

The impact Tsukuba College of Technology made on Japanese Higher Special Education and the role in Future.

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1. Entering students

Tsukuba College of Technology was established in October 1987 as the third higher educational institution for handicapped students in the world. It is the only higher educational institution in the world specializing in education for the Deaf and the Blind. The Division for the Hearing Impaired is consisted of 5 departments/courses on Industrial Technology and the Division for the Visually Impaired is consisted of 3 departments on Medical Technology. The total students are 270 (150 in the Division for the Hearing Impaired; 120 in the Division for the Visually Impaired). In 1990, the first 50 freshmen for the Division for the Hearing Impaired entered Tsukuba College of Technology and the first 40 freshmen for the Division for the Visually Impaired entered the following year. There have been a large number of applications for the Division for the Hearing Impaired from the first year of recruitment. Deaf or hard of hearing students' trends to attend higher education have been risen from around 1990 when Tsukuba College of Technology accepted the first students. Moreover, as the total number of high school student decrease, private universities or collages began to accept handicapped students more willingly than ever. In addition to this, students who are deaf or hard of hearing, as well as students in mainstream school, become to tend to avoid mathematics and science. Owing to these elements, students tend to choose faculties of human science or social science in four year universities or collages instead of trying to apply for Tsukuba College of Technology which is said to be difficult to enter. As the result, from 1996, the number of applicants who are deaf or hard of hearing for other universities or collages has been exceeded the number for the Division for the Hearing Impaired of Tsukuba College of Technology. The gap of applicant number is remarkable especially recent years. On the other hand the number of applicant for the Division for the Visually Impaired has been almost balanced to the capacity from the time when the Division was established. This is caused by the following elements; the number of students at School for the Blind is relatively small; the advanced course of School for the Blind stands as the competitor to the Division for the Visually Impaired; many universities or collages accept blind students who hope to accomplish higher education.

2. After graduation

In the Division for the Hearing Impaired, about 30% of each grade students fail to obtain class promotion and about 2% withdraw. The main reason for this is that they take longer time to accomplish the curriculum owing to their shortage of academic preparedness. In the Division for the Visually Impaired, about 10% of

students remain in the same grade and about 5% withdraw. Most cases caused by long absence for medical treatment or course alteration. The first graduate graduated from Tsukuba College of Technology in 1993. The number of alumni of the Division for the Hearing Impaired is about 550, and the number of alumni of the Division for the Visually Impaired is about 390. About 940 students graduated from TCT by the year of 2004, the eleventh graduation.

Almost all the graduates of the Division for the Hearing Impaired get job every year. More than 90% of graduates get their jobs in the business and industry which relate to their major, such as design, mechanical engineering, architectural engineering, information science and electronics. Several students transfer to universities every year. 40% of graduate from the Division for the Visually Impaired continue their study at other educational institutions or other department. The graduates from the Department of Acupuncture/ Moxibustion and the Department of Physical Therapy who want to get their jobs find employments in medical institutions which relate directly to their specialties. Though the graduates from the Department of Computer Science have relatively more difficult time to find their job than the graduate from other two departments, the range of employment is expanding these days.

3. Educational Environment and “The 21st Century Good Practice Program in higher education”

The Amakubo Campus is designed to support the needs of hearing impaired students and the Kasuga Campus is designed to support the needs of visually impaired students. Both campuses are provided with sufficient facilities and equipments which accommodate students' handicaps. Tsukuba College of Technology retains about 200 full-time faculty and staff and about 120 part-time teachers for about 270 students. The details of full-time staff are; 110 faculty members; 20 technical support specialists; 70 administration staff. This allocation of staff provides the supportive environments for education and research.

The most vital trouble that deaf or hard of hearing and the blind students face when they develop their way in higher education are information acceptance and communication. In order to accommodate this problem, Tsukuba College of Technology not only pursuit handicap compensation by employing various facilities but also has been building information supportive environment which enables students sufficiently understand the class and curriculum for over 15 years. These efforts rewarded Tsukuba College of Technology to be chosen one of eighty “The 21st Century Good Practice Program in higher education” out of 664 applications by The Ministry of Education, Culture, Sports, Science and Technology. 26 faculties in 110 full-time faculties belong to Higher Education Center for the Students with Special Needs. More than half of all full-time faculties have doctoral degree. There are 3 full-time and 12 part-time deaf or hard of hearing faculties at the Division for Hearing Impaired and 6 full-time and 1 part-time blind faculties at the Division for Visually Impaired.

4. International Exchange

Tsukuba College of Technology has sister institutions agreements with seven foreign educational institutions which provides post secondary education for the deaf and the blind. These institutions are NTID/RIT (The National Technical Institute for

the Deaf/Rochester Institute of Technology), Korea National College of Rehabilitation and Welfare, Tianjin University of Technology for the Deaf, State University of New York at Buffaio, Johannes Kepler University of Linz, i s, Special Education College of Changchun University and Special Education College of Beijing Union University. Exchange programs of faculty and students are taken place actively with these institutions.

The 9th Asia Pacific Conference on Deafness will be taken place from October 9-12, 2006 at Tokyo, co-hosted by 40th All Nippon Deaf Education Conference. Total participant is expected to be over 1200. School for the Deaf, University of Tsukuba will be opened to observe deaf education from parent-infant program to high school program and Tsukuba College of Technology will be opened for the post-secondary deaf education research.

On the 1 June 2001, PEN-International (Post-secondary Education Network) was established. Tsukuba College of Technology has been takking the role of leading institution of the network along with NTID/RIT in U.S.A and is eager to develop international exchange program among the institutions in U.S.A, China, Russia, Philippine, Thailand and Korea.

5. National University Corporation

As other 88 National Universities, Tsukuba College of Technology was incorporated on the 1 April 2004. Different from the former administration system which the Ministry of Education, Culture, Sports and Technology administers all National Universities, each National University Corporation manages each administration by their own.

National University Corporation of Tsukuba College of Technology has financial foundation of about 103billion yen. Our financial foundation is the 83th size in 89 National University Corporations. Tsukuba College of Technology is run by about 27billion yen budget for a year. The details of the income are; 23.5 billion yen of subsidy from the government, 6 million yen of Grants-In-Aid for Scientific Research and contribution, 2.5 billion yen of school fee and the income of the College Clinic. The proportion of self income remains under 10% in total revenue. After 6 years, the Ministry of Education, Culture, Sports and Technology will evaluate the progress of our program provided in the midterm goal. Based on the evaluation, a national council will determine whether or not Tsukuba College of Technology should exist thereafter.

A new organization was established in Tsukuba College of Technology to supervise the progress of our midterm goal. Two External Executive Director, 10 Management Committee members and two Auditors are recruited from outside of the college.

6. Establishment of National Universities Corporation Tsukuba University of Technology(NTUT) and it's future

On the 1 October, 2005, Tsukuba College of Technology will be converted into a 4 year system, in other words, National Universities Corporation Tsukuba University of Technology(NTUT) is to be established. A university for handicapped students will be associated with other 86 four year national universities in Japan. We are sure that it will make a lot of people understand disabilities more deeply. The Faculty of Industrial

Technology (Department of Industrial Information and Department of Synthetic Design) will be established for the hearing impaired person and the Faculty of Health Science (Department of Health Science-Course of Acupuncture Science and Course of Physical Therapy-and Department of Comprehensive Computer Science) will be established for the visually impaired person.

In future, requests from students, parents, alumni and other participants will be examined by the management board of Tsukuba University of Technology. Concerning the long-awaited establishment of the Human Science and Social Science course and teachers collage, we have decided not to establish them in our new university. This is determined by considering the situation that mainstream universities working hard to accept handicapped students and improve their educational environments. The Higher Education Center for the Students with Special Needs will act as a supportive center for those universities.

Concerning the establishment of the Teacher Training Course of Acupuncture, it should be determined whether it can be contained in the second mid-term goal and plan based on sufficient discussion. Moreover, the discussion for establishment of graduate school should be started immediately.

Tsukuba College of Technology will be converted into 4 year university in standstill condition of number of staff and quantity of facilities. Under such severe condition, we need more effort to recruit excellent students who are eager to study in good environment of information and communication support security. Furthermore, we need more effort to provide sufficient faculty and job opportunities for students who desire to study hard at Tsukuba University of Technology.