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

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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

- 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

Vice President for Academics
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
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

 Signing Ceremony
PEN-International
29 June 2001
PEN Partner Locations!
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