

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. No.: 1850-0679
EXPIRATION DATE: 12/93

DEAF AND **HARD** OF HEARING STUDENTS IN **POSTSECONDARY** EDUCATION
POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM

This survey is authorized by law (20 U.S.C.1221e-1). While you are not required to **respond**, your cooperation is needed to make the results of this survey **comprehensive, accurate, and timely**.

DEFINITIONS FOR THIS SURVEY:

Sign language interpreters/transliterators use manual communication for voice to sign interpretation and sign to voice interpretation

Oral **interpreters/transliterators** facilitate **lipreading** by silently repeating what is **being said**, often with facial and/or **gesture** enhancements and semantic **rewording** of **words** or phrases that are difficult to **lipread**.

Classroom **notetakers** take **notes** for **deaf** and hard of hearing students during **class sessions**, so that **these** students can focus their attention on the instructor **and/or interpreter**.

Tutors to assist with ongoing **coursework** know the subject **area**, how to teach it, and how to communicate with deaf and hard of hearing students to provide additional assistance with **coursework**.

Assistive listening devices are systems for the classroom or lecture **hall** that augment and **clarify sound**. Examples are personal and **group FM systems, loop systems, and infrared systems**.

Information clearinghouse is an information resource that provides general information and **referral** services on identified topics.

Resource/technical assistance center is an information resource that provides consultation, technical **assistance**, and related services in **response** to specific **inquiries**. Responses and services are usually tailored to the individual request.

Please complete the applicable sections of the questionnaire regardless of whether your institution enrolls any deaf or hard of hearing **students**.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS **INCORRECT**, PLEASE UPDATE DIRECTLY ON **LABEL**.

Name of Person **Completing This Form**: _____ Telephone **Number**: _____

Title/position: _____

PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS

RETURN **COMPLETED FORM TO**:

WESTAT, INC.
1650 Research Boulevard
Rockville, Maryland 20850
ATTN: Lewis, 923752

IF YOU HAVE ANY **QUESTIONS, CALL**:

Laurie **Lewis** at Westat, 9:00-5:00 p.m., **EST**
800-937-8281, **Ext. 8284** or 301-251-8284
For **TDD call** the National Relay Service collect at
317-925-2544

Public reporting burden for this collection of information is estimated to **average 30** minutes per **response**, including the time for reviewing **instructions, searching** existing data sources, gathering **MI** maintaining the data needed, **and** completing **and** reviewing the collection of information. Send **comments** regarding this burden estimate or any other **aspect** of this collection of information, including suggestions for reducing **this burden**, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the **Office of Management and Budget, Paperwork Reduction Project 1850-0679** Washington, D.C. 20503.

- 1a. During the last 4 academic years (1989-90 through 1992-93), have there been any students enrolled at your institution who identified themselves to your *institution as deaf or hard of hearing*? Yes; No (*skip to Q5a*).
- 1b. Please provide the number of deaf and hard of hearing students enrolled at your institution in academic years 1989-90 through 1992-93. If possible, please report the number of students who are deaf separately from the number of students who are hard of hearing. If it is not possible to separate these two groups of students, please report them together on the third line of the grid. Enter "NA" if your institution does not enroll some of the categories of students listed (e.g., enrolls no graduate/professional students.) Enter zero if your institution enrolls those categories of students, but did not have any deaf or hard of hearing students in those categories.

Hearing level	AY 89-90		AY 90-91		AY 91-92		AY 92-93	
	Under-graduate	Graduate/Professions	Under-graduate	Graduate/professional	Under-graduate	Graduate/Professional	Under-graduate	Graduate/Professional
Deaf								
Hard of hearing								
If students cannot be reported separately: Deaf or hard of hearing								

- 2a. During the last 4 academic years (1989-90 through 1992-93), has your institution provided any special support services designed for deaf and hard of hearing students (e.g., interpreted notetakers, tutors, assistive listening devices) to any deaf or hard of hearing students? Yes; No (*skip to Q4a*).
- 2b. Please indicate the number of deaf and hard of hearing students (both undergraduate and graduate/professional) to whom any special support services designed for deaf and hard of hearing students have been provided by your institution. If possible, please report the number of students who are deaf separately from the number of students who are hard of hearing. If it is not possible to separate these two groups of students, please report them together on the third line of the grid.

Hearing level	AY 89-90	AY 90-91	AY 91-92	AY 92-93
Deaf				
Hard of hearing				
If students cannot be reported separately: Deaf or hard of hearing				

3. For each type of special support service designed for deaf and hard of hearing students listed below, indicate the number of deaf or hard of hearing students to whom your institution has provided that service in the last 4 academic years (1989-90 through 1992-93). If a student received multiple services, count the student for each service received.

Support service	AY 89-90	AY 90-91	AY 91-92	AY 92-93
a. Sign language interpreters/transliterators				
b. Oral interpreters/transliterators				
c. Classroom notetakers				
d. Tutors to assist with ongoing coursework				
e. Assistive listening devices				
f. Other; specify				

4a. Colleges and universities are required to provide reasonable accommodations to ensure equal access to educational opportunities for students with disabilities. Sometimes, however, institutions may be asked to provide services that are considered to be outside the scope of reasonable accommodations for the situation at that particular institution. In other instances, institutions may not be able to provide services at the level requested, due to circumstances beyond their control, such as too few sign language interpreters available. In the last 4 academic years (1989-90 through 1992-93), has your institution been asked to provide any support services to deaf or hard of hearing students that the institution was unable to provide (either at all, or at the level requested)? Yes; No (skip to Q5a).

4b. IF YES TO Q4A: In Section A, check each support service for deaf and hard of hearing students that your institution was unable to provide upon request during the last 4 years, either at all or at the level requested. For each support service that your institution was unable to provide, check the reasons the service was not provided in Section B.

	sign language interpreters	oral interpreters	Classroom note-takers	Tutors to assist with Ongoing coursework	Assistive listening devices	Other support services
A. Institution unable to provide this service, either at all or at level requested						
B. Reasons for not being able to provide service: (Check all that apply)						
a. Not enough qualified personnel (e.g., sign language interpreters)						
b. Qualified personnel take better jobs outside the institution						
c. Necessary equipment is not available						
d. Money to provide the service is not available						
e. Service requested was not considered reasonable or necessary for the institution to provide						
f. Other reason; specify:						

5a. Please indicate the primary point of contact on your campus for the provision of special support services to deaf and hard of hearing students. (Check only one)

- An office devoted entirely to services for students with disabilities
- A coordinator devoted entirely to services for students with disabilities, but located within another office
- A person or office on campus is responsible for services to students with disabilities, in addition to other duties
- A person or office on campus is asked to provide these services when the need arises
- Other; specify _____

5b. Does your institution have an office or coordinator devoted entirely to services for deaf and hard of hearing students?

- Yes; No.

6. The Department of Education is interested in knowing what kinds of information would be most useful to your institution in regard to providing services to deaf and hard of hearing students. Please check up to three kinds of information that would be most useful to your institution. This will be used by the Department of Education for planning purposes only.

- What is required of postsecondary institutions under Section 504 of the Rehabilitation Act of 1973, as amended
- What is required of postsecondary institutions under the 1990 Americans with Disabilities Act
- What kinds of technologies or devices are available for postsecondary institutions to use in providing services to deaf and hard of hearing students
- How or where to find qualified persons to provide special services such as sign language or oral interpreting
- Assistance in deciding how best to provide services to deaf or hard of hearing students generally
- Assistance in deciding how best to provide services to specific deaf or hard of hearing students

7. Please rank from 1 (most likely) to 4 (least likely) the following information delivery mechanisms in the order in which you would be most likely to use them to obtain information about providing services to deaf and hard of hearing students.

- _____ Information clearinghouse
- _____ Resource/technical assistance center
- _____ Newsletter
- _____ Electronic bulletin board