method would greatly increase the number of responses. Although the response rate was satisfactory, this method did not produce the level of response expected. The time in which the survey was conducted, towards the end of the semester as most faculty are attempting to complete their courses and grade final papers, probably had the biggest impact on the reduced response rate.

The current study was a replication of a study conducted in Mississippi by Nancy Benham in 1995. The Benham study utilized many of the independent variables identified in the current study, of notable difference, the division of faculty into individual majors and surveying only full-time faculty. Significant independent variables of age and years of teaching experience were reported by Benham in the 1995 study as having impact on attitudes toward students with disabilities. In contrast to the current study, Benham's study was sent by regular mail to 225 individuals from two institutions. Full-time faculty at a community college and a regional university were surveyed, differing from the survey of full-time and part-time faculty at one regional university in the current study. The response rate was lower in the Benham study, (45%) than the reported response rate of the current study (59%). Years of teaching experience was one of two variables found to have impact on the knowledge of the ADA and specific disabilities in the Benham study as opposed to the variables of rank and School of

academic area in the current study. Age was found to be a factor in both studies. The Benham study was conducted in 1995 and in the years since that time it would be assumed that institutions have become more open and their faculty more educated on the topics of ADA and attitudes toward students with disabilities.

In the current study, an analysis of the variables that impacted the attitudes toward students with disabilities, it was found that School of academic area was significant. The School of Liberal Studies had the highest mean score of positive attitude toward students with disabilities and also the highest mean score for knowledge of the ADA and specific disabilities. This outcome may have resulted from instructors in liberal arts courses having greater opportunity to apply personal stories of students with disabilities to the content in which they teach. This explanation would support the research conducted by Beilke and Yssel, (1998) attesting to autobiography's role in forming meaningful faculty-student relationships. Students responding to the Beilke and Yssel research project attested to increased feelings of connectedness to faculty where they were able to discuss in detail their disability.

While this study focused on the instructor's knowledge and attitude toward disabled students, it is still possible that professors who responded that they have never worked with a disabled student may actually have but did not know it. If the students do not identify themselves to the instructor and explain that they have some type of disability and need assistance, then the instructor does not and cannot know. The ultimate responsibility is left up to the students. However, until students feel more comfortable in making their disabilities known, universities will still have a group of students who may drop out, barely get by, or take an extended amount of time repeating

course work in attempt to complete the degree requirements.

The current study did not replicate the methodology of the Mangrum & Strichart study reported in chapter two, but a conclusion could be drawn from their comparison. The Mangrum & Strichart study reported that students with disabilities program directors indicated that only half to three-quarters of instructors were receptive when approached about accommodating students with learning disabilities. The remainder of instructors held beliefs that ranged from perceiving students with learning disabilities as just lazy to total rejection of college for learning disabled young adults (Mangrum & Strichart, 1983, p. 64). The current study reported relatively high percentages of positive attitudes toward students with disabilities. The Mangrum & Strichart study was conducted in 1983 and since that time there have been many opportunities for members of the higher education community to learn and grow from the increased participation of persons with disabilities in colleges and universities. Results from the current study would lead one to believe that there are more positive attitudes toward persons with disabilities than in 1983.

The current study supported one of the findings of the Aksamit study that examined the self-reported attitudes and knowledge of student services staff and teaching faculty concerning students with learning disabilities. Results of the Aksamit study indicated that faculty and student service staff held generally positive attitudes, but generally had only limited knowledge about learning disabilities. Although limited to faculty, the current study reflected similar results. The Aksamit study identified attitudes concerning students with learning disabilities were significantly related to gender, previous contact with individuals with learning disabilities, and years of job experience. The current study identified faculty rank as a significant factor in the attitudes toward

students with disabilities, similar to Aksamit's finding regarding years of job experience, as more experienced faculty generally achieve higher rank.

Recommendations for Practice

In regard to the specific groups identified in this study, the following recommendations for practice are offered:

1. Administrators of institutions of higher learning need to develop faculty seminars which would provide accurate information as to how accommodations may be made for the student with a disability, in accordance with the law but without the threat of penalty. Accommodations may be made rather easily if the professor first understands the type of disability.
2. Seminars should be developed which address the need for understanding and tolerance in the event a change of attitude is not likely.
3. The coordinator for disabled students should compile a list of professors who are more likely and willing to accept a student with a disability, especially during the time a student is taking core courses. This time can make or break a student, especially one with a disability.
4. Colleges and/or departments should select a faculty member who is willing to work with the coordinator of disabled students as the liaison for their department so that information may be distributed accurately and quickly to all faculty members much quicker.
5. In the event that students register for classes in advance, the coordinator of disabled students, with the student's permission, could establish contact with their professors.

Advance contact will reduce stress for the student and professor at the beginning of the term in relation to the types of accommodations that might be necessary for the student.

Recommendations for Further Study

Based on the findings of this study, the following recommendations for further study are offered:

1. This study indicated that faculty attitudes toward disabled students were not related to faculty knowledge of specific disabilities. Additional studies to determine how attitudes are developed and changed would add further clarification to this study.
2. This study yielded data, which indicated that the School of academic area tends to have an impact on the attitude toward disabled students. An examination of this tendency would be beneficial to future studies.
3. This study indicated faculty attitudes and knowledge of the ADA were related to age. Further studies should be conducted to investigate the factors of full-time versus part-time employment status.
4. Additional research should be conducted on the prospect of over-accommodating by some faculty for students with disabilities as well as under-accommodating, or non-compliance with accommodation plans.

Conclusions

The community at-large becomes a better place when we understand each other's differences. Students with disabilities are not to be feared, ignored, or tormented; they are to be given the same opportunity to an education as all other students. By making accommodations for these students, professors are not lessening the quality of education

but are making it accessible. Some faculty feel accommodations give some students an unfair advantage. University administrators, in cooperation with their faculty, must see that the needs of the disabled student are met. Because of these accommodations, the entire higher education community will be enhanced. Teaching pedagogy that is inclusive of students with disabilities benefits all students. Faculty members who take into consideration differences, whether it be a learning disability or a physical challenge, lower the threshold of frustration and anxiety for all accessing education. The physically assistive improvements made to university campuses and to society, in general, greatly improve the quality of life for all.

Students with disabilities need to be understood and to do so, faculty must be knowledgeable about the specifics of the legal landscape, but more importantly they must see a student with a disability first as a human. Institutions that incorporate elements of design, both physically and programmatically, benefit greatly from the shared experiences with students with disabilities. The next Stephen Hawking could be enrolled and attempting to complete his or her first semester of coursework. By adding to the knowledge and understanding of students with disabilities, all students gain greater access and a more productive learning environment.

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APPENDIXES

APPENDIX A

TEXT OF EMAIL INVITATION TO PARTICIPATE

Dear Faculty member,

I would like to ask your assistance in completing a survey as partial fulfillment towards the Doctor of Education degree at Oklahoma State University. The purpose of this survey study will be to examine the relationship between faculty attitudes toward students with disabilities and faculty knowledge of the Americans with Disabilities Act and how these are related to the college of academic area, gender of faculty, years teaching experience in higher education, prior experience at accommodating disabled students, age of faculty, prior instructional experience, and faculty rank.

The survey resides on a private, secure server and should take no longer than twenty minutes to complete. To participate in the survey, please click on the following website:

<http://www.chaunceys.net/survey/bcampbell/>

Your assistance is most appreciated.

Brett Campbell
Doctoral Candidate
Department of Educational Leadership
Oklahoma State University
918.343.7569

APPENDIX B

SURVEY INSTRUMENTS

Demographic Information

Please check the answers which describe you best.

Faculty Rank:

Instructor
Assistant Professor
Associate Professor
Full Professor

Academic Area:

Fine Arts
Business
Education
Psychology/Sociology
Health Sciences
Social Sciences
Humanities
Mathematics
Nursing
Other

Gender:

Male
Female

Age:

25-30
30-40
40-50
50-60
60+

Years of Teaching Experience in Higher Education:

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- +25

Years of Teaching Prior to Teaching in Higher Education:

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- +25

Prior Instructional Experience with Accommodating Disabled Students:

- Yes
- No

Types of Accommodations Used:

- Notetakers
- Readers
- Tape Recorders
- Interpreters
- Enlarged Tests
- Additional Time for Completion of Assignments/Tests
- Braille Books
- Other

A Survey To Measure Knowledge Of The Americans With Disabilities Act And Specific Disabilities

Please respond to the following statements with either a (T) for True or (F) for False.

1. An interpreter for a student with a hearing impairment may be asked to leave a class if the professor finds the interpreter distracting.
2. When selecting a research topic, students who are learning disabled often pick concrete, simple topics.
3. The Americans with Disabilities Act applies only to large businesses.
4. Classroom lighting is not important for students with visual impairments.
5. Assistive devices such as tape recorders and note takers should be allowed in any classroom.
6. Students who are learning disabled often have problems with letters but not numbers.
7. Students who are orthopedically impaired often need special considerations regarding building accessibility and transportation.
8. Students who are hearing impaired wear hearing aids so that interpreters are not needed.
9. The Americans with Disabilities Act (ADA) protects the rights of people with disabilities.
10. Students who are learning disabled often need additional time to complete reading assignments.
11. Students who are orthopedically impaired often cannot drive.
12. Students who are visually impaired tend to read Braille.
13. Exaggerating mouth movements assists students with hearing impairments in reading lips.
14. Preferential seating is important for students with visual impairments.
15. Title II of the Americans with Disabilities Act is the primary portion of the law affecting students with disabilities.
16. Most students who are viewed as orthopedically impaired use wheelchairs.

17. Most students who are visually impaired use white canes or seeing-eye dogs.
18. Spelling errors of students with learning disabilities may bear little resemblance to the sight and sound of the word.
19. Hearing aids make sounds clearer.
20. Elevators must be placed in all buildings in order for the campus to be considered accessible for students who are orthopedically impaired.
21. Students who are learning disabled tend to be very organized.
22. Recovering alcoholics are covered under the Americans with Disabilities Act.
23. Activities such as football games, basketball games and concerts held on the university campus should be accessible for students who are orthopedically impaired.
24. The Americans with Disabilities Act applies only to institutions receiving federal funds.
25. Students who are hearing impaired use sign language, which is universal.

APPENDIX C

Attitudes Toward Disabled Persons – Form B

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3; or -1, -2, -3: depending on how you feel in each case.

+3: I AGREE MUCH -1: I DISAGREE A LITTLE
+2: I AGREE PRETTY MUCH -2: I DISAGREE PRETTY MUCH
+1: I AGREE A LITTLE -3: I DISAGREE VERY MUCH

1. Disabled persons are usually friendly.
2. People who are disabled should not have to pay income taxes.
3. Disabled people are not more emotional than other people.
4. Disabled persons can have a normal social life.
5. Most physically disabled persons have a chip on their shoulder.
6. Disabled workers can be as successful as other workers.
7. Very few disabled persons are ashamed of their disabilities.
8. Most people feel uncomfortable when they associate with disabled people.
9. Disabled people show less enthusiasm than nondisabled people.
10. Disabled people do not become upset any more easily than nondisabled people.
11. Disabled people are often less aggressive than normal people.
12. Most disabled persons get married and have children.
13. Most disabled persons do not worry more than anyone else.
14. Employers should not be allowed to fire disabled employees.
15. Disabled people are not as happy as nondisabled ones.

16. Severely disabled people are harder to get along with than are those with minor disabilities.
17. Most disabled people expect special treatment.
18. Disabled persons should not expect to lead normal lives.
19. Most disabled people tend to get discouraged easily.
20. The worst thing that could happen to a person would be for him to be very severely injured.
21. Disabled children should not have to compete with nondisabled children.
22. Most disabled people do not feel sorry for themselves.
23. Most disabled people prefer to work with other disabled people.
24. Most severely disabled persons are not as ambitious as other people.
25. Disabled persons are not as self-confident as physically normal persons.
26. Most disabled persons don't want more affection and praise than other people.
27. It would be best if a disabled person would marry another disabled person.
28. Most disabled people do not need special attention.
29. Disabled persons want sympathy more than other people.
30. Most physically disabled persons have different personalities than normal persons.

APPENDIX D

PERMISSIONS TO USE INSTRUMENTS

HOFSTRA UNIVERSITY



Dr. Harold Yuker Center for Research on
Attitudes Toward Persons with Disabilities

Coordinator: Daniel W. Wong, Ph.D.
124 Hofstra University
Hempstead, New York 11549
(516) 463-5133, e-mail: cprdww@Hofstra.edu

January 15, 2002

Mr. Brett Campbell
Dean of Student Affairs
Roger State University
1701 W. Will Rogers Blvd.
CLAREMORE, OK 74017-3252

Dear Mr. Campbell:

I am in receipt of your letter of January 8, 2002 requesting information on the Research with the Attitudes towards Disabled Persons Scales (ATDP) 1960-1985. Thank you for your remittance of \$10.00.

I am enclosing various articles that you may find of interest, as well as the ATDP monograph.

In reference to seeking our permission to use the instrument, you have our approval. The ATDP monograph is in public domain and our approval is not necessary.

If you have any questions, feel free to write or e-mail me at psyrzm@hofstra.edu. Thank you for your interest. Good luck in your research and please keep us posted.

Sincerely,

A handwritten signature in cursive script that reads "Ruth Mangels".

Ms. Ruth Mangels
Asst. to Dr. Daniel Wong
Coordinator

Indiana University of Pennsylvania

Department of Special Education and Clinical Services
Davis Hall, Room 203
570 South Eleventh Street
Indiana, Pennsylvania 15705-1087

724-357-2450
Fax: 724-357-7716
Internet: <http://www.iup.edu>

March 8, 2002

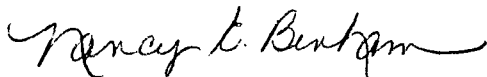
Brett Campbell
1301 N. Willow Ave.
Broken Arrow, OK 74012

Dear Brett,

Please accept this letter as permission to use the instrument utilized in my dissertation addressing faculty knowledge of the ADA. It has been my pleasure corresponding with you over the past several months. If I may be of any assistance to you, please do not hesitate to contact me.

Best wishes to you on your endeavor!

Sincerely,



Nancy E. Benham, Ph.D.

APPENDIX E

INSTITUTIONAL REVIEW BOARD AUTHORIZATION

Oklahoma State University
Institutional Review Board

Protocol Expires: 5/1/03

Date: Thursday, May 02, 2002

IRB Application No: ED02105

Proposal Title: FACULTY ATTITUDES OF STUDENTS WITH DISABILITIES AT A REGIONAL
UNIVERSITY

Principal
Investigator(s):

Brett Campbell
1301 N. Willow Ave
Broken Arrow, OK 74012

Deke Johnson
310 Willard
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

VITA

Brett Stewart Campbell 2

Candidate for the Degree of

Doctor of Education

Thesis: FACULTY ATTITUDES TOWARD STUDENTS WITH DISABILITIES AT A REGIONAL UNIVERSITY

Major Field: Higher Education

Biographical:

Education: Received Bachelor of Arts in Political Science and History from The University of Oklahoma, December 1986. Received Master of Science in Curriculum and Instruction from Oklahoma State University, July 1990. Completed requirements for Doctor of Education in Education Administration and Higher Education. Oklahoma State University, December, 2002.

Work Experience: Dean of Student Affairs at Rogers State University, Claremore, Oklahoma. May 1996 to present. Served as the Senior Student Affairs Officer of the University and member of the President's executive staff. Served as the Assistant Director of Student Support Services from June 1, 1992 to May, 1996 also, at Rogers State College. Responsible for daily operations, annual budget review, supervision and training of staff, integrating grant objectives with academic departments, and annually revising and submitting of grant materials of a TRIO Federal grant. The Student Support Services grant serves an eligible population of 300 students identified among a college population of 2500.

Professional Affiliations:

Institutional representative to the Council on Student Affairs, Oklahoma State Regents for Higher Education.

Executive Chair, 2000-2001

Chair, Social Justice Committee, 2002-2003

National Association of Student Personnel Administrators Oklahoma Membership Chair, Region IV-West Executive Committee

Oklahoma Division of Student Assistance Programs

Served as Vice-President, 1993-94.

Served as President, 1994-95.