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Book Review

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BOOK REVIEW

Deaf Students in Postsecondary Education, Edited by Susan B. Foster and Gerard G. Walter, Routledge, New York and London, 1992; \$49.95.

The editors of Deaf Students in Postsecondary Education have assembled more than 15 authors with diverse expertise related to deafness and mainstreaming deaf students beyond high school. In addition, there are 9 personal commentaries from individuals with hearing loss about their educational experiences. Much of the information can be applied to a variety of settings in which deaf individuals are integrated with other populations. The authors address the major questions faced by programs serving deaf persons beyond secondary education: changing characteristics of the student population, what resources are needed to support deaf students' educational and social needs at the postsecondary level, and what one can expect as an outcome from postsecondary education.

As a professional in the field of deafness rehabilitation since the 1960's, it has been only during the last decade have I become directly involved with postsecondary education through the University of Tennessee's Postsecondary Education Consortium. The consortium's major focus has been on support services appropriate to the needs of deaf students at postsecondary institutions throughout the southeastern United States. I have learned that **accommodating** the individual student's needs rather than merely **accessing** programs becomes a complex process involving the student, faculty, staff and administrative philosophies of the consortium institutions. This book will assist persons responsible for implementing programs to meet the needs of deaf persons in a variety of postsecondary environments.

One focus of the book is on application of recognized theories in higher education to postsecondary education of deaf students. Not only is emphasis given to intellectual development but also to the emotional, physical and social skills necessary for success in the postsecondary environment and in life after college. The exposure to multi-cultural environments (including deaf students) will enrich the learning of the general student body, and increase the public appreciation of differences among individuals.

The authors of this publication have gone beyond the traditional postsecondary academic support services. They address practical ideas and major issues central to accommodations for deaf and hard of hearing students, as well as their hearing peers.

Each chapter is followed by a deaf individual's personal story with anecdotal information about very practical issues. This format gives the reader a very unique perspective of what sometimes seems to be conflicting behavior between the consumer and service provider.

There is information germane to a broad spectrum of human service providers including the fields of rehabilitation, education, religion, social work and interpreting. Yet they capture a range of issues critical to providing postsecondary education programs which will empower students to function as independent citizens within the changing multi-cultural fabric of our country. From my experiences with more than a dozen programs serving hundreds of deaf and hard-of-hearing students, this book will supply its audience with state-of-the-art information valuable to long range academic, social and fiscal program planners.

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