

## Post-Secondary Education and Employment

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**Aldersley, S.** (1995). "Upward drift" is alive and well: Research/doctoral model still attractive to institutions. *Change*, 27 (5), 52-53, 56. [AN 1448]\*

*Amidst much talk about an emphasis on undergraduate teaching, adding higher-level programs is still viewed by many as an indicator of prestige.*

**Ashmore, D., Schroedel, J., & Simon, J.** (1997). Introduction. Stuckless, R. (Ed.), National Task Force on Quality of Services in the Postsecondary education of Deaf and Hard of Hearing Students. Rochester, NY: NETAC. [AN 1706]

*This is one in a series of reports intended to assist postsecondary institutions in developing and maintaining special services of quality as needed by their deaf and hard of hearing students. Each report has been prepared with postsecondary administrators, faculty, and staff uppermost in mind, and particularly those most likely to have a role in providing services to these students.*

**Clarcq, J., & Walter, G.** (1997). Supplementary Security Income payments made to a sample of deaf and hard-of-hearing 30 year-olds. Rochester, NY: National Technical Institute for the Deaf. [AN 1594]

*This is a collaborative study between the Social Security Administration and the National Technical Institute for the Deaf. The study discusses the importance of postsecondary education of deaf individuals and how it would reduce long-term dependence on Federal SSI payments.*

**Emerton, G., Foster, S., & Gravitz, J.** (1996). Deaf people in today's work place: Use of the ADA and mediation processes in resolving barriers to participation. In P.C. Higgins & J.E. Nash (Eds.), *Understanding deafness socially* (2nd ed., pp.44-59). Springfield, IL: Charles C. Thomas. [AN 1551]

*Communication barriers that restrict the participation of deaf persons in the workplace are described, as well as strategies for managing these barriers through the Americans with Disabilities Act of 1990 and mediation. The chapter is concluded with a brief discussion of possible implications of communication barriers and remedies to these barriers for both deaf and hearing people.*

**Foster, S., Long, G., & Snell, K.** (1999). Inclusive instruction and learning for deaf students in postsecondary education. *Journal of Deaf Studies and Deaf Education*, 4 (3), 225-235. [AN 1670]

*This article explores how students who are deaf and their instructors experience mainstream college classes. Both quantitative and qualitative procedures were used to examine student access to information and their sense of belonging and engagement in learning.*

**Hurwitz, T., Weisel, A., Parasnis, I., DeCaro, J., & Savir, H.** (1997). Attitudes of teachers, parents and deaf adults in Israel toward career advice to deaf and hearing

people. Paper presented at the American Educational Research Association (AERA) annual meeting, Chicago, IL. [AN 1621]

*This study investigated the expressed attitudes of deaf adults as well as hearing parents and teachers of deaf children in Israel toward career choices for deaf and hearing people by asking the participants to rate the suitability of 14 professions for deaf and hearing people. The results, in general, were consistent with those of other studies in the United States, England, Italy, South Africa, and India.*

**Orlando, R., Gramly, M., & Hoke, J.** (1997). Report on Tutoring Deaf and Hard of Hearing Students. Stuckless, R. (Ed.), National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. NY: NETAC. [AN 1709]

*This report focuses on special considerations in tutoring deaf and severely hard of hearing students, much of its contents discuss tutoring practices in a more general way.*

**Stinson, M., & Walter, G.** (1997). Improving retention for deaf and hard of hearing college students: What the research tells us. JADARA, 30 (4), 14-23. [AN 1433]

*This paper used the model of college persistence developed by Tinto to describe three factors which are important for improving the chances that a deaf or hard-of-hearing person will attain a college degree. Academic integration, commitment to college, and social interaction must all be considered when designing programs to support deaf students at the college level.*

**Stuckless, R., Anderson, C., Boyd, B., Brecklein, K., Dietz, C., Gibson-Harman, K., & Ishman, S.** (1997). Report on Basic Academic Preparation. Stuckless, R. (Ed.), National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. NY: NETAC. [AN 1707]

*This reports is on deaf and hard of hearing college freshmen in need of remediation in one or both of two areas: 1) reading and writing in English, and 2) mathematics. It will also explore the kinds of assessments most commonly used in these areas, suggest modifications for testing basic instruction and remediation, and make some suggestions of a programmatic kind.*

**Walter, G.** (1998) Education and work: Challenge for a changing world. In A. Weisel (Ed.), Insights in deaf education: Current theory and practice. Tel Aviv: Academic Press of Tel Aviv University School of Education & Ramat Publications. [AN 1697]

*This paper outlines three goals to consider for education of deaf persons: 1) Literacy in the language of commerce in one's country should be the primary outcome of education and a prerequisite of obtaining a good job. 2) Development of an understanding of the behaviors expected of workers should become an important part of educational curricula. 3) The education of personnel who teach young deaf children must stress the necessity of motivating young deaf persons to seek careers in the broad spectrum of occupational choices.*