Higher Education for Deaf Students in the Philippines Today
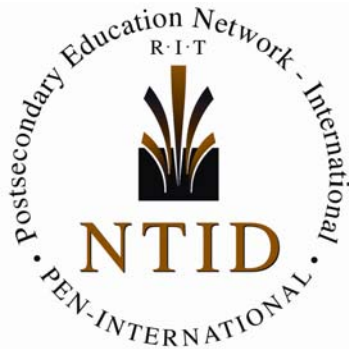
DLS-CSB, Deaf Community and PEN-International

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PEN-International

National Technical Institute for the Deaf

Rochester Institute of Technology

A presentation at the Conference on Higher Education for Students with Disabilities, Waseda University, Tokyo, Japan 27 March 2005
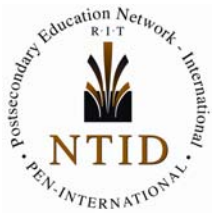
Main Topics

- De La Salle-College of Saint Benilde

- Deaf community in and outside of DLS-CSB
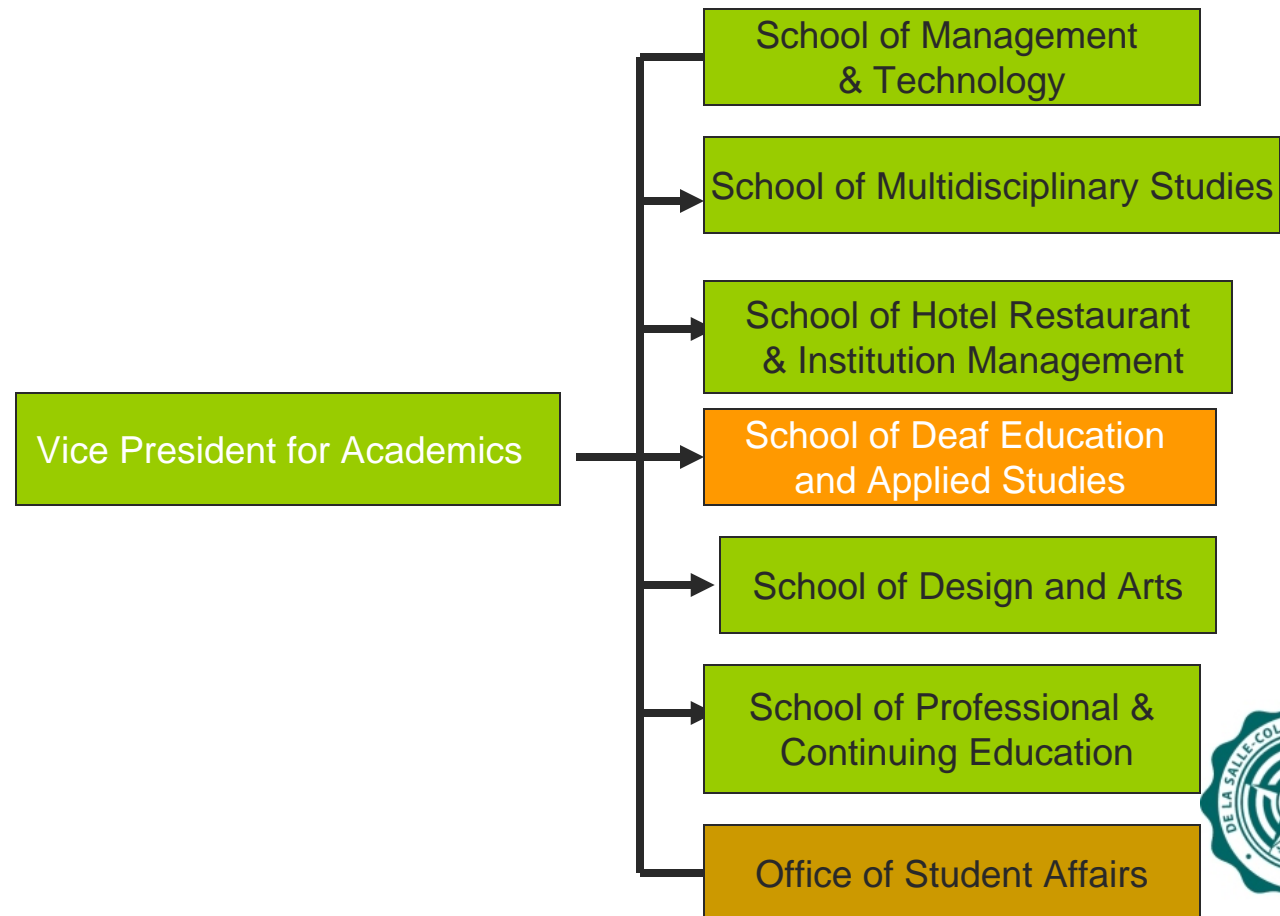
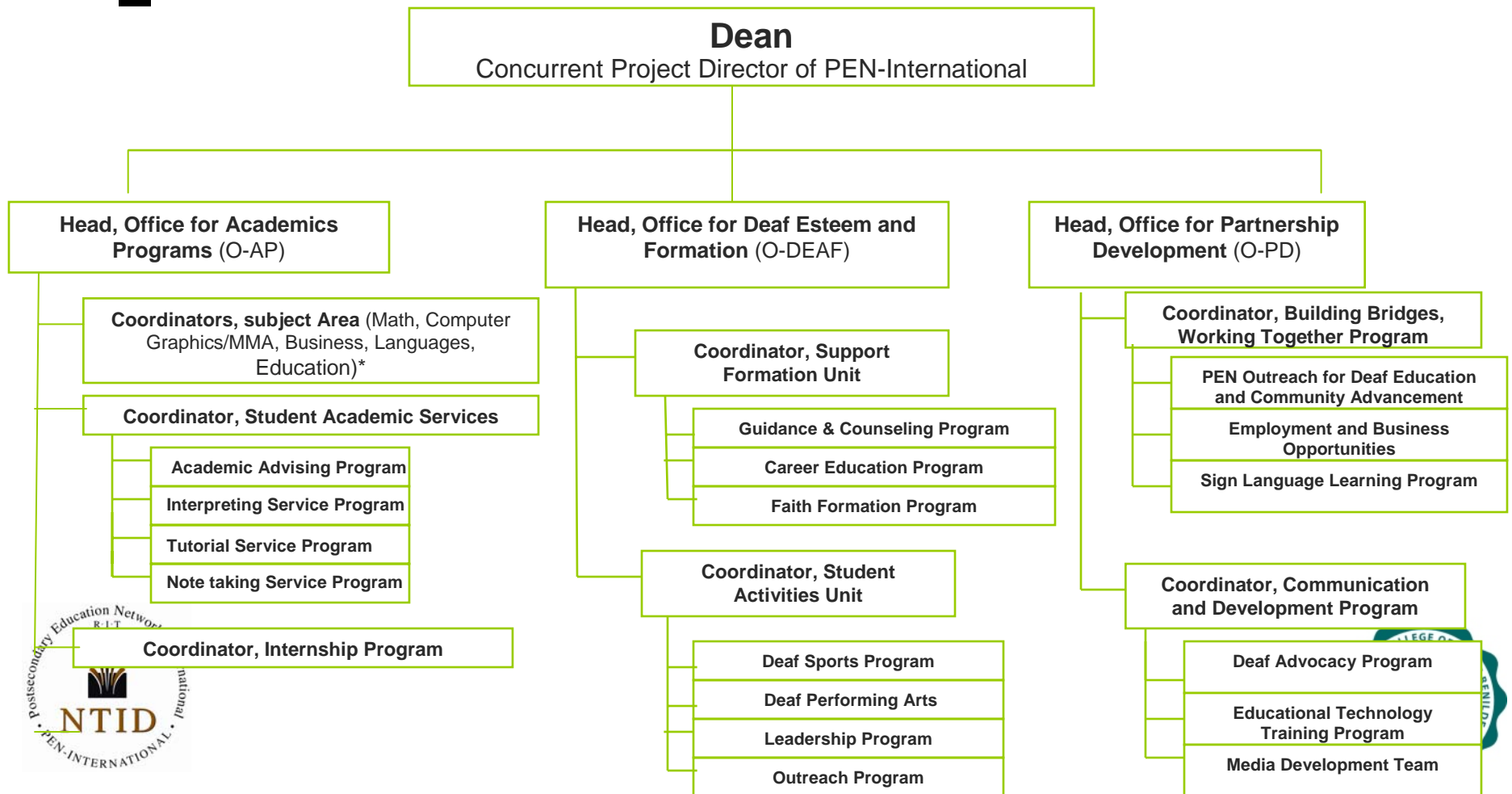- Partnership of DLS-CSB and PEN-International

Background Information

De La Salle University System

DLS-CSB Vice President for Academics Organizational Structure

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Vice President for Academics
                ├── School of Management & Technology
                ├── School of Multidisciplinary Studies
                ├── School of Hotel Restaurant & Institution Management
                ├── School of Deaf Education and Applied Studies
                ├── School of Design and Arts
                ├── School of Professional & Continuing Education
                └── Office of Student Affairs
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SDEAS Organizational Structure

Dean
Concurrent Project Director of PEN-International

Head, Office for Academics Programs (O-AP)

Coordinators, subject Area (Math, Computer Graphics/MMA, Business, Languages, Education)*

Coordinator, Student Academic Services

- Academic Advising Program
- Interpreting Service Program
- Tutorial Service Program
- Note taking Service Program

Coordinator, Internship Program

Head, Office for Deaf Esteem and Formation (O-DEAF)

Coordinator, Support Formation Unit

- Guidance & Counseling Program
- Career Education Program
- Faith Formation Program

Coordinator, Student Activities Unit

- Deaf Sports Program
- Deaf Performing Arts
- Leadership Program
- Outreach Program

Head, Office for Partnership Development (O-PD)

Coordinator, Building Bridges, Working Together Program

- PEN Outreach for Deaf Education and Community Advancement
- Employment and Business Opportunities
- Sign Language Learning Program

Coordinator, Communication and Development Program

- Deaf Advocacy Program
- Educational Technology Training Program
- Media Development Team

NTID
Postsecondary Education Network · R·I·T · PEN-INTERNATIONAL ·

DLS-CSB: Historical Basis

DLS-CSB: Vision-Mission

- Recognize diversity of Learners' needs, interests and cultures;

- Create ways to respond to diversity;

- Learning environment and climate should promote success through mutual support and respect for all learners

DLS-CSB: Transformation of SDEAS

- 1991-1994 Vocational Program

  Planning of Degree

- 1994-2000

  School of Special Studies

SDEAS (2000 to present)

- Identity and direction anchored to the department's name

- Degree program revised and re-directed

- Re-structure of organization

B. Deaf People's Mandate

- Socio-cultural view of Deaf People
- Learner-Centered Education
- Evaluation and Feedback
- Deaf Community Role Models
- Bridge Builders

Socio-Cultural Perspective on Deaf People

Socio-Cultural Perspective on Deaf People

- Identity – community based, e.g. with own language, culture, and experiences diverse from others but legitimate and valid

Learner-Centered Education

- Recognize diversity
- Understand the learners' needs, interests and cultures
- Plan out, create and implement interventions

Evaluation and Feedback

- Educator: Guides not Directs

- Process: experience vs.output

- Skills: planning, problem solving, reflection,

  creative and critical thinking

Non-academic Activities

- **Sign Language Classes**
- **Theater & dance productions**
- **Art exhibits**
- **Community Service**
- **Student Organization**
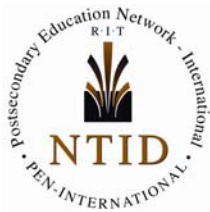
Deaf Community Role Models:
Providing Possibilities and Directions

- **Hire Deaf adults with expertise**
  - Professionals
  - Para-professionals
  - Student Assistants
- **Provide mentorship**
- **Deaf Life Stories of Adults from community**

Bridge Builders

- Individual and Collective role for change
  - Classroom
  - Department
  - Institution
  - Industry
  - Society

Role of the Deaf students:

- Give feedback
- Check
- Test
- Verify
- Question relevance

And effectiveness

Bridge Builders

- **Involvement of Deaf Adults from the Deaf community in the Educational Setting**
  - Teachers, consultants
  - Professionals, para-professionals, Student Assistants

E. Mandate of the Future: The Role of DLS-CSB and PEN-International

- PEN-International, The Nippon Foundation of Japan, and National Technical Institute for the Deaf

- Role of PEN-Int'l in DLS-CSB SDEAS

Future Directions

June – July 2000

- Extensive consultation across all levels SDEAS (June-August 2000)
- Problems identified
- Need for guideposts and mentors for re-direction

Inquiry from PEN-International

- **Email discussions**

- **2001 Site Visit of**
  - PEN-International team
  - The Nippon Foundation

What is PEN-International?
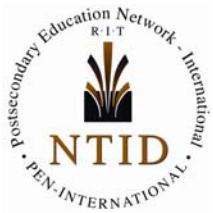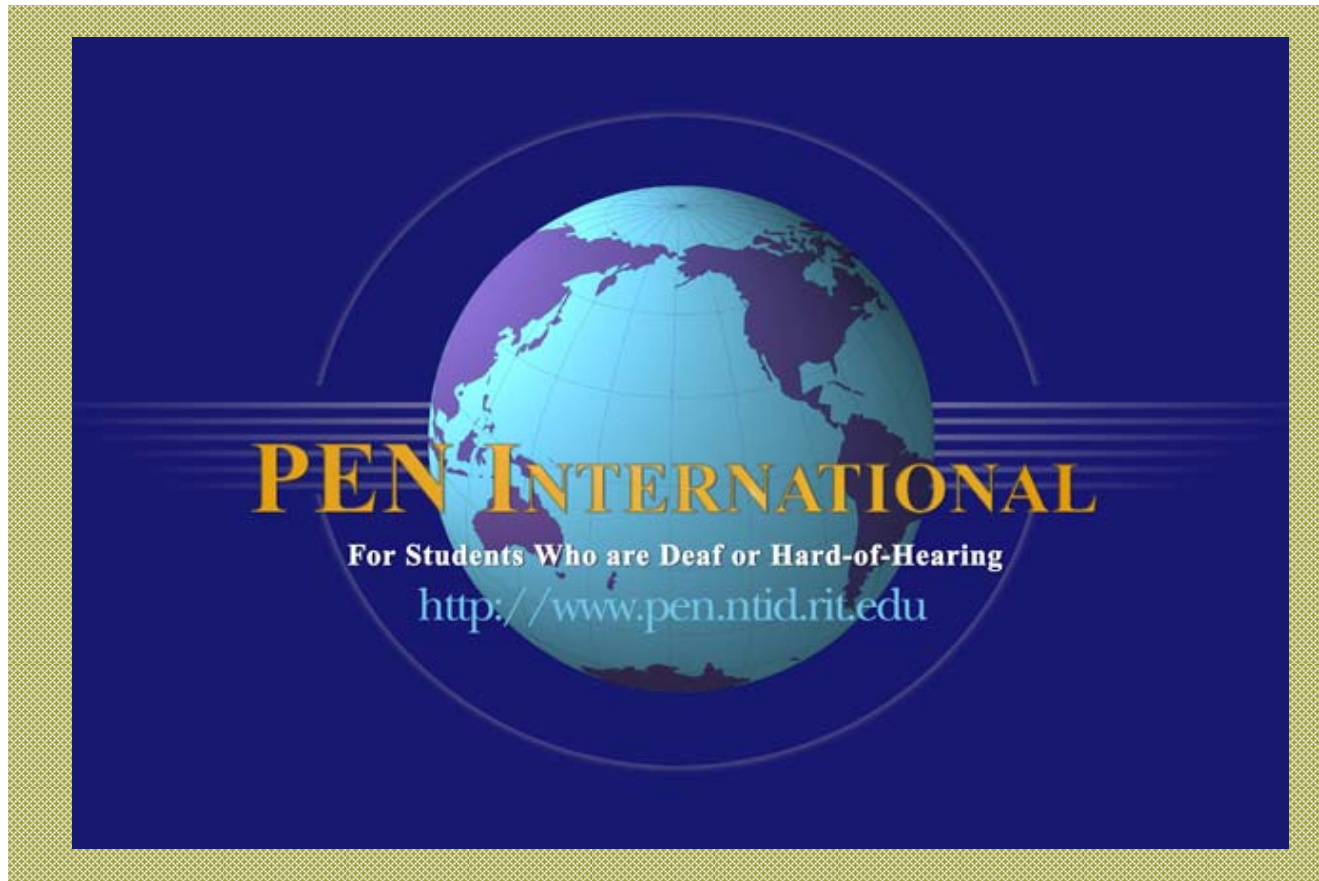
RIT Information

- Founded in 1829
- Students
  - ~13,000 Undergrad
  - ~2,400 Graduate
- 1,500 Acre Campus
- Home of PEN-International

Nippon Foundation of Japan

- Improve Education in Participant Countries
- Establish International Network
- Provides Funds for PEN-International

Founding of PEN-International

National Technical Institute for the Deaf
Tianjin University of Technology
Bauman Moscow State Technical University
Tsukuba College of Technology
The Nippon Foundation of Japan

PEN-International   NTID   Signing Ceremony 29 June 2001

PEN Partner Locations!

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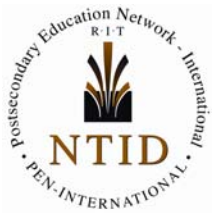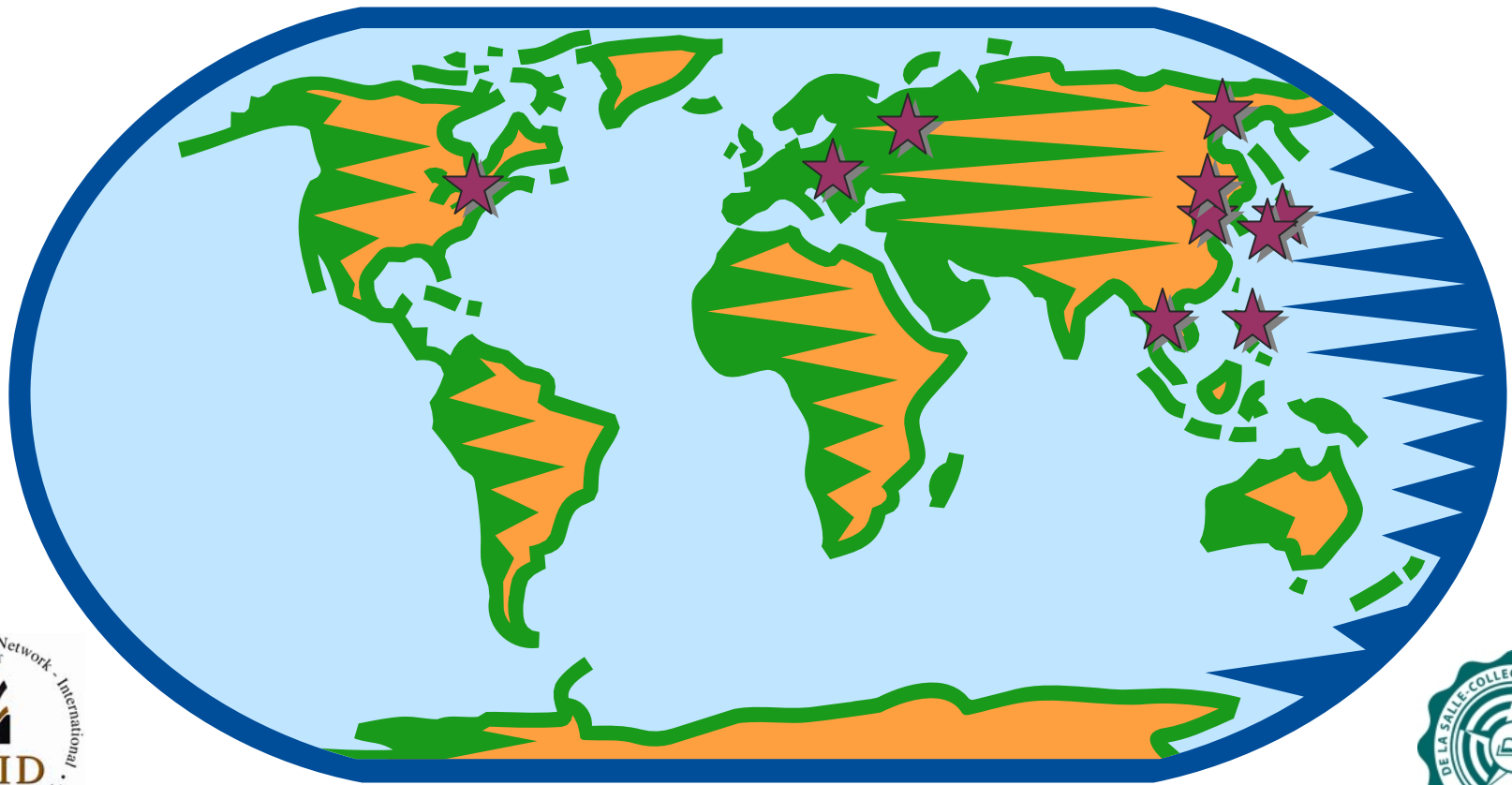
PEN-International Goals

- Improve Teaching, Learning and Curriculum Development

- Increase the Application of Technology to Teaching and Learning

- Expand Career Education Opportunities for Deaf and Hard-Of-Hearing People Around the World
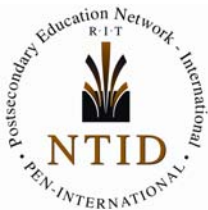
Strategies implemented

- **Formal and informal discussions**
  - Email
  - Teleconferences
  - Face-to-face
- **Site visits**
  - NTID
  - TCT

Strategies implemented

- Training & Faculty Development
- Multimedia Computer Centers
- Online and WWW Resources
- Evaluation & Research
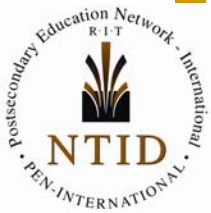
Realities for SDEAS

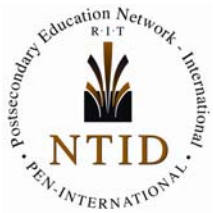- Postsecondary education: Last stop for many Deaf students to equalize their chances for improved life

Realities for SDEAS

- A lot of passion and aspirations to contribute – but limited options for
  - guideposts
  - mentorship
 - Skills on "how tos"

Strategies implemented

Outcomes of PEN-International Support

- Curricula change – balance of technical and leader-advocates

- Expansion and improved internship training venues and processes

Outcomes of PEN-International Support

- Advocacy for Employment

- Support structure in employment sites

- Partnerships with local organizations and institutions
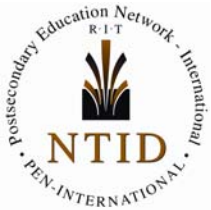
Outcomes of PEN-International Support

Future Directions

- Bilingual-Bicultural orientation in the curriculum

- Expand career education options

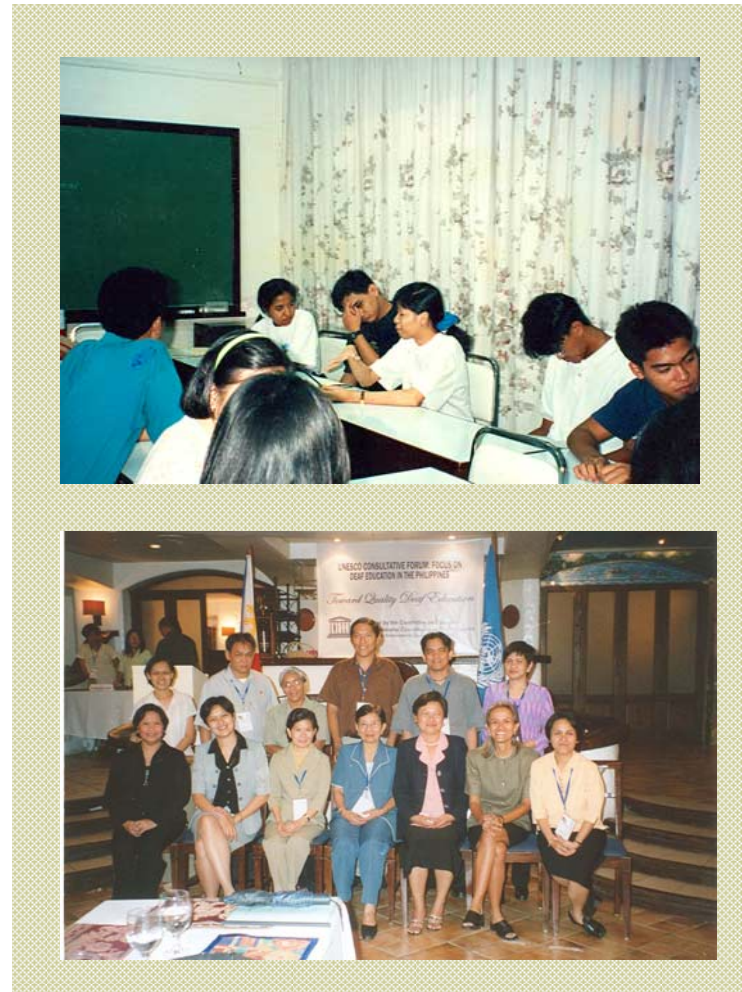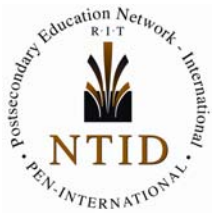- Expand partnerships with employers for internship, employment and advocacy

Future Directions

- Increase pool of
  - hearing educators with signing skills
  - Educational interpreters
  - Deaf faculty
- strengthen faculty development in
  - learning and teaching
  - Holistic formation across curriculum
  - Competence in FSL

Future Directions

- Expand student development initiatives
- expand services for the benefit of Deaf organizations, institutions for the Deaf

Future Directions