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*EXAMINING UNIVERSITY FACULTY ATTITUDES TOWARDS INCLUDING COLLEGE STUDENTS
WITH DISABILITIES IN HIGHER EDUCATION*

by

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Abstract

Recent research indicated that the success of inclusion programs is dependent on teachers' attitudes toward inclusion. Therefore, the objective of this study was four fold as follows: to investigate a) UAE university faculty attitudes toward including students with disabilities in higher education, b) the impact of university faculty teaching experience and their contact with individuals with disabilities on their attitudes towards including students with disabilities in higher education classes, c) the impact of the severity of the disability on the university faculty attitudes toward including students with disabilities in higher education, and to examine d) willingness of university faculty attitudes toward providing educational accommodations to college students with disabilities. A total of 125 university faculty participated in this study. Regarding the impact of the severity of disability variable on faculty attitudes toward including college students with disabilities in HE, the findings of the study indicated university faculty hold more positive attitudes towards including college students with mild disabilities in comparison to students with moderate/severe disabilities. Overall, the results of this study indicated that the university faculty attitudes toward including college students with disabilities were positive. Moreover, there was a significant difference in the extents of experience in teaching college students with disabilities on the attitudes of the university faculty towards including college students with disabilities. University faculty who have no experience in teaching college students with disabilities hold higher positive attitudes towards including college students with disabilities than those who have experience in teaching college students with disabilities. With respect to the previous contact, the findings of this study indicated that the university faculty who have previous contact with individuals with disabilities hold higher positive attitudes towards including college students with disabilities than those who do not have any contact with individuals with disabilities. And finally, all participants of this study were willing to provide educational accommodations to college students with disabilities. Recommendations for practice and future research are discussed in this study.

Keywords: University faculty, college students with disabilities, attitudes, willingness, educational accommodation.