EXPERIENCES OF COLLEGE PROFESSORS WITH STUDENTS WITH

IDENTIFIED DISABILITIES AND ADA COMPLIANCE IN FACE-TO-FACE COURSES AT

A STATE COLLEGE IN FLORIDA: A CASE STUDY

by

Rafael Sanchez

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

John R. Duryea, EdD, Committee Chair

David T. Vacchi, Ph.D., Committee Member

Abstract

This qualitative case study's purpose was to understand college professors' experiences regarding students with identified disabilities and compliance with the Americans with Disabilities Act 1990 (ADA) in their face-to-face courses at a multicampus state college in Florida. The leading theory guiding this study was the adult learning process: andragogy complemented by the disability theory. These theories provided a foundational understanding of how college professors teach adult learners with identified disabilities. The study explored the following research question: How did college professors describe their teaching experiences with students with disabilities and ADA compliance in their face-to-face courses? The sample comprised fifteen full-time college professors who had experienced the phenomenon. The primary data collection methods were one-to-one individual interviews, complemented by two focus group interviews, and document analysis on ADA policies implemented by the college. This study revealed the following themes: "Best Experiences Recollected, Greatest Challenges Confronted, Expectations from the Disability Services Office, and Disposition Supporting Students with Disabilities." Including adjunct instructors' experiences was recommended for future research.

Keywords: Americans with Disabilities Act (ADA), college professors, identified disabilities, post-secondary education, accommodations, case study

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Dedication

I dedicated this dissertation to the Lord, my Shepherd; "I shall not want" (Psalm 23:1, ESV).

"But those who trust in the LORD will find new strength. They will soar high on wings like eagles" (Isaiah 40:31, NLT).

Acknowledgments

I want to acknowledge my colleagues who trusted me with their classroom experiences when instructing students with identified disabilities. Their dedication and love inspired me in their commitment to providing the best professional services to their students. In addition, their willingness to participate in the interviews during their summer break demonstrated their unconditional devotion and love for the teaching profession by sharing their experiences. I will always be grateful for the opportunity to learn from them.

Table of Contents

List of Tables

List of Abbreviations

Americans with Disabilities Act 1990 (ADA)

Attention-Deficit/Hyperactivity Disorder (ADHD)

Autism Spectrum Disorder (ASD)

Disability Services Office (DSO)

Equal Employment Opportunity Commission (EEOC)

Family Educational Rights and Privacy Act (FERPA)

Historically Black College and University (HBCU)

Institutional Review Board (IRB)

Language Program Director (LPD)

Research Question (RQ)

Student Disability Services (SDS)

World Health Organization (WHO)

CHAPTER ONE: INTRODUCTION

Overview

This chapter provides a synopsis of college professors' experiences with students with identified disabilities and the Americans with Disabilities Act (ADA) of 1990 compliance in their face-to-face courses at a multicampus state college in Florida. The lack of qualitative research investigating college professors' experiences with students with identified disabilities motivated this research in conjunction with the researcher's teaching experiences and concerns with assisting this unique student population. The ADA is the world's first comprehensive civil rights law for people with disabilities, passed by Congress in 1990 (Equal Employment Opportunity Commission [EEOC], n.d.). Title III of the ADA of 1990 relates to public accommodations and services operated by private entities. Higher education institutions fall under the purview of this law (EEOC, n.d.).

There is a lack of qualitative research that explores college professors' experiences with students with disabilities. This denotes a gap in the literature. This research aims to provide a clear understanding of those experiences. In addition, the college professors' community and the students receiving these special accommodations could benefit from this study's results due to the vicarious learning from what other college professors have endured.

This case study will be based on Knowles's (1977) andragogy theory and supported by Siebers's (2008) disability theory. Details of the research plan, along with the research questions, are included in this chapter. Four research questions have been formulated to investigate the research problem: the lack of clarity on the unique accommodation form could create a problem for the students and instructors when implementing an effective accommodation plan. This chapter ends with a list of terms used in this study with their definitions and a summary.

Background

New learning and teaching processes have been developed from ancient to contemporary times (Knowles, 1977). An evaluation of learning and learners' assumptions that differentiate the pedagogical model and the andragogical model is presented in this chapter. The term "andragogy" was derived from the Greek word "aner" (Knowles, 1977, p. 206), which in ancient Greek means "man not boy" (Knowles, 1977, p. 206). Six elements in the andragogy model emphasize the employment of "learning contracts" (Knowles, 1977, p. 202). These elements are "climate, planning, needs diagnosis, setting goals, designing a learning plan, and evaluation" (Knowles, 1977,p. 211). These concepts can be employed during the instruction of adult students. The most important of these elements is the conduit to learning and is based on "trust, informality, openness, mutual respect, warmth, and caring" (Knowles, 1977, p. 209) of the adult learners. The other elements support the climate, such as having the learners identify their own needs for learning from a set of competencies that will design a learning plan to support their goals. This study focuses on college professors' employment of these elements in their teaching approaches and how they impacted their teaching methods for students with identified disabilities.

Siebers (2008) defined disability as a "cultural and minority identity" (p. 4), thereby recognizing it as a social category instead of a physical or mental defect. At its core, disability theory challenges the negative connotation of being disabled since people with disabilities do not consider their disability a "flaw or personal defect" (Siebers, 2008, p. 4). Therefore, disability as an identity should never have a negative connotation. Siebers stated that in medical terms, disability is defined as a defect in a person that must be cured or eliminated for that person to "achieve full capacity as a human being" (p. 3). People with disabilities learn what they can do

with their not-abled bodies and do it, if possible, without assistance (Siebers, 2008). The Disability theory is considered when applying the andragogy theory and helped guide this study regarding adults with disabilities. The difference between these two theories' views is vital for the research because it provides a foundation for understanding college professors teaching adult disabled students.

Historical Context

All the great teachers of early history teach adult students, including "Socrates, Plato, Aristotle, Confucius, Lao-Tze, Quintillium, Cicero, Euclid, and Jesus" (Knowles, 1977, p. 202). These famous teachers "saw learning as being a process of inquiry in which the learner had an active role and the role of the teacher that of a guide, a facilitator, and were an appropriate source to the inquiry" (Knowles, 1977, p. 202). College professors are teachers of adult learners, and this study inquired about their philosophical positions in teaching adults with identified disabilities. In adult education, a successful teacher is defined "as one who can keep his or her students" (Knowles, 1977, p. 204). In a college setting, students always pursue the teacher who stands out from the others and enrolls in their class semester after semester. Based on this enrollment trend, the successful teacher can be identified. A college professor who encourages their students' self-direction promotes the "andragogy" concept (Knowles, 1977, p. 207), a principle of independence in their learning. These professors become a motivation and an inspiration to the students.

Reischmann (2004) indicated that "andragogy" was first used as a term by Alexander Kap, a German high school teacher, in 1833 (p. 1). Reischmann further indicated that the andragogy term was not generalized due to the lack of formal training for adult education. The andragogy term has been used in different times and countries with different connotations. Still,

Malcolm Knowles brought the word to the US in 1968, labeling it the self-directed, autonomous learners, portraying the teachers as facilitators to the adult learners (Reischmann, 2004).

Social Context

Faculty awareness of ADA standards and their preparedness to comply with them were determined to have a moderate correlation in a study conducted with a sample of 72 postsecondary faculty at a small northeastern Pennsylvania college (Stevens et al., 2018). The more awareness the faculty had of the ADA laws and requirements, the more prepared they were to provide accommodations for learning disabilities. However, almost 12% of faculty indicated that they believed that providing accommodations to students with documented disabilities "provides an unfair advantage to those students and a disadvantage to the students in the rest of the class" (Stevens et al., 2018, p. 34). This study motivated me for more in-depth qualitative research in my proposed study to inquire about college professors' experiences regarding students with identified disabilities in ADA compliance. The questionnaire used by Stevens et al. (2018) does not provide the in-depth data that would offer themes that would clarify the positions of college professors related to students with identified disabilities and provide recommendations for college professors in face-to-face classes. My qualitative case study gives the depth to fill the gap in knowledge of whether these faculty are "aware and prepared to fulfill the requirements of providing higher education to students as outlined by the ADA" (Stevens et al., 2018, p. 31).

In a college environment, teaching assistants, language program directors (LPDs), and disability services office (DSO) staff are vital supporters of students with disabilities. Gallego and Busch (2015) determined that the level of teaching assistant readiness and communication among the team would impact their ability to provide equal access to students with disabilities.

Of the LPDs surveyed, 74.2% indicated having communicated with their DSO. Additionally, they had met at least one staff member from the DSO, and "70.0% of the DSO indicated having reached out to provide information about policies and procedures regarding students with disabilities, and 74.2% of the LPDs contacted the DSO" (Gallego & Busch, 2015, p. 393). These results revealed that LPDs maintain frequent communication with the staff of the DSO. The interaction among staff levels seems to differ from lower to higher levels. This type of communication concerns that guidance or proper procedures are not clearly instructed to staff members at all levels. This research was limited to staff members' interactions and did not include college professors' experiences in a face-to-face teaching environment.

Further study is required to inquire about the first-hand experiences of college professors with students with identified disabilities. A communication gap could be discovered by employing the qualitative case study approach. College professors could benefit from learning the communication channels available to assist students with self-identified disabilities. It is up to the faculty to provide the special accommodations directed by their school's DSO. A study of 127 faculty at a Midwest university revealed that faculty that had had experiences with students with learning disabilities were willing to engage with the students and accommodate their needs "beyond what is required as per the ADA" (Becker & Palladino, 2016, p. 70). However, a subgroup of faculty negatively perceived the accommodations, labeling them unfair (Becker & Palladino, 2016). This study included an open-ended question at the end of the online questionnaire about the faculty's "most essential role in providing accommodations for students with disabilities within their courses" (Becker & Palladino, 2016, p. 69). This open-ended question supplemented the primary quantitative data. As this study reveals, more open-ended questions or interviews would improve the data's usefulness and enhance the findings' validity.

Theoretical Context

Sheppard-Jones et al. (2018) conducted quantitative research on life outcomes and higher education. They illustrated the need for a longitudinal study using a broad range of quality-of-life indicators on the National Core Indicators Adult Consumer Survey to measure the "state developmental disability authority service quality" for students with intellectual disabilities in Kentucky (Sheppard-Jones et al., 2018, p. 70). A sample of postsecondary students in Kentucky with intellectual disabilities indicated "higher outcomes in employment, social relationship, health, community inclusion" (Sheppard-Jones et al., 2018, p. 71) because of higher education. Also, the choices in their lives were like "aged young adults with [intellectual disabilities] in the statewide sample" (Sheppard-Jones et al., 2018, p. 71). Individuals with intellectual disabilities could become "productive community members" (Sheppard-Jones et al., 2018, p. 71), demonstrating that adequate resources can make a difference later in life. This initiative in postsecondary education in Kentucky connected to higher education programs must be addressed in this study as part of the social responsibility college professors have to all the students they serve in the community.

Agarwal and Kumar (2017) performed a qualitative case study of a college student with systemic lupus erythematosus, an invisible disability. The researchers observed "the invisible challenges of looking perfectly normal from outside while feeling seriously ill on the inside" (Agarwal & Kumar, 2017, p. 172). The impact of hospitalizations and medications and their side effects may significantly limit individuals with disabilities in the academic environment (Agarwal & Kumar, 2017). It is essential for the implications of illnesses such as be disclosed to the college professors to increase their perception and understanding of this invisible disability. This awareness is addressed in this study too.

Situation to Self

I have 20 years of teaching experience at the community and state college level; 17 of these years have been in Florida. I have experienced the need to provide special accommodations to students with identified disabilities throughout my college teaching career. My research topic has been an interest of mine for many years. I am a tenured faculty member teaching in the same state college where the study was conducted with no relationship with the participants. I isolated myself from the study by selecting participants teaching subjects different from the ones I teach but one. I was responsible for maintaining professional working relationships with the participants and ensuring the data's security and integrity during collection, storage, analysis, and reporting (Creswell & Poth, 2018).

Three philosophical assumptions guided my study in this research: ontological, epistemological, and axiological. Using the ontological assumption allowed me to comprehend the multiple realities when dealing with the subjects (Creswell & Poth, 2018). The epistemological assumption allowed me to get close to the study subjects and relate to personal views through their own experiences (Creswell & Poth, 2018). By employing the axiological assumption, I related to the subjects' points of view as my own lived experiences (Creswell & Poth, 2018). Social constructivism is the research paradigm that guided this case study; the subjective meanings of the participants' experiences were interpreted in a broader context of their views (Creswell & Poth, 2018). Finally, I diligently analyzed the data based on my 20 years of experience teaching adult students in postsecondary education.

Problem Statement

There is a gap in qualitative research on college professors' experiences teaching students with identified disabilities in their classrooms (Stevens et al., 2018). This research provides

valuable information in clarifying the faculty when implementing an adequate accommodation plan complies with the ADA mandate (Stevens et al., 2018). College professors must teach students with disabilities in compliance with the Americans with Disabilities Act of 1990 (EEOC, n.d.). At the postsecondary level, students with self-identified and documented disabilities receive letters of accommodations from their DSOs. As indicated by Becker and Palladino (2016), these letters typically "lack enough details to help the faculty member personalize the course" (p. 66). The lack of specifics about the disability creates a disconnect concerning the student's required accommodation with an identified disability. The problem is that the lack of clarity in the confidential accommodation request form is problematic for the instructors when implementing an effective accommodation plan for students with disabilities.

A study performed by Gallego and Busch (2015) indicated that the "difference in perception could result in the inconsistent application of accommodation" (p. 397) by the instructors. Inconsistencies create an undesirable situation and an unpleasant feeling for the student receiving the accommodation. Invisible disabilities such as lupus challenge professors who seek to adequately accommodate the student without changing the course requirements and "maintaining the classroom integrity" (Argarwal & Kumar, 2017, p. 170). For example, students with accommodations may need to miss classes and may be provided extra time to complete the required curriculum to complete the course. When transitioning to higher education, students with disabilities often encounter obstacles when validating their disability documents due to a "variation in comprehensive and quality reporting of the documentation requirements" (Banerjee et al., 2015, p. 36). This study clarifies the implementation of accommodations by identifying the critical elements required to benefit the students and the professor entrusted with the endeavor.

Purpose Statement

The purpose of this case study was to understand the college professors' experiences regarding students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. Students requiring accommodations will generally be defined as students with identified disabilities at this stage in the research. The theory that guided this study is the adult learning process: andragogy (Knowles, 1977), supported by the disability theory (Siebers, 2008). Knowles (1977) posits seven elements that influence learning in adults: "climate, planning, diagnosis of needs, setting goals, designing a learning plan, and evaluation" (p. 211). When teaching students with identified disabilities, college professors approach them as adult learners capable of making their own decisions. Students can best make decisions when they perceive a "climate of trust" (Knowles, 1977, p. 209) and their professors' understanding, which is the first step in Knowles's concept of teaching adult students. Disability theory (Siebers, 2008) supports Knowles's view in the context by presenting disabled students as having the ability to make their determinations in pursuing higher education.

Significance of the Study

This study's empirical results provided college professors with the themes of other professors' lived experiences that align with their own teaching experiences. Vicarious learning could enhance their personal "beliefs" (Stevens et al., 2018, p. 31) and their understanding of what is required to fulfill their obligations as the institution's representatives. Stevens et al. (2018) indicated that it is essential for faculty to "understand the disability laws" (p. 31) to avoid violations through noncompliance. Violations could result in punitive action against the institution.

This study's practical significance is that it helps professors by providing approaches working for other professors when teaching students with disabilities, which benefits both the faculty and the students. Stevens et al. (2018) concluded that as faculty "awareness" of ADA compliance increases, their "preparedness" (p. 34) increases accordingly. Increasing the faculty's awareness of ADA compliance through vicarious learning could enhance students' teaching with identified disabilities.

This study adds to Knowles's (1977) theory of adult learners by providing insight into how professors teach adult learners with identified disabilities in compliance with ADA. Those instructors with more appealing instruction can effectively reach more students with identified disabilities. In addition, as adult students often have the option to select their teachers, the "successful teacher" (Knowles, 1977, p. 204) may be able to keep their students in subsequent courses. Therefore, this study helps teachers of adult learners with disabilities to be successful by having return students with identified disabilities take more of their classes.

Research Questions

Based on the literature gap about college professors' awareness of ADA standards and preparedness for compliance, the essence of college professors' experiences should be further explored (Stevens et al., 2018). Therefore, the following questions were developed to address the personal experiences of college professors in face-to-face classes:

1. How do college professors describe their experiences teaching students with disabilities in their face-to-face courses from a qualitative purview approach?

College professors are teachers of adult learners. This study's theory is the adult learning process or andragogy (Knowles, 1977). When teaching students with identified disabilities, college professors approach them as adult learners capable of making their own decisions. I will

utilize the epistemological approach to understand college professors' experiences (Creswell & Poth, 2018). I will use social constructivism to inquire about their subjective experiences from a broad perspective (Creswell & Poth, 2018).

2. How do college professors confront the challenges of complying with the Americans with Disabilities Act (ADA) requirements?

Stevens et al. (2018) conducted a quantitative research study in a small private college in northeastern Pennsylvania. The researchers assessed the faculty's awareness and preparedness regarding ADA compliance in this study. The study indicated a direct correlation between awareness and preparedness, resulting in better readiness as awareness increased. Conversely, the challenges might decrease as awareness increases. In this qualitative phenomenology study, I inquired more deeply about the perceived challenges college professors face when complying with ADA requirements.

3. How do college professors utilize the Disability Services Office (DSO) services to facilitate providing accommodations beyond their scope for students with identified disabilities?

Gallego and Busch (2015), in their research on the inclusion of students with disabilities, concluded that language program directors (LPDs) more frequently communicated with DSOs with requests for guidance rather than the DSO contacting LPDs to offer guidance or training programs. This finding implies that LPDs' disposition toward procuring services for students with identified disabilities was expected more. A qualitative approach will enable in-depth inquiry about the college professors' beliefs and how their social constructivist mindsets impact their compliance with required special accommodations for students with identified disabilities.

4. What are college professors' dispositions to supporting students with identified disabilities beyond the required documented accommodations?

In their quantitative study, Becker and Palladino (2016) assessed faculty perspectives about teaching and working with students with disabilities and concluded that faculty are willing to provide accommodations to students beyond what is being required by ADA guidelines. A qualitative research study could gather more detailed information on what strategies college professors find useful when assisting students with identified disabilities beyond what is required by ADA guidelines, thus providing valuable information on implementing procedures and policies.

Definitions

The following definitions could assist in the understanding of the terminology used in the research:

1. *Ableism* – Stereotypes, prejudice, discrimination, and social oppression toward people with disabilities (Bogart & Dunn, 2019).

2. *Accommodation transfer* – The process of learning to transfer the rhetorical skills and knowledge needed to receive disability accommodations for writing in academic settings (Simpkins, 2018).

3. *Activity limitation* – A difficulty encountered by an individual in executing a task or action (World Health Organization [WHO], 2020).

4. *ADA awareness* - Cognizance of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (Stevens et al., 2018).

5. *ADA preparedness* – The readiness and ability to follow obligations relating to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (Stevens et al., 2018).

6. *Individuals with a disability* – Someone who has a physical or mental impairment that substantially limits one or more major life activities (ADA, n.d.).

7. *Adult learning process: Andragogy* – A theory involving seven elements that influence adult learning: "climate, planning, diagnosis of needs, setting goals, designing a learning plan, and evaluation (Knowles, 1977).

8. *Impairment* – A problem in body functions or structure (WHO, 2020).

9. *Just world hypothesis* – The idea that people believe good things happen to good people and that adverse events befall individuals with lousy character (Dunn, 2019).

10. *Major life activities* - include learning, reading, concentration, thinking, and communicating (ADA, n.d.).

11. *Participation restriction* – A problem experienced by an individual with their involvement in life situations (WHO, 2020).

12. *Postsecondary faculty* – Faculty members employed by a higher education institution either full-time, part-time, senior half-time, or adjunct (Stevens et al., 2018).

13. *Self-identified disability* – In postsecondary education, students with a documented disability must self-advocate and identify themselves to the instructor to obtain special accommodations in their classes (Becker & Palladino, 2016).

14. *Successful teachers* – can keep their students (Knowles, 1977).

Summary

This chapter provided an overview of the literature based on the research topic. And the background of the study identified the gap in the literature. There is a lack of qualitative research about college professors' experiences teaching students with disabilities in their classrooms (Stevens et al., 2018). Therefore, this case study aimed to understand college professors' experiences with students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. I provided a theoretical background founded on Knowles's (1977) adult learning theory (andragogy) and supported by Siebers's (2008) disability theory. I formulated four research questions connected to the literature review and the conceptual framework of the research. Lastly, I provided a list of definitions to assist in understanding the study.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter reviews the current literature about college professors' experiences with students with identified disabilities and ADA compliance in face-to-face courses at a multi-campus state college in Florida. This chapter provides a review of the literature, including (a) the theoretical framework that supports this study, (b) the related literature, and (c) a summary. This literature review's primary focus was to uncover the faculty's experiences with the phenomenon during and after teaching students with identified disabilities in their face-to-face classes.

Theoretical Framework

The theoretical framework guiding this research was the concepts of Knowles's (1977) andragogical theory. His theory is related to seven elements that influence learning in adults. They are: "climate, planning, diagnosis of needs, setting goals, designing a learning plan, learning activities, and evaluation" (Knowles, 1977, p. 211). Knowles indicated that the most crucial element of adult learning is the climate, a conduit to understanding based on "trust, informality, openness, mutual respect, warmth, and caring" (p. 209). The other elements support the climate, such as having the learners "diagnose" (Knowles, 1977, p. 209) their own needs for learning by designing their learning plan from a set of competencies that support their goals. Then, the learners presented the criteria used for their evaluations (Knowles, 1977). College professors view their students with identified disabilities as adult learners capable of making their determinations. Knowles set forth these elements that guided this study on how college professors interact with students with identified disabilities.

For adult learners, time and resources are constraints, and therefore the quality of the instruction is the "most valued motivating factor in their higher education studies" (Sogunro,

2017, p. 173). Sogunro (2017) indicated that instruction quality is identified by sound teaching and learning transactions. He defined the quality of instruction as "the degree to which instruction is adequately delivered, meets students' learning needs, learning styles, interests, expectations, and is well-aligned to standards" (Sogunro, 2017, p. 174). Alignment and compliance with learning standards are requirements of courses' syllabi at higher education institutions. Professors often finetune the class syllabi using wisdom acquired through experience while teaching a lesson. The andragogical competency requires that instructors adequately prepare to deliver instruction with the most current content insight enhanced by their skills for teaching adults, which requires "adjusting to the students learning needs and styles" (Sogunro, 2017, p. 178).

Siebers (2008) indicated that disability in medical terms is defined as a defect in a person that must be cured or eliminated for that person to "achieve full capacity as a human being" (p. 3). In contrast, Siebers defined disability as a "cultural and minority identity" (p. 4). Siebers's intent in calling disability a cultural and a minority identity is to recognize that society has control and can effectively change the negative connotations associated with disabilities. The disability theory was considered as the andragogy theory that was applied and guided individuals with disabilities' achievements.

Adult Learning Theory: Andragogy

The term "andragogy" was introduced in Europe early in the 1960s as a theoretical formulation of the art and science of helping adults learn (Savicevic, 1968, as cited in Knowles, 1975). Knowles (1975) introduced this term in the United States eight years later. The main concepts of andragogical theory are that "self-directing and self-experiences" motivate the adults to learn when the need arises and that learning opportunities must be available immediately, with

easy access and exit (Knowles, 1975, p. 87). A mental adjustment may change teachers' teaching methods to become facilitators of learning in their classrooms and provide the adult students with the freedom for self-direction. Learning is a lifelong question, as shown by the myriad programs available in public schools and community colleges and the requirements for continuing education to renew many professional licenses (Knowles, 1975). A set of six principles are established as the core of the learning process of andragogy:

the learner's need to know (why, what, how); self-concept of the learner (autonomous, self-directing); prior experience of the learner (resource, mental models), readiness to learn (life-related, developmental task); orientation to learning (problem-centered, contextual), and motivation to learn (intrinsic value, personal payoff). (Knowles et al., 2015, p. 6).

Open access to higher education institutions has provided an endless source of students accepting a higher education curriculum challenge. Olusegun (2015) indicated that many factors are critical for students' success, and "motivation is one of those key factors" (p. 22). According to andragogy theory, motivation is part of setting goals (Knowles, 1977, p. 202). Students who have not set goals will have no direction in pursuing their higher education challenges. Olusegun presented eight factors that motivate the adult learner in higher education that closely mirror andragogy theory. The eight factors that drive and promote student learning are: "quality of the instruction, quality of the curriculum; relevance, and pragmatism, interactive classrooms, and effective management practices; progressive assessment and timely feedback; self-directedness; conducive learning environment; and academic advising practices" (Olusegun, 2015, p. 27). Some of these factors, such as relevance, parallel the andragogy concepts described by Knowles (1977).

Rismiyanto et al. (2018), in their study about the effectiveness of an andragogical approach, demonstrated that male students' teaching achievements in their practice were higher than female students. This study consisted of 87 participants (73 female and 14 male students) taking a class on instructional speaking. This quantitative study utilized a pretest and posttest to measure the difference between male and female students' achievement. It was noted that male students benefited more than female students because males have higher physical endurance for "teaching physical activities and classroom circumstances" (Rismiyanto et al., 2018, p. 119), including having a louder voice. This study's concepts align with andragogy theory as the adult learners have self-direction based on their experiences and draw from those experiences when performing in the classroom.

Franco (2019), in her study about teaching research methods in a doctoral program, assessed the different instructional strategies and adult learning theories modifying her classes based on previous classes' outcomes. She confronted a dilemma regarding employing active versus passive learning. As a result, she adjusted her class activities each semester using Knowles's (1977) adult learning theory to enhance the students' learning experiences with positive results. Likewise, classes could be adjusted to be all-inclusive when teaching students with identified disabilities in higher education institutions, benefiting the general student population.

Vann (2017), in her phenomenological study about instructional designers making decisions related to instructional strategy for adult learners, identified empathy as the main component in design development. Coplan (2011) defined empathy as "a process by which an observer simulates the psychological state of another while the observer maintains his or her own well-defined, separate perception of self" (as cited in Vann, 2017, p. 233). Having the capacity to

relate to students' challenges in their learning can contribute to student success in higher education settings. Therefore, the researcher created an andragogical learning environment in which the designers considered the adults' needs upon confronting higher education technology challenges.

Blaauw-Hara (2017) assessed the learning shock that student veterans confront when transitioning from a military to a civilian academic learning environment. Blaauw-Hara is an English faculty member at a small community college. He interviewed six student veterans from different branches of the armed forces using a qualitative questionnaire to inquire about "how the transition to college and how their military experience affected that transition?" (Blaauw-Hara, 2017, p. 2). Blaauw-Hara noted that student veterans' transition created a conflict between the military and the civilian environment. However, by connecting the andragogical learning methods utilized in the military to the civilian academic environment, the student-veteran can benefit from their experiences, realizing the class's writings' importance.

Disability Theory

Siebers (2008), in his book about disability theory, defined disability as a "cultural and minority identity" (p. 4) that, as a result of "social injustice" (p. 3), requires changes in the perceptions of the non-disabled people and the structural accessibility of the environment. Disability in medical terms is defined as a defect in a person that must be cured or eliminated for that person to "achieve full capacity as a human being" (Siebers, 2008, p. 3). Understanding disability as an identity will change the negative connotation of the term. Disabled people do not see their disability as a "flaw or personal defect" (Siebers, 2008, p. 4) and have no desire to improve their physical condition. On the contrary, people with able bodies do not want to change their status by becoming quadriplegic overnight. Therefore, disability as an identity should never

be negatively connotated and has not been placed in a democratic society to belittle a person's capabilities (Siebers, 2008).

Ingham (2018) wrote about the movie *Me Before You.* The film was based on a novel about a man who developed quadriplegia due to a motorcycle accident. Based on medical terms, a person with quadriplegia is considered as bodily disabled, not able to function correctly, and must be treated to cure the defect or disease. Becoming a person with quadriplegia may be worse than death (Siebers, 2008). Nevertheless, there is no hope of recovery once a person is dead. For the person with quadriplegia, there is hope if they are alive. Understanding the disability theory will reverse a person's negative perception of being considered disabled (Siebers, 2008). Disability as a socially constructed dilemma can be viewed as an environment of hostility toward disabled bodies, "requiring advances in social justice rather than medicine" (Siebers, 2008, p. 54).

Nevertheless, over time, people often acquire some form of disability. Eventually, bodies will decay and die. In the movie *Me Before You*, the main character ended his life through euthanasia, considering his disability worse than death (Ingham, 2018). This action revealed the "social construction of disability as created by the able-bodied majority" (Ingham, 2018, p. 11), defeating the concept that there is hope as long one is alive. The social sciences approach indicated that people with disabilities are more cognizant of oppression and discrimination (Ingham, 2018).

The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the United Nations on December 13, 2006 and entered into force on May 3, 2008 (United Nations Department of Economic and Social Affairs Disabilities, n.d.). The CRPD is an achievement of the United Nations of many decades' works and was the first comprehensive human rights treaty

of the 21st century to change attitudes and approaches toward persons with disabilities. The CRPD varies the viewing of persons with disabilities from "objects" in need of charity to "subjects" deserving all human rights and as active members of the community capable of contributing to its development (United Nations Department of Economic and Social Affairs Disabilities, n.d., para. 2). In addition, the CRPD supports Siebers's (2008) concept of a social identity that provides explicit human rights and fundamental freedoms as part of a democratic society.

Related Literature

This literature review examined adult learning history concerning adult learning's theoretical framework for students with disabilities in postsecondary education. The review intends to understand better students' limitations requiring special accommodations in face-to-face classes. In addition, this study addresses college professors' perceptions regarding teaching students with identified disabilities and complying with ADA requirements in their classes. Finally, the literature reviewed for this study defined andragogy, and this theoretical framework enhanced the content delivery to students with identified disabilities at higher education institutions.

History of Adult Learning

Great teachers and philosophers of history, such as "Confucius, Lao-Tze, the Hebrews prophets, Jesus, Socrates, Plato, Aristotle, Quintillion, Cicero, and Euclid" (Knowles, 1977, p. 202), were teachers of adult learners. They based their teaching on the experiences of their adult learners. When Jesus taught to the multitudes that followed Him, He taught them using parables. The parables were pulled from the people's experiences to visualize the message and, as an end, the teaching. For example, in the parable of the Sower (*New International Version*, 1997,

Mathew 13:3–9), Jesus told the multitude gathered around Him by the lake about a farmer who went out to sow his seed. Some of the seeds got scattered around the path and produced no crops.

Nevertheless, "other seed fell on good soil, where it produced a crop–a hundred, sixty or thirty times what was sown" (*New International Version,* 1997, Mathew 13:8). People in that area were farmers, so Jesus talked to them using farmers' terms to relate to their life experiences and understand His teachings. Likewise, Greek educators used the Socratic dialogue method to engage in an active inquiry dialogue process, making learners reach out to their life experiences (Knowles, 1977).

The American Association for Adult Education, organized in 1926, was the first national adult education organization in the United States and published stories of the success of teachers of adult learners starting in 1928 (Knowles, 1977). The Distance Education and Training Council was founded in 1926 as a national nonprofit organization to promote high educational standards and ethical practices within the United States' distance study field (CollegeAtlas.org, 2014).

The Distance Education and Training Council provides accreditation for the Marine Corps Institute, the Air Force's Air University, and the Army Institute for Professional Development; all are degree-granting institutions for adult learners (CollegeAtlas.org, 2014). The results of these degree-granting institutions indicated that "academic advising practices" were the number one motivator. The number two motivator was a "conducive learning environment," while number three was "self-directedness," learner's autonomy (Olusegun, 2015, p. 27). These results supported the andragogy theory (Knowles, 1977) and the seven elements influencing adult learning. The climate connects to a conducive learning environment. The planning corresponds to the quality of instruction, the diagnosis of needs, and the goals set. And "designing a learning plan" shows a relationship to a "conducive learning environment;" the

"learning activities" relate to "experiential techniques (inquiry)," and the "evaluation" relates to the "progressive assessment and timely feedback" (Knowles, 1977, p. 211; Olusegun, 2015, p. 27). Olusegun (2015) pointed out that students who relate to one or more of these motivators have better outcomes in their higher education endeavors. Therefore, instructors and administrators must understand these intrinsic motivators as fundamental propulsors for adult students learning.

Kolb's model focused on adult learners as Knowles' andragogy theory did. Kolb's model essay consisted of four sections: "Concrete Experience; Observation and Reflections; Abstract Concepts and Generalizations; Applying Concepts in New Situations" (Harrop et al., 2018, pp. 131-132). These four parts of the Kolb Model essay were like Knowles's (1977) content planner. The adult student develops an educational experience by answering four questions: "What content needs to be covered? How can that content be organized into manageable units? How can these units be arranged in a *logical* sequence? How can these units be transmitted most efficiently in this sequence?" (Knowles. 1977, pp. 208–209). Harrop et al. (2018) concluded that implementing effective prior learning assessment programs would provide the adult student with an expedited and less expensive degree completion program.

Adult students' expectations for online classes align with their reasons for taking classes online. Bourdeaux and Schoenack (2016) conducted a qualitative study of adult students taking online courses. They indicated that these learners took online courses because of their convenience and flexibility. Forbus et al. (2011) defined adult students as "typically over 24 and in, years of age, employed and working full-time, and often supporting dependents at home (as cited in Bourdeaux & Schoenack, 2016, p. 153). The study results confirmed the main advantages of online classes: the time flexibility to do the course work, the self-directed study,

and the adult students' learning tools (Bourddeaux & Schoenack, 2016). The study revealed that

the students expect clarity and respect from their instructors and an intentionally designed course

(Bourdeaux & Schoenack, 2016). The expectancy violation theory refers to the "expectations of

other people's behavior during interpersonal interactions," which was used in this study to

evaluate the instructors (Burgoon et al., 1995, as cited in Bourdeaux & Schoenack, 2016, p. 153).

Applying the positive expectancy violation theory on the part of the instructors increased adult

students' satisfaction. For online classes, just as in face-to-face, adult students' expectations

determine whether they will be returning students or not, as stated by Knowles's (1977)

andragogy theory.

Fornaciari and Lund (2014) indicated in their article that the "scholarship of teaching and

learning" (p. 701) has left out mentioning the importance of the syllabus as a teaching and

learning tool. They further emphasized that a new focus on andragogy rather than pedagogy must

be imposed on the syllabus. They pointed out that the curriculum should be utilized as a "class

culture-building and collaboration opportunity" (Fornaciari & Lund, 2014, p. 702). Aligning the

syllabus with Knowles's (1977) six principles will support the adults because they

> need to know the why of learning; adults learn through trial-and-error experience; adults
>
> should own their own decisions about education; adults prefer learning that which is
>
> immediately relevant to their lives; adults learn better from problem-based than content-
>
> based environments, and adults learn better with intrinsic versus extrinsic motivators (as
>
> cited in Fornaciari & Lund, 2014, p. 703).

Implementing these principles will provide the adult student "power, responsibility, and

motivation" by allowing them to share in the decisions regarding learning outcomes (Fornaciari

& Lund, 2014, p. 703). Restructuring the syllabus to focus on andragogical principles to provide

more student input and participation in the class decisions allows the syllabus to become a

helpful collaboration tool and enhance the learning process.

Loeng (2017) indicated that Alexander Kapp, a German gymnasium teacher, was the first

to use the "andragogy concept" (p. 629). "Andragogy" was not employed in the same context as

Knowles's (1977) work. Loeng indicated that Kapp (1833) used "andragogy" as "a term for

education in adulthood—literally, education for men" (as cited in Loeng, 2017, p. 630). The

European andragogy is different from North American andragogy. The context of adult

individuals' social role is emphasized less in Knowles's andragogy concept (Loeng, 2017).

Kapp's book consisted of "education for the individual and state pedagogy" (as cited in Loeng,

2017, p. 630). Loeng claimed as part of his research that Kapp was not recognized for his work

in andragogy because his book was "never translated to English" (p. 640), and thus his work was

forgotten.

The literature clearly shows andragogy guidelines to enhance the knowledge of adult

learners. When the basic principles in adult education are followed: it should be focused on

solving a specific problem; it should consider and rely on the experiences of the teachers;

experience and knowledge gained because of training should be significant for the teacher; the

teacher should be able to check and analyze teaching material; learning objectives should be

formulated jointly by the teacher and the student; and teacher should receive feedback

concerning the progress (Galustyan et al., 2019). Educators of adult learners can provide more

flexibility in delivering educational content when they flip the classroom, allowing online

resources. Providing the required tools to the learners will help solve adult students' learning

problems. Adult students will gain experience by understanding what is happening in the world,

learning to produce the necessary changes in the environment, and participating in all kinds of

human activities; gaining these skills will promote and enhance cooperation with other people (Galustyan et al., 2019).

Newman (2016) critiqued Knowles's (1980) book *The Modern Practice of Adult Education: From Pedagogy to Andragogy* by defining from a linguistic approach the disconnect of the andragogy concept with the implications of the educational needs of the adult learners. He quoted Knowles's definition of educational needs: "something people ought to learn for their good, for an organization or for the good of society" (as cited in Newman, 2016, p. 5). Newman argued that Knowles, instead of teaching, focuses on helping "adults learn, meeting learners' needs, and respecting learners' experiences" (p. 5). Newman missed the concept of andragogy and twisted the words around by giving a different interpretation of the organization's educational needs or society as not the individuals. Newman presented a parallel between Knowles's theory and "Taylor's scientific management theory principles. Newnan indicated that the andragogy concept is trying to deceive the people into bettering themselves to work harder and produce more for the benefit of the manufacturer" (p. 5). Newman downplayed Knowles's employment of the word "competent," indicating that "to be competent is to be just good enough and no more" (p. 6). This definition provides and allows room for mediocracy. Newman compares Knowles's theory to an artist: painting competency is not enough if the artist is not original. Newman is a superficial critic of Knowles and does not go beyond the concept of competence Knowles is pursuing.

Pavlova and Sanger (2016) described andragogy as a "problem-centric; relevancy of the content to life and prior experience; emotional connection; self-directed learning; alignment; and fun" (p. 41). They administered an attitude survey of 16 questions and conducted group interviews consisting of six open-ended questions to investigate the survey results further. The

results demonstrated that the participants preferred the active learning methods that stimulated their thinking, providing "interactivity, motivation and emotional perception of the learning process" (Pavlova & Sanger, 2016, p. 44). It was demonstrated that the employment of an active learning process incorporating andragogy principles enhanced the core of project-based learning. It was disclosed that adult learners prefer methods that promote discussion and exchange of ideas to support their views. Knowles's (1980) andragogy concepts reinforce the material difference between mature and inexperienced learners.

Youde (2018) proposed to study andragogy in the context of tutoring adult learners studying part-time toward an online degree in a blended learning program. Blended or hybrid learning involves online teaching enhanced by face-to-face interaction. According to the andragogy concept, self-motivated adult learners will push forward, and most of the time, face-to-face interaction with the class will not be required. These research pursuits explore the tutor's effectiveness and skills seen from the learners' perspective (Youde, 2018). The blended courses in the research meet once a month, with the rest of the work utilizing a "virtual learning environment" set in modules of three to four months in length (Youde, 2018, p. 256).

Youde's (2018) study focused on eight tutors who are responsible for "teaching, assessment, and monitoring the learner's progress" (Youde, 2018, p. 256). The blended model is well suited for utilizing the andragogical model and applying its six core principles:

> Need to know: adults need to understand why they are learning a topic before learning commences; learners' self-concept: adults need to be responsible for their education decisions; the role of learners' experiences: adults use experiences as the basis for learning activities; readiness to learn: adults are more interested in learning if there is an immediate relevance to work; orientation to learning: adult learning is problem-centered

rather than content orientated; motivation to learn: adults' most potent motivators are intrinsic. (Youde, 2018, p. 257)

A random sample of students completed the Course Experience Questionnaire to evaluate the tutors' effectiveness in "good teaching communication; good teaching feedback on, and concern for, student learning; clear goals and standards; and appropriate workload" (Youde, 2018). Additionally, qualitative data were obtained by interviewing the tutors and compared against the questionnaire administered to the students (Youde, 2018). The article concluded with positive findings on the utilization of andragogy concepts in blended courses, focusing on the extrinsic motivators of the adult learners, such as "the quality of the teaching and the learning experience" (Youde, 2018, p. 270), which promoted the learning in adult learners.

Students with Disabilities in Postsecondary Education

Polo-Sánchez et al. (2018), in their quantitative study, employed a questionnaire in which the university professors had to respond to essential elements that inquired about the transformation of the attitudes toward the students with a disability. The study sample included 79 faculty and 38 administration and service staff that completed the Scale of Attitudes towards People with Disabilities over two years. This instrument is a multidimensional scale developed in Spain (Verdugo et al., 2002, as cited in Polo-Sánchez et al., 2018). One general and another specific to physical, sensory, or mental disabilities are considered valuable tools with appropriate psychometric properties. The results revealed that the professors had a positive attitude toward the students with disabilities, the faculty, the administrative personnel, and the entire university community. Furthermore, an optimistic atmosphere of understanding and cordiality existed in the university community, thus overcoming negative factors such as the "lack of time, lack of adequate teaching resources" (Polo-Sánchez et al., 2018, p. 454).

Singh (2019) indicated that students with disabilities are protected by the Individuals with Disabilities Education Improvement Act at the high school level. This act mandates teachers and guidance counselors to help students with disabilities plan for postsecondary education and post-school outcomes. This assistance results in an increasing number of students attending college and universities. With this trend, college professors and administrative personnel must provide the best service to these students with identified disabilities. Singh's study focused on the educational rights granted to college students with disabilities by the Americans with Disabilities Act and the Rehabilitation Act. These pieces of legislation defined disability as:

> A physical or mental impairment substantially limits one or more of a person's major life activities. Caring for oneself, speaking, breathing, sleeping, standing, walking, reading, writing, concentrating, conceptualizing, memorizing, and working are major life activities. Disability can result from trauma, accident, disease, or congenital condition. (As cited in Singh, 2019, p. 244)

In college, students with disabilities are protected by the ADA, the Americans with Disabilities Act Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. At the college level, the institution is not required to provide any services to identify the disability, and the student must self-identify the disability to receive special accommodations. The Association on Higher Education and Disability provides guidelines on documentation submitted to the DSO at the higher education institution (Singh, 2019, p. 245). Once the student adequately documents the disability, the higher education institution provides the unique accommodation "determined on a case-by-case basis" by the DSO as long the unique accommodation does not require a "fundamental change in the nature of the program" or "would be a financial burden to the institution," according to the Rehabilitation Act of 1973 (as cited in Singh, 2019, p. 247). The

institution must ensure that instructors include in their syllabus a statement informing students with disabilities that it is their responsibility to self-identify themselves to the DSO to obtain special accommodations (Singh, 2019, p. 247). The community's benefit is that students with disabilities receive an education and a degree to fulfill their goals as independent individuals in society.

Bogart et al. (2017) indicated in their study of individuals who self-identify as disabled that among people with more severe limitations, "older rather than younger individuals" are more inclined to self-identify (p. 559). The ten most identified impairments in this study in 1,110 participants were: allergies, anxiety, depression, back injury/pain, migraines, attention-deficit/hyperactivity disorder, respiratory disease, arthritis, hypertension, and chronic pain (Bogart et al., 2017, p. 556). People with severe disabilities may encounter a "social and environmental barrier" (Bogart et al., 2017, p. 558) or be criticized due to the limitation's negative perception. Disability and income can act as barriers to education and employment (Bogart et al., 2017).

In their qualitative research, Fleming et al. (2018) investigated the development of a first-year seminar (FYS) geared toward college students' success with disabilities. The researchers founded their study on Tinto's (1975) theoretical orientation that "academic and social integration impacted retention for students" (as cited in Fleming et al., 2018, p. 310). Tinto defined academic integration as "grade performance and intellectual development during the college experience" (as cited in Fleming et al., 2018, p. 310). Social integration in a higher education institution relates to the extracurricular activities in which the students interact with their peers, faculty, and staff outside the classroom (Fleming et al., 2018). On a positive note, while these activities take time away from studying, they could make a difference in students'

commitment to the higher education institution and their persistence in finishing the degree (Fleming et al., 2018).

Fleming et al.'s (2018) participants comprised 26 students (22.2 years age mean), of which 18 were females, 20 were White, two were African American, three were multiracial, and one had an international cultural identity. The students reported having one or more of the following disabilities: "mental health (10), learning disability (9), attention disorder (8), visual impairment (3), physical health (3), autism spectrum disorder (2), and hearing impairment (1)" (Fleming et al., 2018, p. 311). The study shows that FYS programs should integrate a discussion of students with disabilities into their curriculum in higher education institutions. This type of FYS will benefit all students by understanding the challenges faced by students with disabilities; it may be counterproductive to create an FYS exclusively for students with disabilities. The faculty members teaching this FYS will be required to understand what students with disabilities confront when pursuing higher education (Fleming et al., 2018).

Understanding Disabilities

The World Health Organization (WHO, 2011) addresses disability as a "part of the human condition" (p. 3), indicating that almost everyone will experience a disability in their lives; as people age, they will experience difficulties in their functioning. The word "disabilities" is used by the WHO (2011) as an umbrella term that covers "impairments, activity limitations, and participation restrictions" (p. 4). Disabilities go beyond health problems; individuals must overcome environmental and social barriers in their community (WHO, 2011). Therefore, in a society, these individuals encounter physical obstacles that will prevent their normal day-to-day functions, requiring an understanding from the general population of the need to remove those barriers. It is estimated that approximately 15% of the global population (over a billion people)

has some form of disability, and two to four percent are experiencing significant difficulties in functioning (WHO, 2020). The WHO (2020) indicated that the global number of people with some form of disability is over two billion. Also, WHO (2020) reported that the understanding of disability has shifted from a physical or medical perspective to a perspective that considers a person's comprehensive physical, social and political context (para. 3).

Bogart and Dunn (2019) defined ableism as "stereotyping, prejudice, discrimination, and social oppression toward people with disabilities." (p. 651). Furthermore, they indicated that people with disabilities are the most significant minority in the United States. Furthermore, the stereotyping of people with disabilities expends on those with "physical, sensory, intellectual, chronic health and psychiatric conditions" (Bogart & Dunn, 2019, p. 650). Finally, the authors indicated that much work needs to be done in the United States, even though the ADA, passed in 1990, is one of the most comprehensive laws prohibiting discrimination (Bogart & Dunn, 2019, p. 650).

Dunn (2019) indicated that "people with disabilities are sometimes described as an invisible minority group, one that frequently encounters ableism in the course of daily life" (p. 665). Dunn defined ableism as "biased ideas and assumptions, as well as prejudicial attitudes and discriminatory acts, aimed at people with disabilities" (p. 665). Four theories are presented in Dunn's issue paper regarding the prejudicial attitudes and discriminatory acts directed at people with disabilities. The theories are: "just world, mourning, suffering and meaning, and the fundamental negative bias" (Dunn, 2019, p. 665). Individuals without disabilities, or "outsiders," relate to these theories as a basis from which to rationalize their ableist beliefs. The just-world hypothesis speculates "that people believe good things happen to good people and that negative events befall individuals with a bad character" (Dunn, 2019, p. 668). From an outsider's eyes, the

mourning theory states that "insiders must treat disability as a negative, ongoing outcome, one that continues to disrupt insiders' lives and sense of well-being" (Dunn, 2019, p. 669). The suffering and meaning theory go beyond the mourning theory; it requires that "suffering compels insiders to find meaning in disability" (Dunn, 2019, p. 670). Finally, an individual with a fundamental negative bias "routinely focuses on negative rather than neutral or positive features of disability" (Dunn, 2019, p. 671).

Dunn (2019) addressed people with disabilities as "insiders" and the nondisabled as "outsiders." It can be difficult for outsiders to empathize with what an insider is experiencing when confronting a disability. That is why many times, as described in the article, people try to assist individuals with disabilities due to an unfounded assumption that the disabled person needs or welcomes assistance. In postsecondary education, students with disabilities are required to self-identify. For this reason, they often do not use their special accommodation documentation to avoid the "stigmatization" of being labeled as disabled (Daly-Cano et al., p. 215).

Anderson and Butt (2017) conducted qualitative research with 18 families with young adults with autism spectrum disorder (ASD) attending college. The researchers included the parents of college students with autism in the interviews. During the meetings, four main themes surface: "preparation beyond academics, student/college fit, the campus supports, and family supports" (Anderson & Butt, 2017, p. 3031). The authors concluded that the lack of realistic assessment of the parents' part related to their young adults' college performance expectations could hinder their outcome. These outcomes confirmed that not all students with ASD graduating from high school are ready to attend college. The study addresses a literature gap by uncovering students' successes and failures with ASD attending college. Future researchers may wish to use

a more extensive and diverse sample to compare college practices, policies, and programs that experience success at the postsecondary level.

Hadley (2018) conducted a qualitative study over one year with a group of 10 students with identified disabilities who shared their college experiences. The participants in this study were seven females and three males. Data were collected through two-hour focus group interviews and semi-structured individual interviews. The focus group was asked six research questions, and the individual interviews consisted of four research questions. Focus groups were informal to encourage participants to open up and share a little of themselves. Personal interviews supported their explanations of their ideas for their futures and achievements throughout their college experience. Identifying their strengths and weakness helped them establish realistic goals. All interviews were conducted on campus at the DSO. Participants in this study participated in work-based internships that prepared them to enter the workforce (Hadley, 2018). It is recommended that students with disabilities experience exposure to their future careers. DSOs and career centers are essential to help and guide students toward appropriate career paths.

Bogart et al. (2018) highlighted the impact of pride on people with disabilities regarding self-disclosure. The rejection-identification model used in this study demonstrated that "the negative impacts of stigma, such as decreased self-esteem, may be mitigated when members of the stigmatized group choose to identify with each other rather than with the majority culture" (Bogart et al., 2018, p. 155). The International Classification of Functioning, Disability, and Health (Bogart et al., 2018) provided guidelines for impairment and personal factors that identify and predict disability pride. In their conclusion, Bogart et al. (2018) exposed that "disability pride" (p. 155) protected the self-esteem of people with disabilities.

Learning Disabilities

Bolourian et al. (2018), in their study, interviewed 31 students with different types of disabilities. One had a neurodevelopmental disorder, others had ASD, and others had attention-deficit/hyperactivity disorder (ADHD). The participants were recruited from four-year universities in southern California and were undergraduate or graduate students. "Semi-structured" interviews were conducted using open- and closed-ended questions and were approximately 45 minutes long. Nine primary themes were disclosed in the interviews: "(1) influences prior to university, (2) academic expectations, (3) disclosure of diagnosis, (4) self-awareness in the present, (5) comorbid conditions, (6) opinions on medication use, (7) peer interactions, (8) living and housing arrangements, and (9) anticipation of the future" (Bolourian et al., 2018, p. 3333). Disclosure of diagnosis or self-disclosure of the disability seems troublesome to students with disabilities, indicating that sometimes the faculties' reaction downplays the disability's severity. The researchers noted that further research is warranted to create awareness of the severity of disabilities among faculty. Based on these findings, increased knowledge from administrators and faculty is needed.

Thompson and Walker (2018) commented on critical developments in teaching, learning, and schooling children and adults with intellectual and developmental disabilities. Their article focused on educating secondary-age students with complex health care needs that benefited from receiving education in general education classrooms. The individual instruction allowed these students to successfully achieve the learning goals aligned with the broad education curriculum. In the past, a college education was considered off-limits for persons with intellectual and developmental disabilities. However, programs for students with disabilities are now a reality, with over 260 plans in the U.S. targeted toward these individuals (Thompson & Walker, 2018).

Simpkins (2018), in his qualitative study, described five disabled college students' strategies for communicating classroom accommodations with their instructors. Simpkins also evaluated the instructors' positions toward disability and tested suitable accommodations categories and students' vocabulary to express their disability to their instructors. Simpkins (2018) referred to accommodation transfer as "the process of learning to transfer the rhetorical skills and knowledge needed to receive disability accommodations for writing in academic settings" (p. 1). In this study, the institution provided the students a "Verified Individualized Services and Accommodation" (Simpkins, 2018, p. 3), a laminated letter indicating the list of accommodations that the student could request from the instructor.

The students communicated their accommodation needs using a rhetorical approach considering their personal and institutional values. The researcher focused on two key points, "embracing and teaching crip time for writing, and highlighting the relationship between mentorship and interdependence" (Simpkins, 2018, p. 1). "Crip" is a word that emerged in the 1970s to avoid using the phrase handicap as described by Lewis (2015) (as cited in Simpkins, 2018, p. 9). The crip time concept, when put into practice, could help compositions instructors teach the transfer of writing knowledge and accommodation transfer ethically to the disabled students (Simpkins, 2018). The Verified Individualized Services and Accommodation document could provide a time extension when taking exams, but time extensions do not apply to assignment due dates. Everything should be equal; all students in the class should be allowed the same benefits of time cripping by extending (flex time) assignments' submission due dates with a penalty (Simpkins, 2018). The students will decide when to submit a project when a submission window is provided, indicating the deduction in points for a late submission.

Womack (2017) theorized about accommodation in teaching by utilizing the concept of universal design for her composition classroom and syllabi. Her focus was to make classes equally accessible for all the students. In doing so, all students will benefit, and there will be no advantage to anyone, as might be perceived when providing special accommodations to identified disabled students. Womack (2017) indicated that students with disabilities must provide medical documentation through a bureaucratic process to obtain the needed accommodations. In higher education, the student's responsibility is to initiate this process and self-identify as having a disability to receive special accommodations. Per the ADA, disabled people can request "reasonable accommodations," and those modifications need not change the program or impose "undue hardship" on the organization (as cited in Womack, 2017, p. 495). Her initiative facilitates the playing field leveling for all students, including disabled students.

When creating a class syllabus, Womack (2017) suggested that faculty use a tone of negotiation to provide flexibility in attaining the class's goals. Faculty may facilitate student achievement by "creating accessible document design, engaging students with cooperative language, and empowering students through flexible course plans" (Womack, 2017, p. 501). When these principles are used, the syllabus becomes a normative extension of inclusion. Womack emphasized that a syllabus is an educational and positive rhetoric document, not a "contract" (p. 502) that considers the students an audience.

Hermann-Shores (2017), in her article about users and learners of sign language in the 21st century, describes deaf students as lifelong bilingual learners. The use of pedagogy for the younger learners and andragogy for the older learners established congruency in active learning engagement. The author indicated that to avoid labeling the deaf and hearing, she uses "sign language learner or sign language user" to describe those who are learning sign language as a

first or second language (Hermann-Shores, 2017, p. 360). The Convention on the Rights of

Persons with Disabilities (Hermann-Shores, 2017) envisions an inclusive society and demands a

new perspective on hearing loss. A person with disabilities is embraced in an inclusive culture

that emphasizes the skills, talents, and contributions they bring to the community. Providing

accessibility to learning will promote an all-inclusive society's humanistic, social, and economic

aspects. Hermann-Shores (2017) indicated that a "learning curriculum" should replace the

"traditional teaching curriculum" to facilitate the autonomous learning process (p. 363).

Accommodations for Students with Disabilities in Face-to-Face Classes

The 21st century has provided, with the aid of the Internet, a vehicle that offers a way to

accelerate adult higher education utilizing prior learning assessments (Harrop et al., 2018). A

previous learning assessment is a way in which students at George Fox University can expedite

the attainment of their four-year degree by providing "professional training submissions or

personal and professional assessment (PPA) essays" (Harrop et al., 2018, p. 131). Utilizing

Knowles's andragogy concepts and Kolb's experiential learning from adult learners'

experiences, the prior learning assessment initiative will implement a new format for the required

essays.

In his research, Taylor (2019) asked, "Are historically Black college and university

(HBCU) websites in compliance with the Congress amendment of Section 508 of the Americans

with Disability Act (ADA)?" (p. 450). The amendment of Section 508 requires that all Title IV

U.S. higher education institutions comply with Level AA of the web content accessibility

standards. Taylor investigated whether HBCU's websites were accessible for students with

disabilities and, if they were not accessible, how their accessibility could be improved (Taylor,

2019, p. 452).

The Level AA standards included all Level A standards. In addition, they added a conformance level, such as color contrast minimums and different headings and labels to allow students to differentiate between web pages (W3C, 2019). The websites of 100 HBCUs were tested using the Tenon, a robust audit software program that can run almost 100 tests of web accessibility for compliance with Level A, Level AA, and Level AAA standards (Tenon, 2019). It was found that HBCU websites, on average, had 62 Level A and Level AA accessibility errors. These findings benefit Black postsecondary students with disabilities who need accessibility. It is worth understanding the accessibility requirements that higher education institutions must comply with to remain competitive in the educational arena.

Open access could be facilitated by creating electronic education systems supported by international educational institutions available through the Internet. Galustyan et al. (2019) indicated that using andragogy principles " e-learning " could provide adult learners with open access to educational resources. It would be an excellent idea to create an international organization to promote the "openness of society and growth in the social development" (Galustyan et al., 2019, p. 149). In support of this idea, the Institute for the Study of Knowledge Management in Education created the Open Educational Resources (OER) Commons. The OER, for noncommercial use, provides free teaching and learning materials with no copyright constraints for K-20 level courses (OER, 2019). For adult learners and educators, this is a valuable source of information that provides at no cost and without the need to ask for permission: "full university courses, interactive mini-lessons, and simulations, adaptations of existing open work, open textbooks, and K-12 lesson plans, worksheets, and activities" (OER, 2019, Getting Started with OER, para. 3).

Since the communists came to power in 1949 in China, eight universities of foreign languages have been established. Learning English became mandatory in China's schools and universities in 1980, and English is considered one of the three major subjects in middle school. Wang and Storey (2015) investigated whether Western andragogy could be practiced in English classes in China. English is a required course in colleges and universities, and passing an English exam is required for graduation. The study consisted of a 50-question survey distributed to a random sample of 160 English teachers at eight universities of foreign language in China, of which 148 completed the questionnaire. The results demonstrated that in some areas, the Chinese promote andragogical concepts such as "personalizing instruction, relating to experience and assessing students' needs" (Wang & Storey, 2015, p. 310). Overall findings indicated that Chinese teachers did not support Western teaching methodologies since their approaches are teacher-centered and not student-centered. The researchers recommended further qualitative studies employing interviews and in-depth observations.

Behling and Linder (2017) assessed the collaboration between and perceived challenges of centers for teaching and learning and DSOs across the United States. Members from two professional organizations representing 40 states participated in the research (Behling & Linder, 2017). The participants consisted of 143 individuals affiliated with a DSO, 29 affiliated with a center for teaching and learning, 14 affiliated with both a DSO and a center for teaching and learning, and six from other departments such as a "Student Development Office, Instructional Design Office, or Advising Office" (Behling & Linder, 2017, p. 6). Five challenges emerged from the survey: "time and logistics, faculty-related, competing priorities, changing the campus culture, and funding/limited resources (Behling & Linder, 2017, p. 5). Faculty-related challenges were due to the faculty's lack of understanding of the DSO role, which supports faculty in

properly meeting students' needs with disabilities. The faculty in this study believed that the office is a student affairs program not relevant to their teaching, promoting misunderstanding of accommodation guidelines from the DSO and causing faculty to view "the responsibility of accessibility as their jobs" (Behling & Linder, 2017, p. 8).

Student's disability services (SDS) are primarily provided to students with disabilities in higher education institutions. Abreu et al. (2016) examined the perceptions students with disabilities had of SDS provided in a university setting. In a university of 15,909 students, 3.3% (525) self-identified as disabled, requiring the need for SDS. Of these 525 students, 17.5% (93) participated in the study by Abreu et al. (2016). The students self-identified as having the following disabilities: ADHD, a learning disability or dyslexia, a physical disability, ASD or a nonverbal learning disorder, and a psychological disability or anxiety (Abreu et al. 2016, p. 324). The participants' ages ranged from 18 to 30 years ($M = 22.88$), with 57% as males and 43% as females. They informed "a mean grade point average (GPA) of 2.96 *(SD = .46)* on a 4-point scale, and on average, the participants had attended the university for 2.87 years" (Abreu et al. 2016, p. 324).

A 28-item questionnaire indicated that the students visited the SDS an average of 4.7 times during a semester, demonstrating that these services are not fully utilized. The primary reason for their visits was to obtain the "services (51%), followed by academic (20%), and emotional support (15%)" (Abreu et al., 2016, p. 325). Based on these results, it can be deduced that information on the services provided to the students lacks adequate dissemination. Higher education entities must ensure that the benefits to students with disabilities are well known and utilized. The study also revealed that the faculty's involvement was necessary, especially if the staff and faculty lack representation among the disabled minority. Specialized training is also

required to assist students with disabilities. Improving the institution's culture regarding disabilities awareness will "enhance the overall academic experiences for students with disabilities, and ultimately increase graduation rates" (Abreu et al. 2016, p. 327).

Vaccaro et al. (2018) conducted a study involving 59 students with disabilities such as a learning disability, ADHD, a mental health diagnosis, a physical disability, blindness, or a traumatic brain injury. A comparison of Vaccaro et al.'s (2018) and Abreu et al.'s (2016) studies reveals that learning disabilities/dyslexia (34.10% and 29%, respectively) and ADHD (36.40% and 27%, respectively) are the two disabilities most identified by students. Emphasis must be made to educate the faculty and staff on how to provide the best assistance to students with these disabilities.

Dwyer (2017), in his study about the relationship between persistence in higher education and student-faculty interaction in the classroom of a commuter institution, concluded from a questionnaire completed by 248 (70% females) participants that most students were satisfied with the opportunities to interact in the class. Nevertheless, not all students were pleased with the faculty relationships, even though "social integration with the faculty took place" (Dwyer, 2017, p. 329). The students responded to student-faculty interactions (five questions) and educational commitment (five questions). This study's qualitative data interpretation indicated that student-faculty interactions connected to students' academic development. It can be deducted that these results could be applied to similar situations in the classroom with students with identified disabilities, following the same guidelines with the same results. Faculty must understand the importance of incorporating students with disabilities into class discussions and ensuring participation.

Bai and Chang (2016) used a questionnaire to investigate students' perceptions of the effects of class size and attendance policy on classroom interaction in a university in Taiwan. The sample consisted of 1,304 (42% male, 58% female) students from a population of 2,075 students. The questionnaire section related to teachers' traits consisted of two main categories: supportiveness and encouragement. Supportiveness included teachers "listening to and respecting students' different opinions, taking comments and advice from students and giving students enough time to answer questions" (Bai & Chang, 2016, p. 318). Teachers' encouragement involved "encouraging students to ask questions, offering personal opinions on the text and enabling them to further explore the issues in class" (Bai, & Chang, 2016, p. 318). The finding denoted that "attendance policy does not influence the student or the classmate trait of classroom interaction" (Bai & Chang, 2016, p. 323). Still, smaller class sizes affected classmate supportiveness, students' preparedness for class, and lively class participation. Therefore, the authors recommended having smaller class sizes to improve student preparedness and class participation. Then, it is logical that students with identified disabilities will benefit from smaller class sizes.

Yssel et al. (2016), in their study about the perceptions of students with disabilities in higher education, interviewed 12 college students with disabilities from a mid-sized university in the Midwest. The participants' ages ranged from 20 to 48 years, with a mean age of 22.4. The students' perceptions of "faculty-student relationships and other factors might affect their postsecondary experience" (Yssel et al., 2016, p. 384). This study was a replication of a study conducted by "Beilke and Yssel (1999)" (as cited in Yssel et al., 2016, p. 385), where the participants "perceived apparent willingness by faculty to provide accommodations, and yet a very negative classroom climate" (Yssel et al., 2016, p. 385).

Seventeen years later, the classroom climate investigated by Yssel et al. (2016) was much different, where the faculty-student relationship and willingness to provide accommodations were positive, as indicated by Connie, a blind student, who said that her instructor was "phenomenal" (p. 387). Connie gave a great example of the desire for independence and the drive for self-determination and to be like everyone else when she commented that "some students were coddled too much" (Yssel et al., 2019, p. 387).

Two connecting themes were identified: "the importance of faculty-student relationships, and the independence/self-determination of the student" (Yssel et al., 2016, p. 387). In this study, the researchers' findings could improve faculty-student interactions, thus facilitating effective classroom techniques that equally encompass all students (Yssel et al., 2016). Faculty must ensure that students with disabilities are included in initiatives such as "cooperative learning or group work" (Yssel et al., 2016, p. 392). The faculty must know how special accommodations must be tailored according to the student's unique needs.

Summary

The number of adult students with identified disabilities increases at higher education institutions. College professors must be prepared and understand what special accommodations they must provide in their classrooms to assist students with identified disabilities following the Rehabilitation Act of 1973 and the ADA of 1990. Knowles (1977), in his theory, describes seven elements that influence learning in adults: "climate, planning, diagnosis of needs, setting goals, designing a learning plan, and evaluation" (p. 211). College professors will approach students with identified disabilities as adult learners capable of making their determinations. The tenets of andragogy should assist adult students with disabilities in pursuing better education. College professors could also benefit from exploiting the benefits of being a moderator while supporting

adult learners with disabilities. They seek to achieve their lifelong goals and contribute to the

community as independent, productive, and proud members.

CHAPTER THREE: METHODS

Overview

This case study aimed to understand college professors' experiences regarding students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. This study addresses the gap in the current literature about college professors' experiences with students with identified disabilities in face-to-face courses. There is a need for the investigation to allow college professors to share their experiences and provide in-depth approaches when teaching disabled students with documented special accommodations in a face-to-face environment. I utilized a case study approach to expose the participants' personal experiences teaching students with identified disabilities requiring special accommodations in a face-to-face teaching environment. This chapter describes the research design and the logic for selecting this research model. I listed the research questions, described the setting, explained the selection of the participants, described the procedures, exposed the researcher's role, indicated the sources of data collection, the data analysis procedure, detailed the elements of trustworthiness, listed the ethical considerations, and ended with a summary.

Design

This study followed a qualitative case study design. Creswell and Poth (2018) indicated that the individuals are empowered to share their stories in a qualitative study. Thus, allowing their voices to be heard without interference from the researcher. In this study, college professors' voices were heard without interference or the fear of retribution from the college's administration. Yin (2018) explained that a case study approach is appropriate when "your main research questions are how or why questions, you have little or no control over behavioral events, and your focus of the study is a contemporary phenomenon, a case study" (p. 2). The four

research questions in my study are how and why questions related to the phenomenon of the experiences of college professors with students with identified disabilities and ADA compliance in face-to-face-course. Moustakas (1994) referred to phenomenology as being "committed to the description of experiences, not explanations or analyses" (p. 58). According to Yin, there are four basic designs for case studies. This study followed a "(Type 1) single-case study (holistic) design" (Yin, 2018, p. 47). According to Yin, there are five circumstances to use a single student design. One is called the "revelatory approach" (p. 49), which provides a venue to observe and analyze the phenomenon that otherwise could not be analyzed. In my case study, I had the opportunity to interview college professors that had experienced the phenomenon, thus revealing meaningful data beneficial to comply with ADA requirements at higher education institutions. Gall et al. (2007) indicated that "a good case study brings a phenomenon to life for readers and helps them understand its meaning" (p. 446).

According to Gall et al. (2007), a researcher may directly pursue a detailed description of the phenomenon being studied when doing a case study. A full description of the phenomena was obtained by conceptualizing the factors and events that influenced the participants' lives and environments (Gall et al., 2007). While providing a full description, the researcher could develop possible explanations to establish possible patterns that could be "relational or casual" (Gall et al., 2007, p. 451) depending on what the researcher claims the relations to be. I concurrently evaluated the themes and revealed the findings related to the phenomenon of this case study (Gall et al.).

Research Questions

This qualitative case study utilized four open-ended research questions to promote the study's framework's discussion of the phenomenon. The questions are as follows:

1. How do college professors describe their experiences teaching students with disabilities in their face-to-face courses from a qualitative purview approach?

2. How do college professors confront the challenges of complying with the Americans with Disabilities Act (ADA) requirements?

3. How do college professors utilize the Disability Services Office (DSO) services to facilitate providing accommodations beyond their scope for students with identified disabilities?

4. What are college professors' dispositions to supporting students with identified disabilities beyond the required documented accommodations?

Setting

This research setting was a five-campuses state college in Florida, providing educational services to two contiguous counties. The five campuses are located in major metropolitan areas within the two counties, all within a commuting distance of approximately 20 miles. The state college has around 200 full-time faculty, with about 60% women and 40% men. The college has over 9,000 students and offers degrees in seven major program areas: aviation, business and finance, engineering and manufacturing, general studies, health sciences, information technology, and public service, broken into 33 subfields. This study was chosen because of its emphasis on ADA compliance in its internal faculty professional development courses. At any given time throughout the academic year, the college has approximately 300 students with documented disabilities that have requested special accommodations. The college has a Student Accessibility Services (SAS) office that provides services to the five campuses through a four-member professional staff.

Participants

The participants were recruited based on their having experienced teaching students with special accommodations. In addition, the faculty's homogeneous composition provided a purposeful sample that provided the information about the research problem (Creswell & Poth, 2018). Therefore, the participants were selected using purposeful sampling from a pool of approximately 200 faculty at this multicampus college. The participants were invited through the college's internal website and telephone directory with the approval of the college. The invitation provided the criteria for participation (See Appendix F for Participant Recruitment Email). Participation was voluntary, with no remuneration. After collecting responses, telephone screenings were conducted to ensure that the participants met the criteria. The intent was to recruit at least three participants from each of the five campuses or until saturation is obtained. Selecting participants from the five campuses helped the generalization on a limited basis (Yin, 2018). Fifteen volunteers participated in the individual interviews. Focus Group 1 consisted of four males available from the eight male volunteers, and Focus Group 2 consisted of three females from the seven female volunteers. Focus group participants were selected based on their availability to meet as a group. Gall et al. (2007) indicated that assembling a focus group simultaneously and the place is not an easy task. Employing Zoom facilitated coordinating a location convenient for the participants. The time and date were significant constraints in selecting the participants of the two focus groups.

Procedures

Before starting the data collection, the first step was obtaining the Institutional Review Board (IRB) approval from Liberty University and the multicampus state college (See Appendixes A and B for IRB approvals). Once the IRB approvals were received, the

participation invitations were emailed using the internal college website from a pool of approximately 200 full-time faculty comprising the five campuses (See Appendix F for Recruitment email). The recruitment of volunteers for the research was conducted using convenience sampling and employing the selection criteria mentioned in the participant's section. Three volunteer respondents were chosen from the five campuses for 15 participants, thus obtaining saturation (See Table 2 for Demographics). The data was gathered using individual interviews, two follow-ups focus group interviews, and accommodation information collected during the research. I conducted a purposeful sampling and maintained electronic copies of the signed informed consent forms (See Appendix E for Consent Document).

The Researcher's Role

I hold an Educational Specialist degree in Higher Education Leadership. I bring 20 years of teaching experience at the community and state college level, of which 17 have been in Florida. I am a tenured faculty teaching at the same state college where the research was conducted with professional relationships with the participants. I have experienced the phenomenon during my 20 years of teaching at the college level. I was interested in learning more about my colleagues' day-to-day experiences in their face-to-face classroom environment, assisting students with identified disabilities in obtaining their goals by pursuing higher education. I maintained a professional working relationship with the participants, ensuring security and integrity during data collection, storage, analysis, and reporting (Creswell & Poth, 2018). I was the human instrument that diligently evaluated the data. As an advocate, I interpreted the data based on 20 years of experience teaching adult students in postsecondary education. As indicated by Patton (2015), "the inquirer's skills experience, perspective, and background matter" (p. 33) in a qualitative inquiry. I brought two assumptions to the study:

instructors would not discriminate against adult students with identified disabilities to obtain special accommodations. And instructors believed that students with special accommodations work harder than those without special accommodations. These two assumptions are relevant to my study as I experienced them in my 20 years of adult teaching experience. I had no direct authority over any of the participants.

Data Collection

This study's primary data collection source was the interviews, followed by two focus group interviews, written memos based on my observations during the discussions about the accommodations granted to the students with documented disabilities, and documents reviewed from the college's website. I ensured that the students' names were not requested in compliance with the Family Educational Rights and Privacy Act (FERPA) laws (U.S. Department of Education, 2018). I triangulated the data I collected to establish confirmability (Creswell & Poth, 2018, p. 256) and understand the phenomenon from different points of view. The interviews were the primary data collection source and recorded them using two recording devices to allow for a backup in the event of technological malfunctions.

Interviews

At the beginning of each interview, the participants were asked what pseudonym they would use. The meetings were conducted and recorded using Zoom video conferencing. The interviewees were provided the convenience of selecting the time of the interview that best accommodates their schedules. I had a recording device as a backup, and Zoom video-taped transcribed the talks. I used a "standardized open-ended interview" (Gall et al., 2007, p. 247) to minimize the possibility of bias, and I used follow-up questions to expand responses as was appropriate. I used the interview guide (Gall et al., 2007) while conducting the interviews, which

provided specific questions, the sequence, and a narrative of the meeting's introduction and closing (see Appendix C for details).

The individual interviews started with an introduction, an ice-breaker, and open-ended questions. The questions are as follows (see Appendix C for the complete questionnaire):

1. What has been your favorite aspect of teaching college students over the years?

2. What conferences, seminars, or professional education courses have you attended related to students with disabilities and the Americans with Disabilities Act (ADA) compliance?

3. How would you describe your experiences teaching students with disabilities in your face-to-face courses?

4. How are you confronting the challenges of complying with ADA requirements?

5. How do you describe your perception and disposition toward providing special accommodations for students with identified disabilities in your face-to-face classes?

6. How do you describe your best practices for supporting students with identified disabilities?

7. What is your belief about students with physical or mental disabilities participating in all aspects of university life?

8. What are your views about special course accommodations for students with disabilities in other students' contexts in the class?

9. What are your beliefs about students with disabilities expecting special treatment?

10. What are your feelings about having a conversation with a student about how you could accommodate their accommodation needs?

11. What are your beliefs about faculty making academic adjustments for students with

disabilities?

12. How have you employed the DSO to assist in providing clarification on accommodations beyond your reach or expertise?

13. How would you define ableism?

14. How has ableism influenced your decision-making process in providing accommodations to students with identified disabilities?

15. What else would you like to express about your experiences with students with disabilities in your face-to-face classes?

Questions one, three, and 15 related to Research Question 1. Utilizing Knowles's (1977) andragogy theory supported by Siebers (2008) disability theory will help understand the drive and motivations of college professors teaching adult learners with disabilities. I utilized the epistemological approach to understand college professors' experiences (Creswell & Poth, 2018). I used social constructivism to inquire about their subjective experiences from a broad perspective (Creswell & Poth, 2018).

Questions two, and four are related to Research Question 2. A quantitative study by Stevens et al. (2018) established a direct correlation between awareness and preparedness, resulting in better readiness as awareness increased when dealing with students with disabilities. I inquired more deeply about college professors' perceived challenges when complying with ADA requirements with these two questions.

Questions five, seven, 10, and 12 related to Research Question 3. Gallego and Busch (2015) concluded in their study about the inclusion of students with disabilities that language program directors (LPDs) more frequently initiated communication with the disability service office (DSO) with requests for guidance rather than the DSO contacting LPDs to offer guidance

or training programs. With these three questions, I conducted an in-depth inquiry about the college professors' beliefs and how their social constructivist mindsets impact their compliance with required special accommodations for students with identified disabilities.

Questions six, eight, nine, 11, and 14 related to Research Question 4. Becker and Palladino (2016) assessed faculty perspectives about teaching and working with students with disabilities. They concluded in their quantitative study that faculty are willing to provide special accommodations to students beyond what is being required by ADA guidelines. These five questions further disclosed the strategies college professors find useful when assisting students with identified disabilities beyond what is required by ADA guidelines, thus providing valuable information on implementing procedures and policies.

I mainly focused on the professors' accommodations to the student as required by ADA. I kept a research journal during the study with crucial observations made during the interviews. I made notes and memos of the professors' responses to each unique accommodation. I noted what the accommodation consisted of and how the faculty perceived it. I did not request a copy of the Confidential Accommodation Request Form document to comply with FERPA directives to protect the students' confidentiality. Instead, I constructed a table of the accommodations listed in the form (see Table 1 below for details). As indicated by Patton (2015), "the qualitative data consist of excerpts from documents captured in a way that record and preserves context" (p. 36).

Table 1

List of Accommodations:

Use of Recording Device
Use of Calculator
Use Spell Checker/Dictionary
Peer Note Taker
Use Word Processor/Laptop
Large Print Materials Font Size

Substitution of Written Work for Oral
Adapted Test Format
Time Extension: 1.5 time / Double Time
Time Extension *in-class graded assignments*
Lecture Outlines *when available*
Scribe for exams
Reduced Distraction Location for Exams
Substitution of Oral work for written
Preferential Seating
Sign Language Interpreter
Reader for exams
Tutor *if available, ASC*
Modified Furniture: Chair / Table

Focus Group

Once I conducted the individual interviews, I convened two focus group interviews. One

male group, composed of four participants, and a female group consisting of three participants

(since one could not attend) to inquire further within a group dynamic (Gall et al., 2007). Ying

(2018) emphasized having smaller groups to consider each participant's views. I established a

conversational tone in the interviews to promote an environment of reflexibility, thus influencing

the openness of the interviewees' responses (Ying, 2018). The longer the interview's duration,

the more likely this openness is in the reactions to occur (Ying, 2018). The discussions were one

hour in time. The focus group interview started with an introduction and ice-breaker questions,

and then I proceeded to the open-end questions.

The questions are as follows (see Appendix D for a complete questionnaire):

1. What was the most inspiring instance of students working with disabilities in your

classroom?

2. What are your beliefs about special course accommodations for students with disabilities

regarding other students in the class?

3. What are your beliefs about students with disabilities demanding special treatment?

4. How do you feel when having a conversation with the student about not being able to accommodate their accommodation needs?

5. What are your beliefs about faculty adjusting the curriculum for students with documented disabilities?

6. How difficult do you think it will be to create accommodations when having various concessions in the same course?

7. How would you react when a student demands a retroactive accommodation when submitting the accommodation form almost at the end of the course?

8. How would you react when you determine that the student did not need the accommodation required?

9. How has been your experience with the Disability Services Office (DSO) assisting you in explaining how to provide accommodations beyond your reach?

10. How much extra work is required to accommodate a student with accommodation in your class?

11. How would you summarize the experiences with students with disabilities in your face-to-face classes?

Questions one, three, and 11 related to Research Question 1. Utilizing Knowles's (1977) andragogy theory supported by Siebers (2008) disability theory will help understand the drive and motivations of college professors teaching adult students with learning disabilities. I utilized the epistemological approach to understand college professors' experiences (Creswell & Poth, 2018). I used social constructivism to inquire about their subjective experiences from a broad perspective (Creswell & Poth, 2018).

Questions four, eight, and ten related to Research Question 2. A quantitative study by Stevens et al. (2018) established a direct correlation between awareness and preparedness, resulting in better readiness as awareness increased when dealing with students with disabilities. Dunn (2019) referred to ableism as the biases, ideas, and assumptions related to prejudicial attitudes and acts of discrimination projected at people with disabilities. With these two questions, I inquired more about the perceived challenges college professors face when complying with ADA requirements and the biases they confront.

Questions two, seven, and nine related to Research Question 3. Gallego and Busch (2015) concluded in their study about the inclusion of students with disabilities that language program directors (LPDs) more frequently initiated communication with the disability service office (DSO) requesting guidance rather than the DSO contacting LPDs to offer guidance or training programs. With these three questions, I conducted an in-depth inquiry about the college professors' beliefs and how their social constructivist mindsets impacted their compliance with required special accommodations for students with identified disabilities.

Questions five and six related to Research Question 4. Becker and Palladino (2016) assessed faculty perspectives about teaching and working with students with disabilities. They concluded in their quantitative study that faculty are willing to provide accommodations to students beyond what is being required by ADA guidelines. Sing (2019) also indicated that higher learning institutions must instruct the faculty to show in their syllabus that students with disabilities are required to self-identify to receive accommodations. Many postsecondary education students will not self-identify to avoid being labeled as disabled (Daly-Cano et al., 2015). These five questions will further disclose the strategies college professors find useful

when assisting students with identified disabilities beyond what is required by ADA guidelines, thus providing valuable information on implementing procedures and policies.

I redirected to open-ended questions when needed to motivate the group's synergy. To protect the participants' identities, I used the pseudonyms previously selected. Using the pseudonyms chosen by the participants promoted open discussion of sensitive topics.

Document Analysis

I mainly focused on the professors' accommodations to the student as required by ADA. Analyzing the class syllabus for flexibility can be an excellent tool to evaluate how the professors provide special consideration to students with disabilities (Womack, 2017). In the document analysis, I included college policies about professional development related to ADA compliance and DSO policies associated with ADA compliance (See Annex G for syllabus extract about ADA compliance).

<div align="center">Data Analysis</div>

Creswell and Poth (2018) indicated that the process of analyzing the data in a qualitative study "involves organizing the data, conducting a preliminary read-through of the database, coding and organizing themes, representing the data, and forming an interpretation of them" (p. 181). Therefore, the essential elements of qualitative data analysis are coding the data in meaningful segments, combining the codes into broader categories or themes, and displaying and comparing the data using graphs, tables, or charts (Creswell & Poth, 2018). First, the data analysis approach was compared to a spiral of data that the researcher approaches. Then, data collection was performed, managed, and organized with emergent ideas described with codes and themes (Creswell & Poth, 2018). Finally, interpretations were developed and portrayed with data visualization followed by the findings (Creswell & Poth, 2018).

When coding, I determined how the codes aligned with the original research design, answering the how and why of my research questions (Yin, 2018). Once the data was compiled, I began by using open coding in my first cycle of the coding process, organizing the data into significant components, and providing flexibility in this initial stage (Saldaña, 2016). As I continued assessing the data, some codes were reworded or changed. Finally, I related my memos while observing the data creating my general analytic strategy.

Saldaña (2016) indicated that concept coding could be used for all data types and to identify the ideas projected in the study. Therefore, as I continued examining the data, I kept the coding concept in analytical situations involving the group participants as a broader picture. For example, concept projects were employed to generalize a theory, such as those used in this study (Saldaña, 2016).

Yin (2018) provided five designs for the analysis of evidence. Employing the five analytical techniques, "examining, categorizing, tabulating, testing, and recombining" (Yin, 2018, p. 164), provided flexibility in creating the evaluation system. Yin indicated that four general strategies could be utilized in combination with any of the five analytical techniques, and they are: relying on theoretical propositions, working your data from the ground up, developing a case description, and examining plausible rival expectations. Using the data in my analysis, I considered these four strategies below in combination or stand-alone.

Relying on Theoretical Propositions

Following the theoretical propositions of Andragogy (Knowles, 1977) and the Disability Theory (Siebers, 2008) that guided my study, I ensured that the original objectives and design of the research followed the prescribed methodology of a case study (Yin, 2018). These propositions are linked to the research questions derived from the literature research. This

approach helped organize the analysis from the contextual approach of the two theories examined. Therefore, enabling the establishment of priorities based on the data collection plan.

Working Your Data from the Ground Up

Yin (2018) indicated that sorting through the data without the utilization of any "theoretical proposition" (p. 169) in search of patterns that will stand out will provide some of the codes and concepts that will aid in the evaluation of new ideas. Putting the data into themes provided countless possibilities for establishing relationships among them. Furthermore, this approach in this embedded case study broadens the analysis of the participants' conceptualizations (Yin, 2018).

Developing a Case Description

Yin (2018) indicated that utilizing a "descriptive framework" (p. 171) helped to organize the data if the pursuit of an initial set of research questions has failed. Yin recommended this option if the two previous actions have not provided positive results. Collecting large amounts of data can obscure identifying concepts related to the research questions (Yin, 2018). I kept this action as an option if I determined that a descriptive case study is better suited for my case study objectives.

Examining Plausible Rival Expectations

This technique combines the three previous ones. First, examining "plausible rivals" (Yin, 2018, p. 172) revealed the original propositions' most aggressive challengers. Then, based on the researcher's expectations, a determination must be made on which rivals are the most plausible. Finally, the researcher must consider all the collected data regarding the competitors.

When conducting interviews and field observations, the researcher becomes the "instrument of the inquiry" (Patton, 2015, p. 33). I performed open coding of the transcribed

semi-structured interview by organizing the data into "major categories of information" (Creswell & Poth, 2018, p. 85). From the open coding, I developed propositions that interrelated the categories. For the focus group interviews, I performed open coding. I coded the data into "major categories of information" (Creswell & Poth, 2018, p. 85). After the open coding, I developed propositions that interrelate the categories. I transcribed the interviews from Zoom's transcriptions.

Trustworthiness

A case study's fundamental concept is the availability of evidence from many sources, making triangulation possible by converging the data into a plausible verifiable analysis (Yin, 2018). Using multiple sources to collect the evidence validates the coding and enhances the findings' trustworthiness (Saldaña, 2016). Additionally, increasing the data amount in qualitative research enhances the analysis's credibility and reliability (Saldaña, 2016). Saldaña recommended that the sole researcher measure their accounts' trustworthiness by initially coding as they transcribe, maintaining a reflective journal with copious analytic memos, and checking the participants' interpretations as developed. Lincoln and Guba (1985) indicated that prolonged engagement, persistent observation, and data triangulation make your finding more credible. Triangulation of the data in this study was accomplished by comparing the themes among the individual interviews, the focus-group interviews, and the reflective notes from examining programs established in the college about formal ADA compliance professional training.

Credibility

Creswell and Poth (2018) indicated that reliability could be obtained by the "triangulation of data sources, methods, and investigators" (p. 256). I had the transcriptions, data, analyses, and interpretations checked by some participants to collaborate and perform member checking to

ensure the data's validity and credibility (Creswell & Poth, 2018). I used triangulation by

comparing three data sources from the individual interview, focus-group interviews, and

document analysis of ADA professional development programs to establish the data's

consistency and credibility. (Creswell & Poth, 2018). Lincoln and Guba (1985) indicated that

findings could become more credible if multiple theories could confirm a relationship is

supported by prolonged engagement in collecting the data through persistent observation and

triangulating with different sources' employment. In this research, I employed the andragogy

theory (Knowles, 1977) and the disability theory (Siebers, 2008), demonstrating a relationship

between them from the data.

Dependability and Confirmability

Lincoln and Guba (1985) indicated that dependability could be established by properly

documenting how the data arrived at decisions. The elimination of bias will solidify the

reliability of the conclusions made. I employed triangulation of the recorded data in my study to

improve the probability that my findings are credible and dependable (Lincoln & Guba, 1985).

Lincoln and Guba also indicated that confirmability is established by tracing raw data such as

interview notes, document entries used to develop inferences, and study interpretations. Yin

(2018) suggested that documentation is a relevant source in every study even though it may not

be accurate; thus, needed to be supported by other sources. Yin referred to replication as

conducting additional experiments using the same conditions of the original investigation and

obtaining similar results. Similar results will confirm the set of prepositions in the study (Yin,

2018).

Transferability

Obtaining a full explanation provided the basis for the data collection transferability, thus enabling my findings to be transferred to a similar situation while preserving the meaning and inferences from my study (Creswell & Poth, 2018). Furthermore, providing a detailed description of the participants' perspectives enabled applying the findings to other contexts. Therefore, it was essential that while doing the interviews, I asked follow-up questions to gain a complete description of the data and the phenomenon.

Ethical Considerations

The first step is obtaining IRB approval from Liberty and then the approval from the state college to recruit the participants or collect data. I was cautious in my study and ensured that participants were addressed in raw and reported data using pseudonyms. Using pseudonyms protected them from any adverse actions if sensitive topics were covered in the interviews and avoided any personal conflict of interest with the participants I knew. Presently, I am referring to the college as a state college in Florida without even a pseudonym. The lack of a name and a pseudonym protected the participants' identities. Once the data was collected, it was essential to safeguard electronic data in password-protected computers and secure hard copy data in locked containers. Participants were informed that they could choose not to participate for any reason without question. Signed copies of the respondents' informed consent forms were kept in a secured, locked container (See Appendix E for Consent Document). Nevertheless, I informed the participants that I would assure confidentiality and voluntary participation**.**

Summary

This chapter provided a detailed methodology for conducting this qualitative case study research. I also explained how I collected the data and did the analysis. I provided the research

question first presented in Chapter One, explained the focus group meeting procedures, and

described the three data collection methods based on documentation. I used "open coding"

(Creswell & Poth, p. 85; Saldaña, 2016) by initially coding significant information categories. I

developed propositions from the open coding that interrelated the information types. Then, I

transcribed the interviews from Zoom's transcriptions. Finally, I set up a table connecting the

themes to the sub-themes.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this case study was to understand the shared experiences of college professors with students with identified disabilities and ADA compliance in face-to-face courses at a state college in Florida. The data collection methods used within this study included individual and focus group interviews using Zoom and college website information related to ADA policies employed at the college. The researcher was the primary tool for coding and organizing the data from these resources, thus focusing the mental energies on the data rather than on the computer monitor and obtaining "more control over and ownership of the work" (Saldaña, 2016, p. 29).

This chapter reviews the study's findings by coding and identifying emerging themes from the transcripts of individual and focus group interviews and college policies document research alluding to college professors' experiences and ADA compliance. This study took place over four months, during which I analyzed the data forming personal and subjective responses from the college professors' actions. As Saldaña, 2016, indicated, "the goal was not to summarize the data but to reflect and expound on them" (p. 45). Therefore, I identified four themes with sub-themes from the data analysis. The themes included (a) Best Experiences Recollected, (b) Greatest Challenges Confronted, (c) Ways to Utilize the Disability Services Office, and (d) Disposition Supporting Students with Disabilities.

Participants

Participants ranged from 32 to 75 years, averaging 56 (rounded). There were eight males and seven females; two Blacks (males), two Hispanics (1 female and one male), and 11 Whites (4 males and seven females) who participated. Three had doctoral degrees, and 12 had master's

degrees. The full-time teaching experience at the college level ranged from three to 38 years, with an average of 14 years of experience (see Table 2). The participants met the criteria for inclusion in the study, which required having experienced the phenomenon of teaching students with identified disabilities in their face-to-face classes and being full-time professors at the selected state college.

Table 2

Participant Demographics

Name*	Gender M/F	Age	Race**	Degree	Teaching***
Allen	M	49	W	Master's	11
Jack	M	43	AA	Doctorate	9
Eugene	M	73	C	Master's	10
John	M	60+	H	Doctorate	38
Monique	F	59	C	Master's	8
Benz	M	57	B	Doctorate	11
Renee	F	46	C	Doctorate	14
Liz	F	62	H	Master's (2)	11
Bob	M	49	C	Master's	13
Angela	F	60+	C	Master's	35
Grant	M	32	C	Master's	3
Bill	M	64	C	Master's	9
Susan	F	50	C	Doctorate	5
Ruth	F	53	C	Master's	22
Marcie	F	51	C	Master's	10

*Note: Participants have been assigned pseudonyms.
**Note: Race key: C= Caucasian, B= Black, AA= African American, H= Hispanic.
***Note: Number of years of full-time college teaching experience.

Allen

Allen is a 49-year-old White male with a master's degree having 11 years of teaching experience at the college level. Teaching is his second career. After three years, he started as a part-time adjunct instructor and transitioned to a full-time teaching position in higher education. He has been teaching for about 14 years.

Jack

Jack is a 43-year-old Black male with a doctoral degree having nine years of teaching experience at the college level. Teaching is his second career. He is working on a second doctorate and likes to run and do a lot of exercises.

Eugene

Eugene is a 73-year-old White male with a master's degree having ten years of teaching experience at the college level. He taught for over 11 years at the K-12 level and worked as a federal employee for 15 years. After obtaining a master's degree, Eugene started teaching at the college level as his third career. He participated in Focus Group 2, composed of male participants.

Jon

John is a 60 +/- year-old Hispanic male with a doctoral degree having 38 years of teaching experience at the college level. He came to the United States to study and taught for about 46 years.

Monique

Monique is a 59-year-old White female with a master's degree having eight years of teaching experience at the college level. Teaching is her second career. She indicated, "I just have always been an avid reader, loved reading and writing, so I went back to get a masters in English, and now I teach." She participated in Focus Group 1, integrated with female participants.

Benz

Benz is a 57-year-old Black male with a doctoral degree having 11 years of teaching experience at the college level. Teaching is his second career. His background is in information technology computer systems design and implementation, with 20 years of experience in the industry before transitioning to full-time teaching.

Renee

Renee is a 46-year-old White female with a doctoral degree having 14 years of teaching experience at the college level. She holds a Ph.D. in curriculum and instruction, and her dissertation focused on Chief Academic Officers and their leadership skills. Teaching is her second career after nine years in the professional accounting field as a Certified Public Accountant (CPA). She participated in Focus Group 1, composed of female participants.

Liz

Liz is a 62-year-old Hispanic female with two master's degrees having 11 years of experience teaching at the college level. Before transitioning to teaching in higher education as a full-time faculty, she taught for ten years at the K-12 level as an English teacher. She holds a master's degree in reading instruction and a master's degree in humanities.

Bob

Bob is a 49-year-old White male with a master's degree having 13 years of teaching experience at the college level. Before transitioning to teaching in higher education as a full-time faculty, he taught for 12 years at the K-12 level as a Chemistry teacher. Bob holds a master's degree in chemistry. He participated in Focus Group 2, composed of male participants.

Angela

Angela is a 60+-year-old White female with a master's degree having 35 years of teaching experience at the college level. She said, "I have been at the College almost my entire teaching life." She is certified to teach humanities, theatre, speech, and English. She participated in Focus Group 1, composed of female participants.

Grant

Grant is a 32-year-old White male with a master's degree having three years of teaching experience at the college level. Before transitioning to teaching in higher education as a full-time faculty, he taught for six years at the K-12 level as a math teacher. Grant holds a master's degree in Math. He participated in Focus Group 2, composed of male participants.

Bill

Bill is a 64-year-old White male with a master's degree having nine years of teaching experience at the college level. Teaching is his third career. Before transitioning to teaching in higher education as a full-time faculty, he was an actor for approximately ten years and worked in psychology for about 26 years. He has a master's in psychology and is working on his doctorate in psychology, all but his dissertation (ABD). He participated in Focus Group 2, composed of male participants.

Susan

Susan is a 50-year-old White female with a doctoral degree having five years of teaching experience at the college level. Before transitioning to teaching in higher education as a full-time faculty, she had professional working experiences in fraud prevention, investments, management, and being a business entrepreneur for several years. She holds a master's in economics and a doctorate in theology.

Ruth

Ruth is a 53-year-old White female with a master's degree having five years of teaching experience at the college level. Before transitioning to teaching in higher education as a full-time faculty, she taught at the K-12 level as a math teacher. She holds a master's degree in Math,

Marcie

Marcie is a 51-year-old White female with a master's degree having ten years of teaching experience at the college level. Before transitioning to teaching in higher education as a full-time faculty, she taught for nine years at the K-12 level as an English teacher. Marcie holds a master's degree and is working on her EdD. She indicated, "I love teaching and miss being in the classroom" due to the Covid situation.

Results

As I read the transcripts, I connected the individual interviews with the two focus group interviews and the document review, providing the concordance and connecting the codes, thus creating the themes. The researcher was the primary tool for coding and organizing the data from these resources, focusing the mental energies on the data rather than on the computer monitor and obtaining "more control over and ownership of the work" (Saldaña, 2016, p. 29). Using In Vivo Coding, I manually developed the following codes and definitions after a series of

interactions from the video transcriptions (see Table 3, Code Book). In Vivo Coding also allows

honoring the participants' voices, as discussed by Saldaña (2016).

Table 3

Code Book

Codes	Definitions
Self-Advocacy	In higher education, students are required to self-identify requiring special accommodations.
Helping	To assist the students in their learning, success.
eCertification	In-house training required every three years for online teaching certificate; conferences; seminars.
Dear to my heart	Something regarded as valuable; positive; empathy.
Admire the students	Too feel respect and approval for someone; meet their needs: an opportunity to serve; taken care of.
Equal opportunities	The policy of treating others without discrimination; should be just like any other student; give a sense of belonging.
Reached out for clarification	The action of making a statement or situation less confused and more understandable; open communication; active approach.
Building trust	Through your actions, you make someone else feels comfortable relying on you, point them out in the right direction, reach out.
Seen acceptance	Acceptance is a choice, the action of consenting.
Accommodations List	Approved list provided by the Student Accessibility Services (SAS) office to facilitate the student's learning accommodation (see Table 1); accommodate to the best of your ability.
Evaluate case by case	Decisions that are made separately, each according to the facts of the particular; there is a difference between special and equitable.

Rigor in the curriculum	Refers to the work that challenges the students' thinking; don't think I adjust what I teach.
Enabling someone	Lending a hand to help people accomplish things they could not do by themselves.
Equal playing field	Nobody has an advantage over other people. provide as much access as possible, design from accessibility standpoint.
Must be creative	Being creative comes with many ups and downs and a high risk of failure; you learn a new way of assisting depending on the type of disability.
Not for me to determine disability	To evaluate the ability to do the physical and mental activities you are required; some students do not use their granted special accommodations.
Focused on student success	Targeted focus on illuminating and dismantling the hurdles to student success for all students (NASPA, 2021); our disability staff is impressive; always available.
Extra work	Work that falls entirely outside an employee's routine, regular job assignment; depends on the required accommodation, such as providing extra time on exams.
Ideas for Improving Support Services	Specific recommendations for improving student support services include more details in the Special Accommodations Form.

Using manual coding during my second review, I identified four themes within the data with corresponding sub-themes that supported this study's four research questions (see Table 4, Emerging Themes with Sub-Themes).

Table 4

Emerging Themes with Sub-Themes

Identified Themes	Sub-Themes

Best Experiences Recollected	Dear to My Heart
	Admire the Students
	Helping Accomplishment
	My Calling
	Connecting with Students
	Success Story
Greatest Challenges Confronted	Evaluating Case by Case
	Being Patient
	Willing to Find Out
	Embedding Transcripts in Videos
	Implementing Universal Design
Expectations from the Disability Services Office	Clarification of Accommodations List
	Providing Equal Opportunities
	Providing Confidentiality
	Providing Special Equipment
Disposition Supporting Students with Disabilities	Flexible Mindset
	I Don't Want Them to Fail
	Open Access Institution
	I Treat it Like an Opportunity
	Should be Just Like Any Other Student
	I am Here to Assist
	I Want to be Fair
	Accommodate to the Best of My Ability

Open codes supporting the four identified themes are portrayed in Table 5, enumerating

the numbers of appearances across the date sets.

Table 5

Open Codes and Themes

Open-Codes	Enumeration of Open-Code appearance across data sets	Themes
Dear to my heart	06	Best Experiences Recollected
Admire the students	16	
Enabling someone	28	
Building trust	09	
Seen acceptance	16	

Evaluate case by case	17	Greatest Challenges Confronted
Must be creative	28	
Rigor in the curriculum	12	
Reached out for clarification	11	Expectations from the Disability
Accommodations List	15	Services Office
Focused on student success	22	
Not for me to determine disability	18	
Equal opportunities	27	
Self-Advocacy	15	
Equal playing field	15	Disposition Supporting Students
Focused on student success	22	with Disabilities
Extra work	24	
Helping	21	
Ideas for Improving	07	
Support Services		
eCertification	19	

Note: Open codes were analyzed manually using a word document table.

Theme One: Best Experiences Recollected

Theme one answers research question one, "How do college professors describe their experiences teaching students with disabilities in their face-to-face courses from a qualitative purview approach?" College professors' recollections of their experiences throughout their years of experiences encompass many profound experiences that they relished. One professor said, "I am passionate about working with people who need help, which I like the most, making me connect with the community" (Jack, Interview, June 24, 2021). As one of the principles embedded in andragogy, a clear idea of what is needed by the adult learner is deducted by the comment made by Jack, "orientation to learning" (Knowles et al., 2015, p. 4).

Sub-Theme One: Dear to My Heart

Some of the faculty's experiences are deeply engraved in their recollection as "dear to my heart" (Allen, Interview, July 14, 2021).

Sub-Theme Two: Admire the Students

Some of the faculty's experiences are admired for the students' efforts to comply with the instruction. Marcie indicated that one of her students,

She struggled to communicate, but at the same time, she was so engaged and interested, and she tried so hard, and it was just such a rewarding experience, having her in the classroom and, you know, multiple semesters. So, I bonded with her and admired her tremendously for what she had overcome and her efforts, and she did. She completed a bachelor's degree (Interview, July 7, 2021).

Sub-Theme Three: Helping Accomplishment

Helping students accomplish their academic goals can be daunting for the institution and faculty. One faculty related,

I had one student who was deaf, and they had to have a Latin American sign language interpreter in my classroom and the lab. So, I could see how it was very beneficial to that student the help provided by the disability office (Bob, Interview, July 2, 2021).

Sub-Theme Four: My Calling

College professors strive to provide students with the best education serving as an equalizer to society. Jon indicated that he saw that in American education and exclaimed, "So, I decided that was my calling, and I enjoyed every minute of it" (Interview, June 29, 2021).

Sub-Theme Five: Connecting with Students

Faculty feel a sense of accomplishment when they connect with the students. Monique exclaimed, "But I love it when they feel like whatever they are learning is connecting and doing better and starting to write well" (Monique, Interview, July 1, 2021).

Sub-Theme Six: Success Story

College professors are highly motivated when they see that their students with disabilities meet the challenges in their learning endeavors. One faculty commented,

> But it's cool when they come into the class thirsty to learn a lot more and achieve. So that's why I love giving final grades to students with disabilities, and they reach something and have that success that motivates them for the next level (Bill, Interview, July 6, 2021).

Theme Two: Greatest Challenges Confronted

Theme two answers research question two, "How do college professors confront the challenges of complying with the Americans with Disabilities Act (ADA) requirements?" Complying with ADA mandates creates challenges for the higher education faculty that they might not be ready for. Bob commented,

> I think it's worth mentioning that some students get to the point of being in classes who feel they may have a legitimate accommodation claim but have not gone through the process yet. And how do you catch those students before they get to that point? (Interview, July 2, 2021)

The comments made by Bob provide a base supporting Siebers's (2008) closing arguments on promoting people with disabilities to have a future "complete with positive identities, common interests, shared knowledge, and feelings of community and happiness" (p. 196).

Sub-Theme One: Evaluating Case by Case

Faculty are confronted with many situations when providing special accommodations to students with disabilities. Benz exclaimed,

I evaluate things case by case. I work with them individually, but I have not had an issue whereby a student comes to me. For the student needing an accommodation, I will try to stretch or acquire something that is not my own to get the accommodation (Interview, July 1, 2021).

Sub-Theme Two: Being Patient

Teaching technical courses to students with a disability requires a particular skill and knowledge to convey the message. Eugene indicated,

I guess being able to take over their computer and show them how it is built, be patient, and ask if anybody did not understand. Some of these somewhat complicated steps, then going back over them in class to ensure they were good, and then going on (Interview, June 26, 2021).

Sub-Theme Three: Willing to Find Out

Faculty must understand the guidelines established in providing accommodations to students with disabilities. Many times, providing these accommodations is beyond the scope. Bill indicated,

We must follow specific ADA requirements, and it was a little bit of a learning curve. I always must constantly remind myself what the accommodations are. I always must go back and look at the ADA accommodation sheets. Because sometimes, if there is a hidden disability, you do not see it, so I must constantly keep it in mind. (Interview, July 6, 2021)

Sub-Theme Four: Embedding Transcripts in Videos

Many face-to-face classes provide short videos as reviews or expanded class materials for the students. Liz indicated, "I am doing the best I can; that is how I am confronting what needs to be done, such as embedding transcripts in videos" (Interview, July 2, 2021).

Sub-Theme Five: Implementing Universal Design

Complying with ADA requirements while setting up the class curriculum could become challenging. For example, one faculty commented, "one of the big issues that I faced dealing with ADA compliance is how you make material universally accessible. Unfortunately, I do not think there is any one program or anything you can do to make material universally accessible" (Liz, Interview, July 2, 2021).

Theme Three: Expectations from the Disability Services Office

Theme three answers research question three, "How do college professors utilize the Disability Services Office (DSO) services to provide accommodations beyond their scope for students with identified disabilities?" The DSO is staffed by one director, one Senior Office Assistant, and two Assistant Coordinators that alternate their services between the five campuses (Information retrieved from College's Website). They expedite the Confidential Student Accommodation Request Form that documents the students with disabilities' accommodation. One faculty member indicated that he helps students self-advocate by going to the disability office and obtaining the needed accommodation. He further said, "I tell students upfront if you have any accommodation, I will make the accommodation no questions asked, so I think it is part of building a trust that I will do what I say" (Allen, Interview, June 24, 2021). Allen's position advocates providing disabled students the opportunity to achieve "full capacity as a human being" (Siebers, 2008, p. 3).

Sub-Theme One: Clarification of Accommodations List

The accommodation list is part of the Confidential Student Accommodation Request Form document that provides information on the student with disabilities' approved accommodations. Ruth indicated,

> Every once in a while, and I could count them on the fingers of one hand, I have had a student who tries to use their accommodations to their benefit, but that does not happen very often, and they try to fudge things. (Ruth, Interview, July 6, 2021)

Sub-Theme Two: Providing Equal Opportunities

Liz encountered that one of her students was having problems with math. She referred the student to the DSO. The student was tested and diagnosed with a math disability. However, she indicated that "the student was able to take science instead of math and went on to a four-year university and got a degree in journalism" (Liz, Interview, July 2, 2021).

Sub-Theme Three: Providing Confidentiality

Self-disclosure is required from students at higher learning institutions to receive special accommodations. Therefore, the students must provide their instructors with the "Confidential Accommodations Request Form" from the Student Accessibility Office. Angela commented,

> When the student brings you the form, and you look at it, or at least I look at it, I go, Okay, I can do this, this, this, and this, this is something else you need, and let's see if we could figure out how to do it. So, I try to make the student as comfortable as possible because I must respect them if they don't want to talk about it. (Interview, July 3, 2021)

Sub-Theme Four: Providing Special Equipment

The Students Accessibility Services office provides special equipment such as a computer program for the visually impaired, sign language interpreters, readers, scribes for

exams, recording devices, calculators, and laptops. Angela commented, "I would be curious about, in some cases, how up to date is the equipment? We have in our academic success centers with disability equipment because I know that it is constantly getting better and better" (Focus Group Interview, July 13, 2021).

Theme Four: Disposition Supporting Students with Disabilities

Theme four answers research question four, "What are college professors' dispositions to supporting students with identified disabilities beyond the required documented accommodations?" Some situations in which the faculty is not experienced or prepared to confront. One faculty indicated,

> Sometimes you discover that they have some difficulties, so I tend to be familiar with their background. But, for some reason, they have not even realized they have this disability, and you try to work with them. And I advise them to check with counseling to get the proper documentation. (John, Interview, June 29, 2021)

Knowles et al. (2015) indicate in the andragogy theory that adult learners are motivated by the need to know, self-concept, prior experiences, readiness to learn, and orientation to learning. John's position promotes the Knowles andragogy theory when advising students to pursue proper documentation for special accommodations. College students are adults and should be treated as such and have then decided about their accommodations in the classroom.

Sub-Theme One: Flexible Mindset

Faculty must work with students with different types of disabilities. One faculty had experience working with either hearing or visually impaired students. He indicated,

I am already flexible mindset, so it is just being open-minded with how I teach it and

always keeping in mind what may happen; so, it has not been problematic, I just had to

be flexible, and I have no problem with it. (Jack, Interview June 24, 2021)

Sub-Theme Two: I Don't Want Them to Fail

The faculty indicated that some students with disabilities believe that they do not need to

do what is required in some courses. Nevertheless, one faculty member said, "I want them to

have anything but success, and I don't want them to fail, and many do much better than you

might think" (Eugene, Interview, June 26, 2021).

Sub-Theme Three: Open Access Institution

An open-access higher learning institution is an institution that facilitates the enrollment

of students without imposing the standard academic entry requirements. Therefore, providing the

opportunity for students with disabilities to enroll. Angela indicated that "our college needs to do

more to promote awareness; they need to offer us some training and sensitivity training to help

us help our students" (Interview, July 3, 2021).

Sub-Theme Four: I Treat it Like an Opportunity

Dealing with special accommodations requires a predisposition to do a job well done.

Benz indicated,

I always believe that sometimes it gets to be like, maybe they had been told by somebody

they know to take my class specifically because they will be taken care of. So, I treat it

like an opportunity for me not to disappoint disabled students who may have heard one or

two good things about me that this professor understands. (Interview, July 1, 2021).

Sub-Theme Five: Should be Just Like Any Other Student

Students with accommodations understand that they have been granted these concessions due to their condition. Nevertheless, Angela indicated, "Most of the students I have worked with have been good, hardworking students, and most of them want to be treated like the other students, but they have an accommodation" (Interview, July 3, 2021).

Sub-Theme Six: I am Here to Assist

According to college and ADA directives, assisting in the required accommodation has become the primary concern of faculty to students. One faculty commented, "We certainly are required again to give them extra time and extra assistance and help; as far as may be changing our grading scheme for them, I do not do that" (Susan, Interview, July 6, 2021).

Sub-Theme Seven: I Want to be Fair

Being fair implies adjusting the accommodations according to the individual student's needs. In doing so, it is crucial to clearly understand how to apply the concept of equality as it pertains to the situation. For example, one faculty member indicated, "it is essential that we do not discriminate against students with accommodations that we are all-inclusive and provide them the same opportunity" (Renee, Interview, July 2, 2021).

Sub-Theme Eight: Accommodate to the Best of My Ability

Faculty indicated that due to the ADA requirements, it has become harder to comply in all areas related to making ADA comply with all documents provided to students with disabilities, such as giving captions to videos embedded in the class content. She indicated that "it's important just to be kind and do what our responsibilities are to the best of our ability to help them succeed" (Renee, Interview, July 2, 2021)

Research Questions Responses

These are the research questions that served as the framework for this study:

Research Question One

How do college professors describe their experiences teaching students with disabilities in their face-to-face courses from a qualitative purview approach? Theme One: Best Experiences Recollected provided the essence of answering this research question. Positive experiences out weighted the negative ones. The participants described their experiences as significant and enjoyable in their professional development as college professors. For example, Jack expressed, "I am passionate about working with people who needed help preparing them to be professionals in their field" (Interview, June 24, 2021). Having a passion for teaching is like the first love in your life. "We love because He first loved us" (1 John 4:19 New International Version).

Research Question Two

How do college professors confront the challenges of complying with the Americans with Disabilities Act (ADA) requirements? Theme Two: Greatest Challenges Confronted, supported research question two by denoting the myriad challenges experienced. At the college level, most of the difficulties of ADA compliance stride in providing additional time during testing, providing preferential seating, offering special equipment, or dealing with students that are not clear on what accommodations they are entitled to receive. Grant indicated, "Just having more of a human conversation with them and seeing what they need it might be different from just extra time on tests" (Focus Group 2, July 10, 2021).

Research Question Three

How do college professors utilize the Disability Services Office (DSO) services to facilitate providing accommodations beyond their scope for students with identified disabilities?

Theme Three: Expectations from the Disability Services Office depicted the importance of having an office well staff that effectively met the required accommodations for the students in need. Professor reaches out to the DSO for accommodations beyond their expertise or resources. The DSO provides accommodations such as translation services for hard-of-hearing students, computer programs for vision-impaired students, and testing facilities without distractions. Renee indicated that "I think our disability office is top-notch, very well run, and more than anything, focused on student success" (Focus Group 1, July 9, 2021).

Research Question Four

What are college professors' dispositions to supporting students with identified disabilities beyond the required documented accommodations? Theme Four: Disposition Supporting Students with Disabilities; demonstrated the commitment set forth by a group of devoted professionals. The dispositions of the faculty were very positive. Understanding that sometimes professors will go beyond the established accommodation is extraordinary. Bill indicated, "I am all for flexibility, so I mean within reason" (Focus Group 2, July 10, 2021).

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Summary

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In this chapter, I presented the study results conducted with experiences of college professors with students with identified disabilities and ADA compliance in face-to-face courses at a state college. The data analysis identified four themes with subthemes that helped me understand the shared experiences of college professors with students with disabilities and answered the four research questions I used to frame this study.

Theme 1: Best Experiences Recollected provided a clear understanding of the professional dedication and love for the teaching career college professors are embarking on when teaching students with disabilities. Theme 2: Greatest Challenges Confronted demonstrated

the initiatives and strives professors face in their daily endeavors when approaching new situations. Theme 3: Expectations from the Disability Services Office portrayed an active approach and two-way communication by the professors and the DSO in aiding the students with disabilities. And Theme 4: Disposition Supporting Students with Disabilities presented a positive approach to providing the needed aid to the students with disabilities.

Higher education students must self-identify and provide documentation supporting their necessary accommodations. Results suggested that professors' experiences with students with identified disabilities are positive, demonstrated by their disposition to provide accommodations above those required for the students who needed them the most. Additionally, their teaching experience testified to their dedication and commitment to the pedagogical profession. Finally, the profound responsibility of the DSO assisted and enhanced the effectiveness of the professors in providing the best accommodation that the students required.

CHAPTER FIVE: CONCLUSION

Overview

There was a gap for additional qualitative research on college professors' experiences teaching students with identified disabilities (Stevens et al., 2018). The purpose of this case study was to understand the college professors' experiences regarding students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. Chapter Five connects the research findings to the literature and the theoretical constructs. I answered the four research questions embedded in the summary of the results. I proceeded in the discussion to connect the dots. They were followed by the implications, the delimitations and limitations, recommendations for future research, and concluding with a summary. I addressed the research questions through individual interviews and two focus groups (a male and a female group). The data was collected from the online Zoom interview transcripts and manually coded. I identified themes and subthemes that provided answers to each research question from these codes.

Summary of Findings

I conducted this case study to develop possible explanations of the phenomenon, as Gail et al. (2007) indicated. Creating possible causes of college professors' experiences and evaluating the ADA compliance prompted these research questions.

The research questions that provided the framework of this study are:

1. How do college professors describe their experiences teaching students with disabilities in their face-to-face courses from a qualitative purview approach?

2. How do college professors confront the challenges of complying with the Americans with Disabilities Act (ADA) requirements?

3. How do college professors utilize the Disability Services Office (DSO) services to facilitate providing accommodations beyond their scope for students with identified disabilities?

4. What are college professors' dispositions to supporting students with identified disabilities beyond the required documented accommodations?

Research Question one addressed the main research question related to describing college professors' experiences teaching students with identified disabilities. Overall, the experiences were positive due to the maturity and experience of the faculty. The average faculty age was 56 years old, and teaching experience was 14 years (see table 2 for details).

Research Question two sought to discover how college professors confronted the ADA requirements' challenges. The faculty demonstrated a deep dedication to duty in support of disabled students. The support system provided by the Disability Services Office (DSO) staff made their jobs attainable. The DSO comprises a director and three support staff services on the five campuses.

Research Question three is connected to research question two. The faculty employed the assets of the DSO in all aspects of support. The DSO required an average of three to five business days to process the paperwork for accommodations. The medical doctor's evaluation of the student must provide recommendations for reasonable accommodations to help the student succeed in an academic setting. Some of the accommodations provided to the students consisted of special equipment such as laptops, the JAW program, Braille material, a reader for exams, and a sign language interpreter.

Research Question four sought to determine the faculty's dispositions to support students with disabilities beyond the required accommodations. Faculty have indicated that they have provided additional assistance many times, which is not displayed in the Confidential Accommodations Request Form of the students.

<div align="center">**Discussion**</div>

This section discusses the study's findings on the college professors' experiences considering the developed themes. I grounded this study in two theories that connected higher education learning. A review of the theoretical framework and the empirical literature in Chapter Two of this study provided an overview of the phenomenon.

Theoretical Framework

The andragogy theory portrayed by Knowles (1975), Knowles (1977), and Knowles et al. (2015) provided the fundamental base for this study, indicating that college students are adult learners that have a clear vision of what they are pursuing in obtaining a higher education. Siebers (2008) disability theory is congruent with Knowles's andragogy theory in that students with disabilities consider themselves able to pursue higher education and have clear objectives.

All participants treated students with identified disabilities as adult learners capable of making their own decisions and considered them as able individuals pursuing higher education. Grant indicated,

> My experiences with students with disabilities in my face-to-face classes have been positive. I have communicated with those students effectively, at least in my opinion. I like conversing with them about their accommodations, especially going back a few questions. Not all students want or need all their accommodations for my class. (Focus Group 2, July 10, 2021)

Adult students in higher education are required to self-identified if they are to receive special accommodations. The accommodations will consist of making the class assessable to the student. Higher Education institutions are not required to create an individualized education program (IEP) as it is needed for the PreK-12 public education level (U.S. Department of Education, 2019). Whereas the andragogy theory and the disability theory apply to college adult students. Therefore, college professors are not required to receive special training in dealing with students with identified disabilities in their classrooms since the DSO will provide the guidelines of what is needed for each student's accommodations to be successful in their classes as an adult learner (See Table 1 for List of Accommodations). The DSO expects students with identified disabilities to be responsible for their academic programs and progress like non-disabled students are accountable for theirs (U.S. Department of Education, 2011).

Empirical Literature

Higher education institutions are experiencing a growth in students with learning disabilities pursuing a degree. The National Center for Education Statistics (2019) reported that 19 percent of undergraduate students indicated having a disability during the 2015-16 school year. College professors must provide accommodation to students with documented disabilities as directed by the Americans with Disabilities Act of 1990. This study focused on the experiences of college professors providing those special accommodations. Themes and sub-themes emerged from the individual and focused group interview data linked to the literature.

Participants in this study indicated utilizing the Disabilities Services Office (DSO) anytime they had questions about accommodation or requested support beyond their capabilities. The college in my study averages 300 (3.3%) students with identified disabilities per term requiring accommodation services (DSO Director, personal communication, April 4, 2022).

Abreu et al. (2016) examined the DSO services' perceptions of students with disabilities. Of 15,909 students, 3.3% (525) self-identified as disabled, requiring the need for the DSO. Of these 525 students, 17.5% (93) participated in the study and self-identified as having the following disabilities: ADHD, a learning disability or dyslexia, a physical disability, ASD or a nonverbal learning disorder, and a psychological disability or anxiety (Abreu et al., 2016). Grant indicated that having more information about the student will help the faculty better understand the accommodation's requirements (Focus Group 2, July 10, 2021). These percentages confirm the need to maintain diligent services the DSO provides, supporting the needs of students with identified disabilities at the higher education level.

Implications

This section presents the theoretical, empirical, and practical implications of the four main themes identified in the research study. This study voiced the participant's positive experiences and demonstrated the knowledge of the most seasoned faculty teaching at the college. Additionally, I suggested recommendations for practical implications for the less experienced faculty and the Disability Services Office.

Theme One: Best Experiences Recollected and Theme Four: Disposition Supporting Students with Disabilities are connected since one supports the other in assisting students with disabilities. Based on the responses from the faculty, I surmised that I was dealing with a group of dedicated professionals who were passionate about providing the best accommodations for students in need.

Theme Two: Greatest Challenges Confronted and Theme Three: Expectations of the Disability Services Office (DSO) are also related. The DSO provides the initial document that provides the students with the accommodations required to succeed in their academic pursuits.

Although the challenges are many when assisting students with disabilities, these challenges were not an inconvenience to the faculty but rather an opportunity to serve. Also, ongoing teaching experience provided these faculty with the required tools and expertise to confront these challenges, along with the disposition and availability of the additional services provided by the DSO.

Theoretical

Students with disabilities are treated as adults in a college setting, thus requiring them to self-identify as needing special accommodations. The andragogy theory (Knowles, 1977) of treating students as adults emphasizes employing seven elements conducive to adult learning environments. These elements are: "climate, planning, diagnosis of needs, setting goals, designing a learning plan, learning activities, and evaluation" (Knowles, 1977, p. 211). Some of the comments made by the participating professors address some of these elements. Ruth commented,

> The students who earned degrees from our institution are going to have to go out in the world and look for jobs and perform these jobs with people that do not have disabilities, so therefore, I should not make anything less rigorous in the curriculum for a student with disabilities (Interview, July 6, 2021).

And she further commented, "I will provide within the framework of the curriculum that they have the same assignments and requirements as the rest of the class; they just simply get some accommodations to help them meet the same information and requirements" (Ruth, Interview, July 6, 2021).

Creating a positive climate in the classroom through proper planning of the adapted instructional material provides the learning vehicle required for the appropriate motivation. Bill

indicated, "I think if they see that flexibility in an instructor, I think that fosters the trust in the classroom instruction" (Focus Group 2, July 7, 2021).

The disability theory, which supports the andragogy theory in this study, defined disability as a "cultural and minority identity" (Siebers, 2008, p. 4) instead of a physical or mental defect. Therefore, students with disabilities do not consider their disability a "flaw or personal defect" (Siebers, 2008, p. 4). Marcie indicated, "I think we all just need to have some commonsense, kindness, and grace to each other, and the problems are minimized rather than magnified" (Focus Group 2, July 7, 2021).

Another faculty member added, "I would describe teaching students with accommodations as not very different. I don't accommodate students during the teaching aspect because most students' accommodations do not require me to differentiate to them" (Grant, Interview, July 3, 2021). Some faculty commented that students with disabilities want to be treated as regular students, not requiring special accommodations. An excellent example is when taking exams; they want to take the exams in the classroom with their classmates instead of in a unique location away from their peers. Students with a positive attitude about their disability will have happier lives (Siebers, 2008). Thus, as the human body age, it tends to change, decline, and die over the pass of time. Siebers (2008) indicated that a "disability often comes to stand for the precariousness of the human condition" (p. 5).

College students with identified disabilities clearly understand what they pursue when they decide to obtain a higher education. They do not see themselves as incapable of getting a higher education regardless of what ableism believers think of them. College professors who have interacted with students with disabilities in their classrooms are firm believers in the

potential and capabilities these students have to overcome obstacles and succeed in their endeavors.

Empirical

Theme One: "Best Experiences Recollected" is connected to six subthemes with positive connotations, such as "Dear to My Heart, My Calling."

Interpretation one. When you express that something is dear to your heart, you have a special feeling beyond the call of duty.

Interpretation two. Teaching could be a fulfilling profession when making a conscious decision to advocate for one—indicating that this is "My Calling," supported by acts of dedication that go beyond the call of duty.

Having a call for commitment enhances the performance of college professors. It is not merely a paycheck that motivates these education professionals. A desire to serve provides a broad vision and sense of responsibility in providing the best service to the students independent of their condition in the learning spectrum. Professional educators are striding for this unconditional devotion to duty.

Theme Two: "Greatest Challenges Confronted" is connected to five subthemes that denoted an attitude of persistence: "Being Patient, Willing to Find Out, and Evaluating Case by Case."

Interpretation One. Patience is a virtue that nowadays is hard to come due to the daily struggles confronted in our endeavors. Thus, being patient leads to being willing to find out the matter of a situation which sometimes leads to confrontational situations. Therefore, connecting patience with a willingness to find out will provide the necessary tools to evaluate case-by-case conditions with no previous experience.

Challenges become opportunities to excel in providing a caring education to students requiring special considerations due to conditions beyond their control. The experience becomes a coveted tool when dealing with challenges. All the faculty in this study knew and therefore excelled in their endeavor. Nevertheless, having a proactive DSO office assists those less experienced faculty.

Theme Three: "Expectations from the Disability Services Office (DSO)" is connected to four subthemes that describe the main functions of the DSO. A complicated relationship of providing different accommodations requires a proactive mentality to follow the ADA pronouncements.

Interpretation One. Clarifying the accommodations list is one example of how complicated an action can become to the faculty that must comply with ADA pronouncements.

A well-staffed DSO promotes trust and confidence in the faculty that confront daily situations beyond their resources. The students benefit from the professional support that the DSO provides and simplify the daily endeavor of the faculty on the front lines. This study documented that the DSO offers an excellent service to the faculty in supporting students with disabilities.

Theme Four: "Disposition Supporting Students with Disabilities" is connected to eight subthemes that reinforce the positive attitudes that faculty must have when providing accommodations to students with disabilities.

Interpretation One. It is noteworthy the realization of these faculty attributes as to the disposition to support students with disabilities. Details include saying, "I don't want them to fail; I am here to assist, and I will accommodate to the best of my ability."

A cheerful disposition enhances and simplifies the actions required to effectively accommodate students with identified disabilities. A sense of responsibility provides a broad vision when encountering situations beyond the scope of responsibility. Nevertheless, promoting this sense of responsibility is a seed that must be spread among all new faculty learning the traits of the education profession.

Practical

Based on the findings of this study, I suggest that as the faculty's experience expands throughout the years of teaching, this experience will prepare them to confront myriad situations in their daily endeavors. The group I studied provided vast pedagogical knowledge with an average of 14 years of teaching experience. These professors may also mentor less experienced professors, thus providing vicarious learning to their colleagues. It may also be beneficial for faculty with fewer years of teaching experience to offer them a series of seminars, thus creating awareness of the many types of disabilities that professors may encounter when providing accommodations to students with disabilities.

It may also be helpful to provide more detailed information on the Confidential Accommodation Request Form about the student's accommodation. As one faculty indicated,

> I think, though, the one piece of paper that we get only when the students give it to us
> that tells us they get to pick their seat, they can record if they want to, they get extra time,
> it is just so generic, that we need to know more information. The more we know, the
> better we can help. (Grant, Interview, July 3, 2021)

This college has an E-Learning and Instructional Technology Department composed of eight full-time staff who assist subject expert matter (SME) in setting up courses complying with the ADA mandates. This department also provides E-Certification for faculty that teach online

courses, focusing on ADA compliance. It may also be beneficial for colleges to implement similar departments to assist the faculty in the technical aspects of ADA compliance and provide specialized training as this college requires.

State colleges are propulsors of education in their respective communities. Therefore, the faculty's dedication is noteworthy and is committed to assisting all students as an open institution. The faculty is aware of this open enrollment policy and are receptive to ideas that will enhance the learning process. This awareness was expressed during the interviews by all the faculty participants.

Delimitations and Limitations

This study was limited to a selective population of potential participants in a multi-campus state college. Only full-time faculty who experienced the phenomenon were invited to participate; a criterion sampling strategy was utilized (Creswell & Poth, 2018). The delimitations of the study consisted of selecting only three participants from each of the five campuses for a total of fifteen participants. The gender of the participants was not considered in the initial selection. Nevertheless, the two-focus group was selected by gender. Group one was composed of eight males, and group two of four females; one did not attend the interview due to personal matters, which brought the group down to three participants. Even though the initial choice was made at random based on the availability of the participants, eight males and seven females were selected, thus providing a well-balanced male-female population representation.

The limitations were determined due to the convenience of the participants' availability. The faculty's homogeneous composition (all were full-time faculty) prompted a purposeful sample that provided the best information about the research problem; all of them have had experienced the phenomenon (Creswell & Poth, 2018). At the same time, the purposeful

sampling limited the scope of the study to that selected population; only full-time faculty that were available were invited to participate; convenience sampling was utilized (Creswell & Poth, 2018).

Recommendations for Future Research

In conducting purposive sampling, I did not consider adjunct instructors. Adjunct instructors comprise approximately one-third of the faculty at this state college. Therefore, including adjunct instructors' experiences in a future study is recommended to assess how this may impact the responses in providing accommodations to the students with documented disabilities. I also recommend purposely including new full-time faculty members as part of the study sample to determine the impact on the degree of compliance with ADA requirements. Additionally, future research could include a broader faculty selection to expand the range of experiences. And including students' experiences receiving accommodations that could be conveyed to address the most effective practices from the students' point of view.

Summary

This study was conducted to fill a gap between qualitative and quantitative research about the experiences of college professors with students with identified disabilities and ADA compliance in face-to-face courses at a state college. Only a few studies have been conducted in recent years addressing this topic. Chapter five discussed the interpretation of the findings, theoretical, empirical, and practical implications, limitations and delimitations, and suggestions for future research.

The National Center for Education Statistics (NCES, 2021) indicated that during the calendar school year of 2015-16, nineteen percent of undergraduate students reported having a disability. Therefore, it may also be beneficial to make available to the faculty a series of

seminars on types of disabilities such as Autism and hidden disabilities that may impact the delivery of instruction and allow adequate accommodations for students in higher education settings. Angela indicated,

> Honestly, I have no professional training or exposure to conferences, seminars, or courses on working with students with disabilities. The closest that I have had with ADA compliance is the eCertification training we got from the campus, that is about it. I think that is a significant deficiency at our college. That we are not getting any exposure or training. (Angela, Interview, July 13, 2021)

It may also be suggested to expand the Confidential Accommodations Request Form by including additional information on better accommodating the student with specific requirements. Lastly, it may also be advised that students with identified disabilities should not be considered disabled but able adult students responsible for their education (Siebers, 2008).

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APPENDICES

Appendix A

IRB Liberty University

June 18, 2021

Rafael Sanchez
John Duryea

Re: IRB Application - IRB-FY20-21-936 "Experiences of College Professors with Students with Identified Disabilities and ADA Compliance in Face-to-Face Courses at a State College in Florida: A Case Study"

Dear Rafael Sanchez and John Duryea,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study does not classify as human subjects research. This means you may begin your project with the data safeguarding methods mentioned in your IRB application.

Decision: No Human Subjects Research

Explanation: Your study is not considered human subjects research for the following reason:

(2) Your project will consist of quality improvement activities, which are not "designed to develop or contribute to generalizable knowledge" according to 45 CFR 46. 102(l).

Please note that this decision only applies to your current application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued non-human subjects research status. You may report these changes by completing a modification submission through your Cayuse IRB account.

Also, although you are welcome to use our recruitment and consent templates, you are not required to do so. If you choose to use our documents, please replace the word *research* with the word *project* throughout both documents.

If you have any questions about this determination or need assistance in determining whether possible modifications to your protocol would change your application's status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix B

PHSC Research Proposal Application Approval

Re: Research Proposal Application

XXXXXXXXX
Tue 6/29/2021 9:25 AM

Good morning, Rafael,

I hope this email finds you doing well. I am pleased to let you know that your Research Proposal has been approved by the President's Administrative Leadership Team. Please find a copy of the approval for your records. I am happy to know that this approval places you one step closer to completing your degree.

Congratulations,
XXXXX

XXXXXXXX
Acting Provost, XXXXXXX
XXXXXXX State College
XXXXXXXXXXXXXXX
XXXXXXXXXXXXXXX
Office: XXXXXX
FAX: XXXXXX

XXXXXXX State College *is now operating on a summer schedule, with extended office hours Mondays-Thursdays. The College is closed on Fridays through August 6 and will resume a Monday-Friday work schedule the week of August 9.*

Appendix C

Interview Guide Questionnaire

Introduction:

Thank you for your information about this study by sharing your experiences with students with identified disabilities and compliance with ADA requirements in your face-to-face classes. This study does not evaluate you or your compliance with ADA requirements. Instead, this research aims to accumulate experiences that illuminate critical points and central themes that can help college professors pursue excellence. I would like to inform you that your participation is voluntary and that you can choose not to participate for any reason without question. Also, I will guarantee the complete confidentiality of all the information you are about to provide.

I will begin by asking you a series of demographical questions and selecting a pseudonym when I transcribe this interview and any conversation about the study.

Demographical Questions:

1. How old are you?

2. What is your ethnicity?

3. What is your job title?

4. What is the highest degree you have obtained?

5. How many years have you been teaching as full-time faculty?

6. How long have you been at this college?

Ice-Breaker Question:

1. What pseudonym would you like to use?

2. Please tell me a little about yourself.

Main open-ended questions that will explore the phenomenon:

1. What has been your favorite aspect of teaching college students over the years?

2. What conferences, seminars, or professional education courses have you attended related to students with disabilities and ADA compliance?

3. How would you describe your experiences teaching students with disabilities in your face-to-face courses?

4. How are you confronting the challenges of complying with ADA requirements?

5. How do you describe your perception and disposition toward providing special accommodations for students with identified disabilities in your face-to-face classes?

6. How do you describe your best practices for supporting students with identified disabilities?

7. What is your belief about students with physical or mental disabilities participating in all aspects of university life?

8. What are your views about special course accommodations for students with disabilities in other students' contexts in the class?

9. What are your beliefs about students with disabilities expecting special treatment?

10. What are your feelings about having a conversation with a student about how you could accommodate their accommodation needs?

11. What are your beliefs about faculty making academic adjustments for students with disabilities?

12. How have you employed the DSO to assist in providing clarification on accommodations beyond your reach or expertise?

13. How would you define ableism?

14. How has ableism influenced your decision-making process in providing accommodations to students with identified disabilities?

15. What else would you like to express about your experiences with students with disabilities in your face-to-face classes?

Appendix D

Focus Group Interview Guide Questionnaire

Introduction:

Thank you for the information you provided as a focus group for this study by sharing your experiences with students with identified disabilities and compliance with ADA requirements in your face-to-face classes. This study does not evaluate you or your compliance with ADA requirements. Instead, this research aims to accumulate experiences that illuminate critical points and central themes that can help college professors pursue excellence.

I would like to inform you that your participation in this focus group is voluntary and that you, at any moment, can choose not to participate for any reason without question. Also, I will guarantee the complete confidentiality of all the information you are about to provide and request from all the participants to do the same.

I will continue using the pseudonyms previously selected when I transcribe this interview and any conversation about the study. Please, give your name, the campus you are teaching, and what you teach.

Main open-ended questions that will explore the phenomenon:

1. What was the most inspiring instance of students working with disabilities in your classroom?

2. What are your beliefs about special course accommodations for students with disabilities regarding other students in the class?

3. What are your beliefs about students with disabilities demanding special treatment beyond what is required?

4. How do you feel when having a conversation with the student about not being able to

accommodate their accommodation needs?

5.   What are your beliefs about faculty adjusting the curriculum for students with documented disabilities?

6. How difficult do you think it will be to create accommodations when having various concessions in the same course?

7. How would you react when a student demands a retroactive accommodation when submitting the accommodation form almost at the end of the course?

8. How would you react when you determine that the student did not need the accommodation required?

9.   How have been your experiences with the Disability Services Office (DSO) assisting you in explaining how to provide accommodations beyond your reach?

10.   How much extra work is required to accommodate a student with accommodation in your class?

11.   How would you summarize the experiences with students with disabilities in your face-to-face classes?

Appendix E

Consent Form

"Experiences of College Professors with Students with Identified Disabilities and ADA
Compliance in Face-to-Face Courses at a State College in Florida: A Case Study"

Rafael Sanchez
Liberty University
School of Education

You are invited to participate in a study. To participate, you must be a full-time faculty at Pasco-Hernando State College (PHSC) with teaching experience with students with identified disabilities and Americans with Disabilities Act (ADA) compliance in face-to-face courses at the college level. Taking part in this project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to participate in this project.

Background Information: The purpose of the study is to understand the college professors' experiences regarding students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. And to develop themes that may help other faculty.

Procedures: If you agree to be in this study, I will ask you to do the following things:
1. Participate in a 60-minute one-on-one interview that will be recorded using Zoom.
2. Participate in a 60-minute focus-group discussion that will be recorded using Zoom.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Confidentiality: The records of this study will be kept confidential. In any report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the documents.

- Participants will be assigned a pseudonym. I will conduct the interviews where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted. Paper documents will be held in a locked filing cabinet and destroyed after three years.
- Interviews will be recorded and transcribed. The recordings will be stored on a password-locked computer for three years and then erased. Only the researcher will have access to these recordings.

- I cannot assure participants that other group members will not share what was discussed with persons outside the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision to participate will not affect your current or future relations with Liberty University or PHSC. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you decide to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and not included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Rafael Sanchez. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at XXX-XXX-XXXX or XXXX@XXXX.edu. You may also contact the researcher's faculty sponsor, XXXXX, at XXXX@XXXX.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at irb@liberty.edu.

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy of the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

Statement of Consent: *I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.*

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Printed Subject Name   Signature & Date

Appendix F

Recruitment Email

Subject: Participation in Doctoral Dissertation Research.

Hello Dear Colleague,

This is Rafael, and I hope you are doing fine.

I am emailing you to share that I am recruiting volunteers for my doctoral dissertation at Liberty University. My dissertation topic is "Experiences of College Professors with Students with Identified Disabilities and ADA Compliance in Face-to-Face Courses at a State College in Florida: A Case Study."

The purpose of this study is to understand the college professors' experiences regarding students with identified disabilities and ADA compliance in their face-to-face courses at a multicampus state college in Florida. And to develop themes that may help other faculty.

To participate in the study, you must:
Have had the experience in your face-to-face classes with students with disabilities.

If you have had the experience, you will be an excellent candidate to participate. Participation in this study is voluntary. If you decide to participate, you are free to not answer any questions or withdraw at any time. If you agree to be in this study, I will ask you to do the following things:
1. Participate in a 60-minute one-on-one interview that will be recorded using Zoom.
2. Participate in a 60-minute focus-group discussion that will be recorded using Zoom.

Please, let me know if you have any questions?

May I include your name on my list of participants?

Please let me know as soon as possible to email you a "Consent Form," which will give you more details about the study. Please sign it and email it to me when you receive the form. Please call me if you have any questions before signing it.

Thanks,

Rafael Sanchez, EDS, MSA
Associate Professor, Accounting

Appendix G

Syllabus Extract ADA Compliance

Disability Statement:

XXXXXXX State College is responsible for ensuring equal access, accommodations, and services to individuals with documented disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with different abilities add to the diversity at XXXX, bringing special skills, strengths, creativity, and unique experiences that enrich our campus communities. XXXX strives for every member of the college community to contribute to a respectful and inclusive campus environment. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services at the XXXX campus most convenient to you. A Student Accessibility Services staff member will assist you in the accommodation process or visit the XXXX Student Accessibility Website.

Equal Access/Equal Opportunity Commitment:

XXXX subscribes to and endorses equal employment and educational opportunity. Its policies and practices will assure nondiscriminatory treatment of all persons without regard to race, color, age, national origin, religion, marital status, gender, gender identity, sexual orientation, disabling condition, ethnicity, pregnancy, or any other factor or condition protected by law. In addition, the College shall not solicit, collect, maintain, or utilize genetic information, as defined in Federal regulations for any purpose. XXXX makes every reasonable effort to accommodate persons with disabilities. If you are using a screen reader or assistive technologies and have difficulties accessing any content on the College's website, please email webmaster@XXXX.edu for assistance. For additional information please visit the website on EOE-ADA-Compliance.