KNU’s participation into PEN-International

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President, Korea Nazarene University

September 12, 2009
I. Introduction of KNU

- Foundation

KNU was founded in 1954 by one American missionary couple, Dr. Donald Owens, General Superintendent Emeritus of the Church of the Nazarene and President Emeritus of Korea Nazarene University.
I. Introduction of KNU

- Enrolled numbers of the students
  (35 departments in undergraduate and 3 graduates)
  - About 5,500 students
  - About 370 students with special needs

- Departments of Undergraduate School

  - Design
    Universal Design

  - Rehabilitation
    Sign Language, Brail Library & Information
    Sports Rehabilitation, Human Rehabilitation
    Rehabilitation Psychology, Rehabilitation Technology
    Language Treatment

  - Education
    Early Child Special Education, Special Education
    Special Education for Secondary School

  - Health
    Nursing Science, Clinical Pathology

  - Division of Rehabilitation Service
    Human Care, Zoological Care, Botanical Care
I. Introduction of KNU

- **Theology**
  Theology, Christian Education, Music Ministry, Martial Art Mission

- **Social Welfare**
  Adolescence Welfare, Social Welfare, Welfare of Senior Citizens

- **Information & Multimedia**
  Information and Communication, Multimedia, Broadcasting & Media

- **Foreign Language**
  Chinese Studies, English

- **Business Management & Administration**
  Business Management, Hotel and Tourism Management, Police Administration, Secretary Administration, Real Estate Consulting

- **Design**
  Flower Design, Toy Design

- **Music**
  Orchestral Instruments, Piano, Vocal Music

- **Severe Needs**
  Human Care, Zoological Care, Botanical Care

- **Owens International College**
  International Business, International Studies, English, Chinese, Japanese
I. Introduction of KNU

- Departments of Graduate Schools
  - Doctor of Philosophy
    - Rehabilitation
  - Master of Rehabilitation
    - Welfare of Persons with Disabilities, Rehabilitation Psychology, Translation and Interpretation of International Sign Language, Speech and Language Science, Rehabilitation Engineering, Vocational Rehabilitation, Sports Rehabilitation
  - Doctor of Philosophy
    - Theology
  - Master of Divinity
    - Theology, Missiology, Christian Education, Christian Counseling
  - Master of Theology
    - Theology
  - Master of Education
    - Early Childhood English Education, Special Education
I. Introduction of KNU

- Development of Rehabilitation Studies

  1995 – Human Rehabilitation Major

  1995 – Admission of disabled students

  1997 – Special School for Children with Special Needs

  1998 – Announcement for KNU’s specialized rehabilitation

  1999 – Master Degree for Rehabilitation Studies

  2003 – Center for Students with Special Needs

  2009 – Ph. D. Degree for Rehabilitation Area
I. Introduction of KNU

**History of Awards from Government for KNU's Ministry of Rehabilitation**

2002 – Excellent University for Educational Innovation
2002 – Excellent University for Educational Program

2003 – Selected as a university entitled to financial provisions of the regional university development project

2004 – Selected for the New University for Regional Innovation Project
2004 – Prestigious University for the Students with Special Needs
(Among about 400 Colleges and Universities in Korea)

2005 – Selected for the New University for Regional Innovation Project

2006 and 2008 – Prestigious University for the Students with Special Needs

*A total amount of Grant from Government for 7 years is about 17 million US dollars.*
II. The status of the hearing impaired students (1)

- The general status of the hearing impaired students
  <April 1, 2009>

- The status of undergraduates

<table>
<thead>
<tr>
<th>Classification</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td>30</td>
<td>26</td>
<td>33</td>
<td>18</td>
<td>107</td>
</tr>
</tbody>
</table>

- The status of graduates

<table>
<thead>
<tr>
<th>Classification</th>
<th>Second Semester</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third semester</th>
<th>Over Fifth Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>
II. The status of the hearing impaired students(2)

- The status depending on class  
  - The status of undergraduates

<table>
<thead>
<tr>
<th>Classification</th>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
<th>Fourth Class</th>
<th>Fifth Class</th>
<th>Sixth Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3</td>
<td>80</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>107</td>
</tr>
<tr>
<td>Graduate</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>91</td>
<td>16</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>120</td>
</tr>
</tbody>
</table>
## II. The status of the hearing impaired students(3)

### The status of Departments

#### Undergraduate(1)

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Universal Design</td>
<td>44</td>
</tr>
<tr>
<td>Division of Social Welfare</td>
<td>15</td>
</tr>
<tr>
<td>Department of Sign Language Interpreting</td>
<td>11</td>
</tr>
<tr>
<td>Department of Sports for the Disabled</td>
<td>8</td>
</tr>
<tr>
<td>Department of Human Rehabilitation</td>
<td>7</td>
</tr>
<tr>
<td>Department of Toy Design</td>
<td>5</td>
</tr>
<tr>
<td>Department of Flower Design</td>
<td>4</td>
</tr>
<tr>
<td>Department of Theology</td>
<td>2</td>
</tr>
<tr>
<td>Department of Taekwondo Mission</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Undergraduate(2)

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Rehabilitation Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Department of Christian Education</td>
<td>1</td>
</tr>
<tr>
<td>Department of Psychological Rehabilitation</td>
<td>1</td>
</tr>
<tr>
<td>Department of Musical Pastoral Theology</td>
<td>1</td>
</tr>
<tr>
<td>Department of Business management</td>
<td>1</td>
</tr>
<tr>
<td>Department of Early Childhood Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Major in Multimedia</td>
<td>1</td>
</tr>
<tr>
<td>Major in Information and Communication</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total                                           | 107    |
II. The status of the hearing impaired students (4)

- The status of graduate’s majors (13)

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Sign Language Interpreting</td>
<td>10</td>
</tr>
<tr>
<td>Department of Theology</td>
<td>1</td>
</tr>
<tr>
<td>The Graduate School of Rehabilitation Sports</td>
<td>1</td>
</tr>
<tr>
<td>The Graduate School of Rehabilitation Psychology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
II. The status of the hearing impaired students

- Supporting services
  - Orientation for them before entering KNU
  - Precedence for class registration
  - Precedence for Self-Reliance Integrated Dormitory
  - Supporting for study, school life, course and jobs
  - Individual Supporting Plan: ISP
II. The status of the hearing impaired students(6)

- Types of supporting services
  - Service for Self-Reliance Integrated Dormitory
    - Arranging rooms
      (one room + one room, one room + three rooms)
    - Professional counseling support for life at night
    - Professor-Study and school life service
      - Sign language interpretation
      - Word interpretation
      - Voice interpretation
      - Support for events and seminars
II. The status of the hearing impaired students

- **Financial Service**
  - Scholarship for disabled students
  - Scholarship for model assistant students
  - Funding for assistant activity
  - Service scholarship

- **Service for the use of facilities on campus**
  - Library assistants
  - Health clinic
    (Visiting the dormitory for disabled students)
II. The status of the hearing impaired students

- Lending tools service
  - Tools for blind students
  - Tools for hearing-impaired students

- Professional service of related organizations on campus
  - Language and Hearing center,
  Career and Occupation Development
  Research Institute
II. The status of the hearing impaired students

- The status of general application
  - The status of assistants

<table>
<thead>
<tr>
<th>Classification</th>
<th>Professional sign language interpreters</th>
<th>Student sign language interpreters</th>
<th>Ordinary sign language interpretation assistants</th>
<th>Word interpretation assistants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>91</td>
<td>112</td>
</tr>
</tbody>
</table>

- Support for life

<table>
<thead>
<tr>
<th>Classification</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reliance life Research Institute</td>
<td>Supporting lives for disabled students at dormitory at night</td>
</tr>
<tr>
<td>Language &amp; Hearing</td>
<td>Helping hearing-impaired students and students with communication problems diagnose and evaluate and cure</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Offering various programs to help students enjoy a full campus life and individual counseling and workshops</td>
</tr>
<tr>
<td>Volunteer work Center</td>
<td>Providing assistants for the social service activities and social wellfare practice of disabled students on and off campus</td>
</tr>
<tr>
<td>Career&amp;Occupation Development Research Institute</td>
<td>Helping disabilities to choose jobs and develop an occupational aptitude and adjust to workplace</td>
</tr>
</tbody>
</table>
II. The status of the hearing impaired students (10)

The status of educational support for study

<table>
<thead>
<tr>
<th>Classification</th>
<th>Sign language interpretation (The number of cases/Hour)</th>
<th>Word interpretation (The number of cases/Hour)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>40 / 1,391</td>
<td>170 / 6,045</td>
<td>210 / 7,436</td>
</tr>
<tr>
<td>Graduate</td>
<td>4 / 104</td>
<td>16 / 390</td>
<td>20 / 494</td>
</tr>
</tbody>
</table>

The operation of educational program

- Education for word interpretation assistants
  - Writing and practice class for sign language interpreters
  - Sign language class for school personnel
  - Basic and intermediate sign language
  - Sign language interpretation
II. The status of the hearing impaired students(11)

The status of employment

<table>
<thead>
<tr>
<th>Classification</th>
<th>Graduate</th>
<th>Employment</th>
<th>Higher Grade</th>
<th>Unemployment</th>
<th>Employment rate(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>55.6</td>
</tr>
<tr>
<td>2009</td>
<td>21</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>15</td>
<td>2</td>
<td>13</td>
<td>51.6</td>
</tr>
</tbody>
</table>

Running Programs

- Career development program for disabled students
- Class for improvement of writing
- Class for cultivation of sign language interpreters
- Education and English study for image media
- Sign language tutoring
- Chinese, American and Japanese sign language education
- Offering assistants for getting licenses
II. The status of the hearing impaired students (12)

■ The state of Scholarship

<table>
<thead>
<tr>
<th>Classification</th>
<th>Students with hearing impairments for scholarship (Number)</th>
<th>The number of students with hearing impairments (Number)</th>
<th>The ratio for scholarship(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>97</td>
<td>55</td>
<td>56.7</td>
</tr>
</tbody>
</table>

■ The status of regional society (December, 2008)

<table>
<thead>
<tr>
<th>Classification</th>
<th>A total number of people (Number)</th>
<th>A total number of people with hearing impairments (Number)</th>
<th>The ratio of people with hearing impairments(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>537,698</td>
<td>2,043</td>
<td>0.38</td>
</tr>
</tbody>
</table>
II. The status of the hearing impaired students (13)

- The status of the disabled in Cheonan

<table>
<thead>
<tr>
<th>Classification</th>
<th>Total (Number)</th>
<th>A total number (Number)</th>
<th>The ratio (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20,436</td>
<td>2,043</td>
<td>10.1</td>
</tr>
</tbody>
</table>

- Local society connection program
  - Program for the improvement of local juvenile's recognition
  - National sign language contest
  - Participation in I.T challenge in Chung Nam Province
  - Support for E-book for the disabled
III. Cooperation between PEN-I and KNU(1)

- PEN-International first study and training
  - Period: June 14 ~ June 22, 2006
  - Purpose: Learning techniques of counsel and evaluation which are related to auditory specialized education as well as operating programs for social nature
  - The contents of study and training:
    - Development of human nature and social nature for hearing-impaired students
    - Counseling for course guidance and course search and evaluation tools
    - Project Access
    - Students development and counseling theory
    - Student Life Team

- Signing agreement between KNU and PEN-International on September 1st 2007
III. Cooperation between PEN-I and KNU(2)

- PEN–International 2nd study and training
  - Period: March 3~ March 11, 2007
  - Purpose
    - Acquiring effective teaching methods for the education of hearing-impaired students
    - Setting up guidelines for the plan of cooperation between KNU, NTID and KEPAD and the progress direction of PEN-Korea
  - The contents of study and training
    - Teaching method for students with hearing impairments
    - Supporting system for students with hearing impairments
    - The educational priority of NTID
III. Cooperation between PEN-I and KNU(3)

- Attendance of a symposium for NTID hearing educational technology
  - Period: June 19~June 27, 2008
  - Purpose
    - Reporting the result for KNU and discussing cooperation between KNU and related organizations in the future by attending the PEN-International Business meeting
    - Improving relationship between KNU and related educational experts for students with hearing-impairments by attending the symposium
    - The contents of study and training
      - Meetings between countries joined PEN-International
      - Symposium for NTID hearing impairments technology
III. Cooperation between PEN-I and KNU(4)

- **Study and training for professors (One year)**
  - Period: February 2008～January 2009
  - Purpose
    - Study and training for professors for one year through cooperation between the headquarters of PEN-International involved in KNU and NTID (PEN Visiting Scholar)
  - The contents of study and training

- **Studying English abroad**
  - Learning ASL (American Sign Language)
  - Studying the background of NTID foundation and the status of school by talking with the founder of NTID and seven vice-presidents in charge of each department
International students’ cultural exchange:
The Philippines  DLS–CSB

- **Period:** February 8~February 14, 2009
- **Location:** SDEAS in the Philippines
- **Purpose:**
  - International students exchange for the cultivation of glocal leaders
  - in international deafness–and–dumbness society
- **The contents of study and training:**
  - Informal gatherings for discussion between professors
  - Introduction for culture of the deaf and dumb between two countries and the host for traditional art and athletic meetings
  - Attendance of lessons

PEN–International study and training paved the way for the foundation of Department of Universal Design at KNU.
IV. Future Plans(1)

- **Forming PEN-Korea**
  - Main role of KEPAD and KNU in forming PEN-Korea for higher education of hearing-impaired students

- **Developing Role-model for the higher education of hearing-impaired people**

- **Faculty and Student Exchange**
  - Various information exchange for various teaching methods for students with hearing impairments, job placement, guidance of school lives and counseling on jobs
  - Working together for workshop and professional educational programs of school personnel
  - Information exchange by running Web-site
IV. Future Plans (2)

- International cultural exchange and leadership training for students
  - Participating international students leadership training program of PEN–International
  - Participating various short-term training programs
  - Attending American Sign language (ASL) camp
  - Information for studying related facilities and related know–how from PEN–International
Thank you very much!
May God bless you!