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# THE REDEFINITION OF SUPPORT SYSTEM FOR LIFELONG EDUCATION FOR THE DEVELOPMENTAL DISABLED BASED ON UNIVERSITY: LEADING THE ESTABLISHMENT OF AN INTEGRATED COMPOSITION SYSTEM BETWEEN COOPERATION WITH LOCAL RELATED ORGANIZATIONS AND FOSTERING QUALIFICATIONS FOR PROFESSIONALS THROUGH CONNECTION WITH CURRICULUM BEYOND THE LEVEL OF USE OF PHYSICAL SPACE

<sup>1</sup>Young-Jun Kim, <sup>2</sup>Wha-Soo Kim, <sup>3</sup>Kun-Yong Rhee

<sup>1</sup>Researcher, Center for Extracurricular Activities, Duksung Women's Univ., Korea

<sup>2</sup>Prof., Department of Speech-Language Pathology, Daegu Univ., Korea

<sup>3</sup>President, Daegu Cyber Univ., Korea

[helperman20@hanmail.net](mailto:helperman20@hanmail.net), [whasoolang@daegu.ac.kr](mailto:whasoolang@daegu.ac.kr), [jutsg@naver.com](mailto:jutsg@naver.com)

## Abstract

*This study is conducted with the aim of redefining the university-based lifelong education support system for developmental disabled. The research method consisted of procedures in parallel with literature analysis and expert meetings. As for the contents of the study, a composition system that recognized the problems and solutions of lifelong education for the developmental disabled based on universities was primarily presented. Through this, it was suggested that universities can form an academic foundation for the establishment of a lifelong education support system for the developmental disabled along with the convergence field. In addition, a structural model related to this was presented along with the aspect that universities could develop a curriculum for lifelong education for the developmental disabled according to the school foundation. Also, a composition system was suggested that universities can develop lifelong education curriculum for people with developmental disabilities to lead the cooperation of local related organizations such as welfare centers for the disabled and lifelong education centers for the developmentally disabled. As a result of the study, it was analyzed that leadership in the university-based lifelong education support system for developmental disabled can contribute to fostering professional manpower qualifications and establishing cooperation with local related organizations in an integrated composition system.*

**Keywords:** University-based, Lifelong Education Support System for the Developmental Disabled, Redefinition, Linkage between Local Related Organizations, Qualification Training

## 1. INTRODUCTION

As a major plan to implement the lifelong education support system for the developmental disabled, university-based lifelong education operation can be considered[1]. The university can perform professional

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Corresponding Author: [whasoolang@hanmail.net](mailto:whasoolang@hanmail.net)

Tel: +82-53-901-4324, Fax: +82-53-901-4329

Researcher, Department of Speech-Language Pathology, Daegu Univ., Korea

research and development capabilities on the educational needs of the region, and the infrastructure that is the basis for the performance of the above competencies is also diverse, so it has a positive effect on the development and operation of lifelong education support system for the developmentally disabled[2]. In particular, when the composition system and characteristics of the lifelong education support system of the developmental disabled are recalled, the function and role of the university are emphasized because the perspective and context are relatively different from the general lifelong education field or the lifelong education field targeting the sensory disability[3, 4]. If so, it is necessary to discuss what kind of composition system and characteristics can contribute to the lifelong education support system for the developmental disabled in terms of actual model development rather than simple discussion of the principle level.

In particular, universities can establish the most basic academic basis for establishing a lifelong education support system for people with developmental disabilities and activate practical cases that can be applied to local sites[5]. The practical example of establishing an academic basis related to the university-based lifelong education support system for the developmental disabled is how to view the academic fields and characteristics of lifelong education for the disabled, including the developmental disabled. And secondly, it constitutes the foundation of the curriculum based on this[7, 8]. The aspect of developing a curriculum for lifelong education for the developmental disabled in universities leads to a part where local developmental disabled people can receive a curriculum for lifelong education[9]. In addition, it can be linked to contributing to the development and training of the qualifications of professionals who can guide the curriculum of people with developmental disabilities in the region[1-3].

Lifelong education for people with developmental disabilities requires the development and operation of curriculums different from lifelong education for the disabled, including general lifelong education[10-12]. This is difficult to perform at an individual level at welfare centers for the disabled or lifelong education centers for the developmentally disabled, which are other related organizations in the region, and it is necessary to serve as control towers for large organizations such as universities[7][13-15][16-18]. However, in the current research trends and field practice cases on the establishment of lifelong education support system for the developmental disabled, there is no application plan and model work that can solve the problems of cooperation between local related organizations and training of professional manpower through the linkage of the curriculum for the developmental disabled based on the university. Therefore, this study aims to redefine the lifelong education support system for people with developmental disabilities based on universities. This work is to examine the level of establishing an integrated composition system for fostering professional manpower qualifications, including cooperation of local related organizations, beyond the level of providing opportunities for the use of physical space.

## **2. RESEARCH METHOD**

As for the research method, the procedure for discussing the university-based lifelong education support system for the developmental disabled and analyzing previous studies that presented a specific application model was primarily constructed[1][3-5][7][19-21]. As a result of literature analysis, lifelong education for developmental disabled based on universities was discussed as a case and plan to provide lifelong education curriculum to local developmental disabled through lifelong education centers established and operated by universities. Accordingly, this study conducted a secondary expert meeting based on the basic contents of literature analysis. A specific model of the research contents was developed through expert meetings. Expert meetings were held over a total of two months, and were also held over a total of 10 sessions (about 50 minutes per session). The expert meeting was conducted not as a general group interview, but as a procedure focused on completing the model results of the research contents through mutual consultation by experts.

### 3. THE REDEFINITION OF SUPPORT SYSTEM FOR LIFELONG EDUCATION FOR THE DEVELOPMENTAL DISABLED BASED ON UNIVERSITY

Figure 1 shows what kind of solution tasks should be equipped by presenting the problems of the current practice cases for lifelong education for the developmental disabled based on universities. As a result, Figure 1 focused on the aspect that the current university-based lifelong education support system for developmental disabled tends to provide one-time education programs to local learners through affiliated lifelong education centers. In addition, this trend was analyzed to have no difference from cases of curriculum operated by welfare centers for the disabled, lifelong education centers for the developmental disabled, and vocational rehabilitation centers, which are other related institutions in the region.

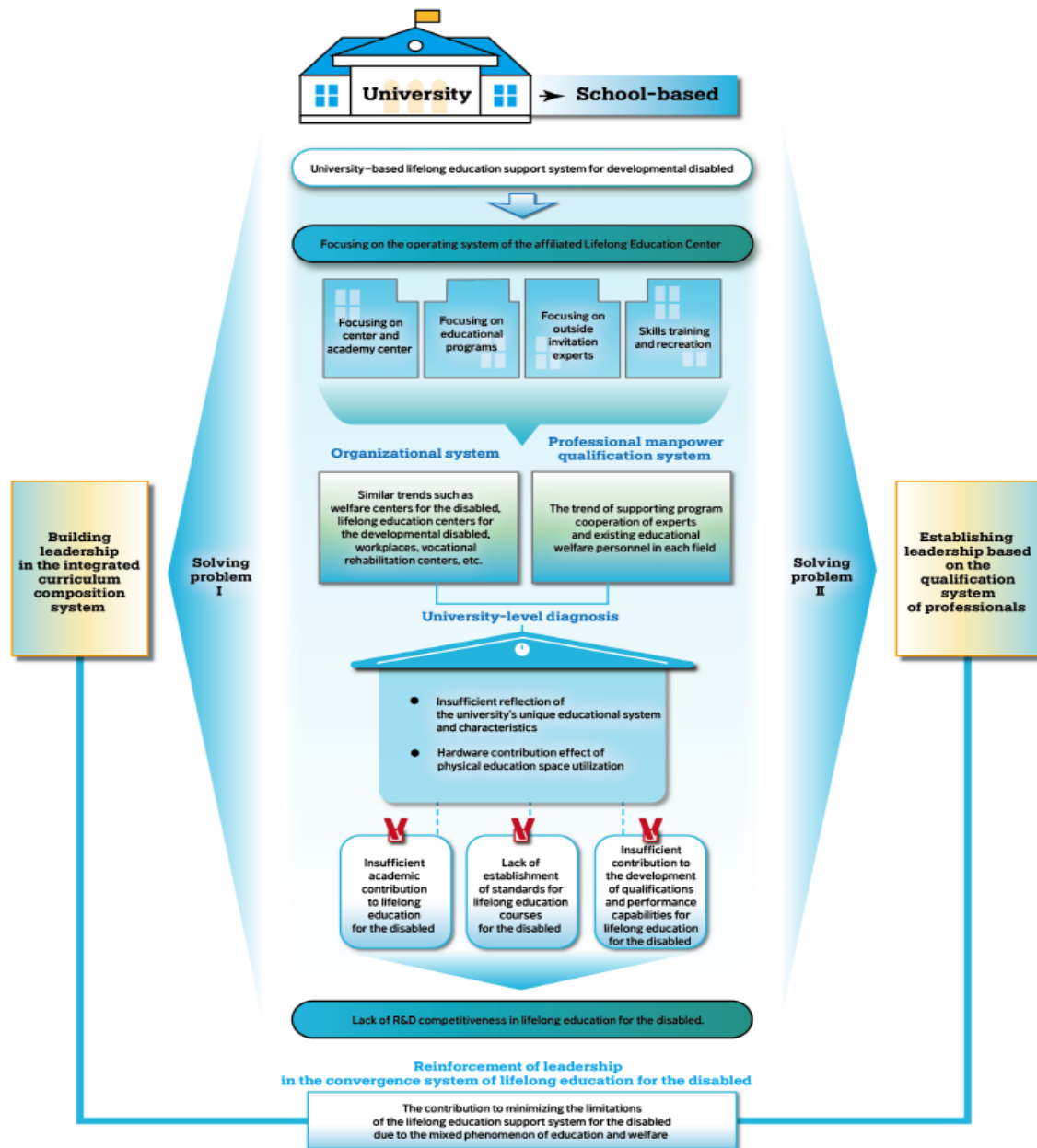
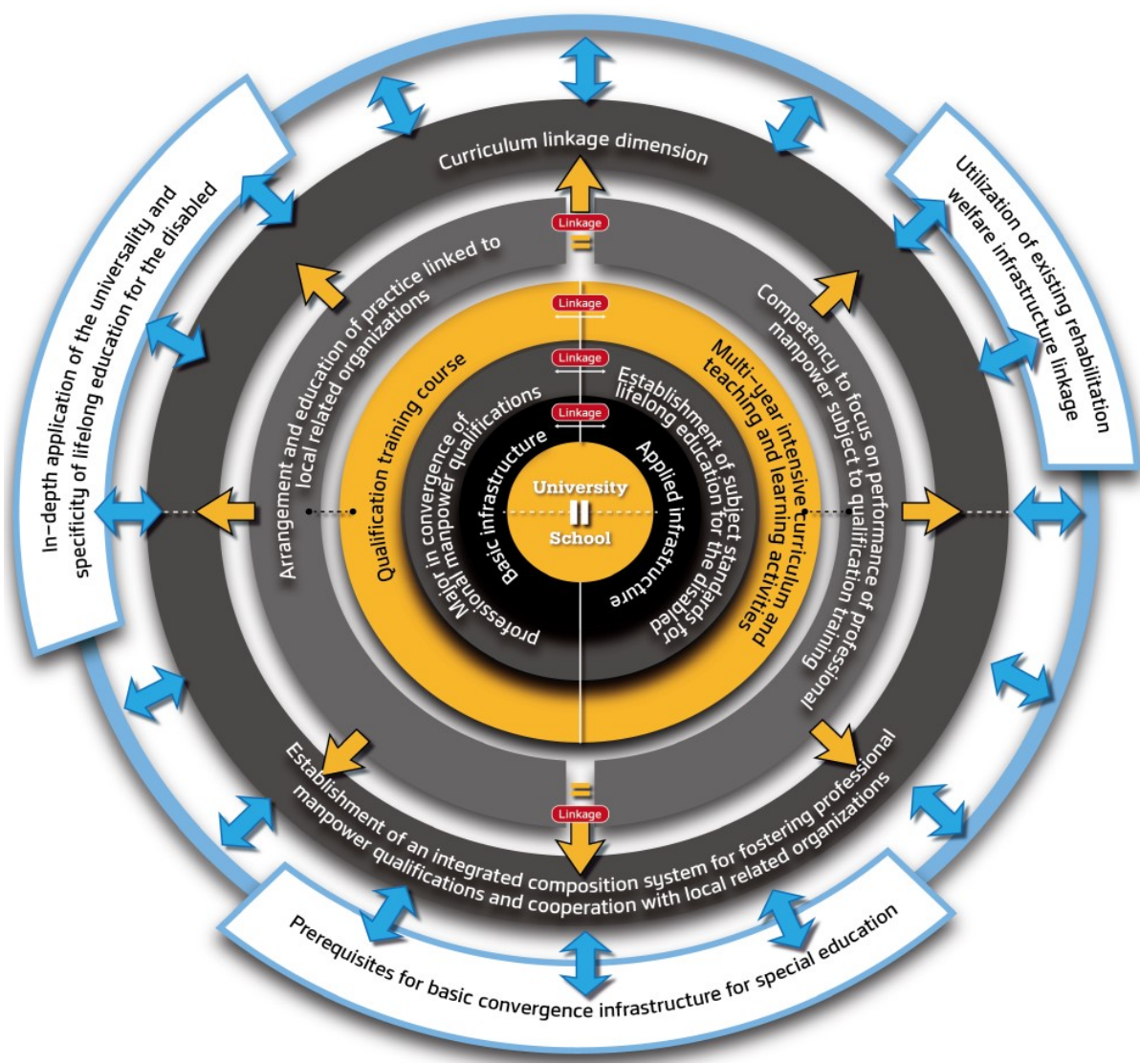


Figure 1. Problems and challenges to solve for the current university-based lifelong education support system for developmental disabled

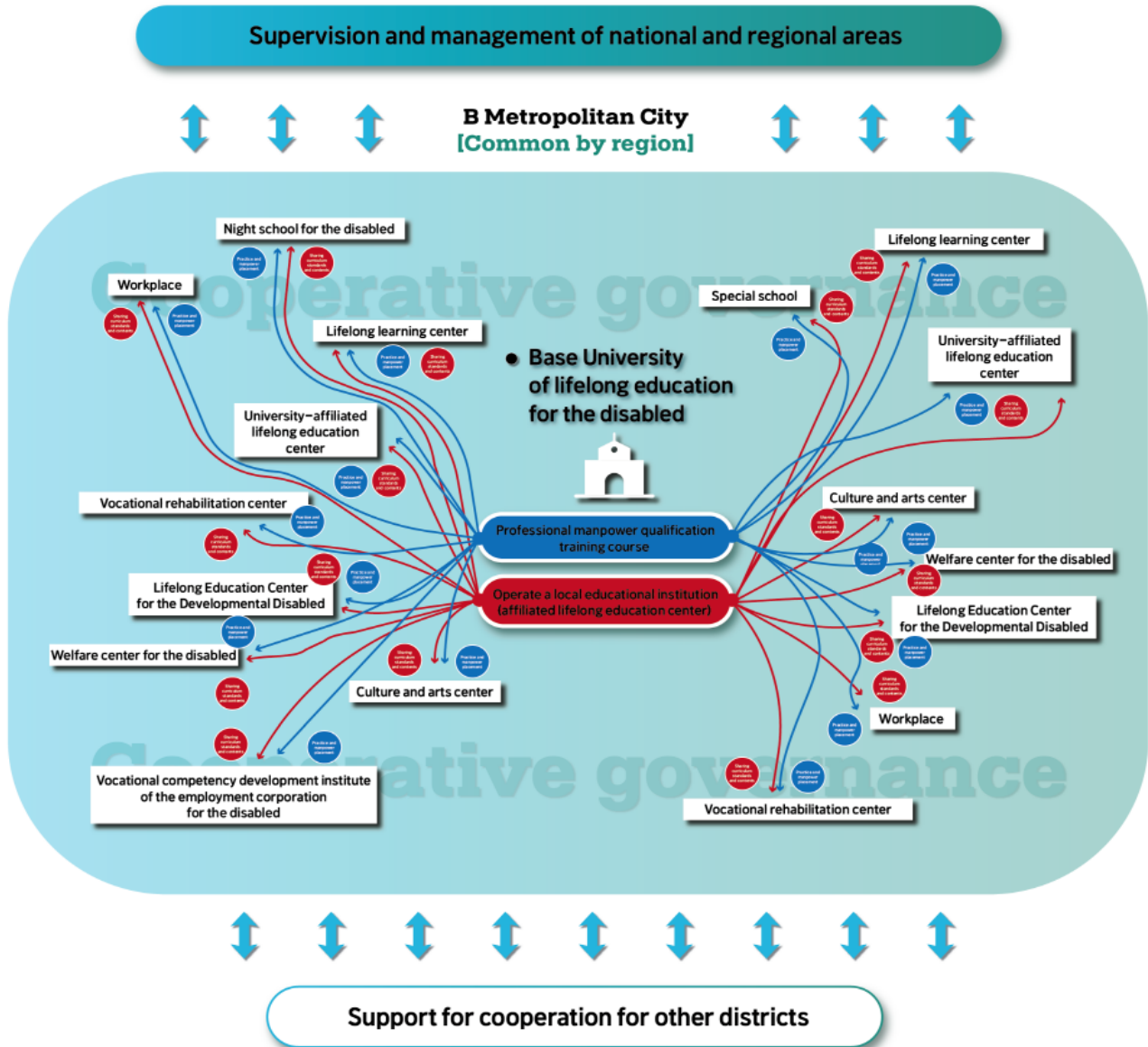
Next, Figure 2 presents the components that the university should lead for the related problems and solution tasks seen in Figure 1. Figure 2 is the first to state that universities can access the lifelong education support system for people with developmental disabilities at the school foundation level. In addition, Figure 2 presents the aspect that universities can cultivate the qualifications of lifelong education professionals for the disabled through special education departments belonging to the basic convergence field of lifelong education for the disabled. In addition, it is also suggested that it is possible to establish a multi-year curriculum and teaching and learning activities that can provide lifelong education curriculum to people with developmental disabilities in the region.



**Figure 2. Redefinition structure system for lifelong education support system for developmental disabled based on universities**

Overall, Figure 2 specifies the principles and procedures for universities to promote an integrated composition system for fostering professional manpower qualifications and cooperation with local related organizations in order to link curriculum for lifelong education for the developmentally disabled. In connection with Figure 2, Figure 3 presents a roadmap that can promote the qualification of lifelong education

professionals for the disabled by leading mutual cooperation with related organizations such as the welfare center for the disabled at the control tower location of the base. Figure 3 also includes a roadmap that can cooperate with other related organizations while becoming a local educational institution through the lifelong education curriculum for the developmental disabled established by the university.



**Figure 3. A cooperative governance system in the dimension of linking the lifelong education curriculum for developmental disabled based on universities**

Finally, Figure 4 presents a sample of the structural system that can be applied practically by synthesizing the structural systems of Figure 1, Figure 2, and Figure 3 discussed above. In other words, Figure 4 emphasizes the view that the curriculum for lifelong education for the developmental disabled developed at the university's leadership level can be established as a university-based lifelong education content infrastructure. In Figure 4, the university-based convergence lifelong education content for the disabled was embodied in three categories: the subject competency unit standard, teaching and learning strategy, and teaching and learning technique.



Through this, Figure 4 reflects the fact that the university-based convergence lifelong education content for the disabled has a convergent foundation and background with the field of special education, including the field of general lifelong education. Through the infrastructure of convergence lifelong education content for the disabled, universities can promote educational projects that can mutually cooperate with local related organizations such as welfare centers for the disabled and lifelong education centers for the developmentally disabled. In addition, universities can distribute unique content that reflects the conditions and demands of local related organizations through consulting and training. This will soon become a key performance capability related to the qualifications of lifelong education professionals for the developmentally disabled, and the advantage of operating content in terms of synergy through cooperation and performance sharing of local related organizations will be enhanced.

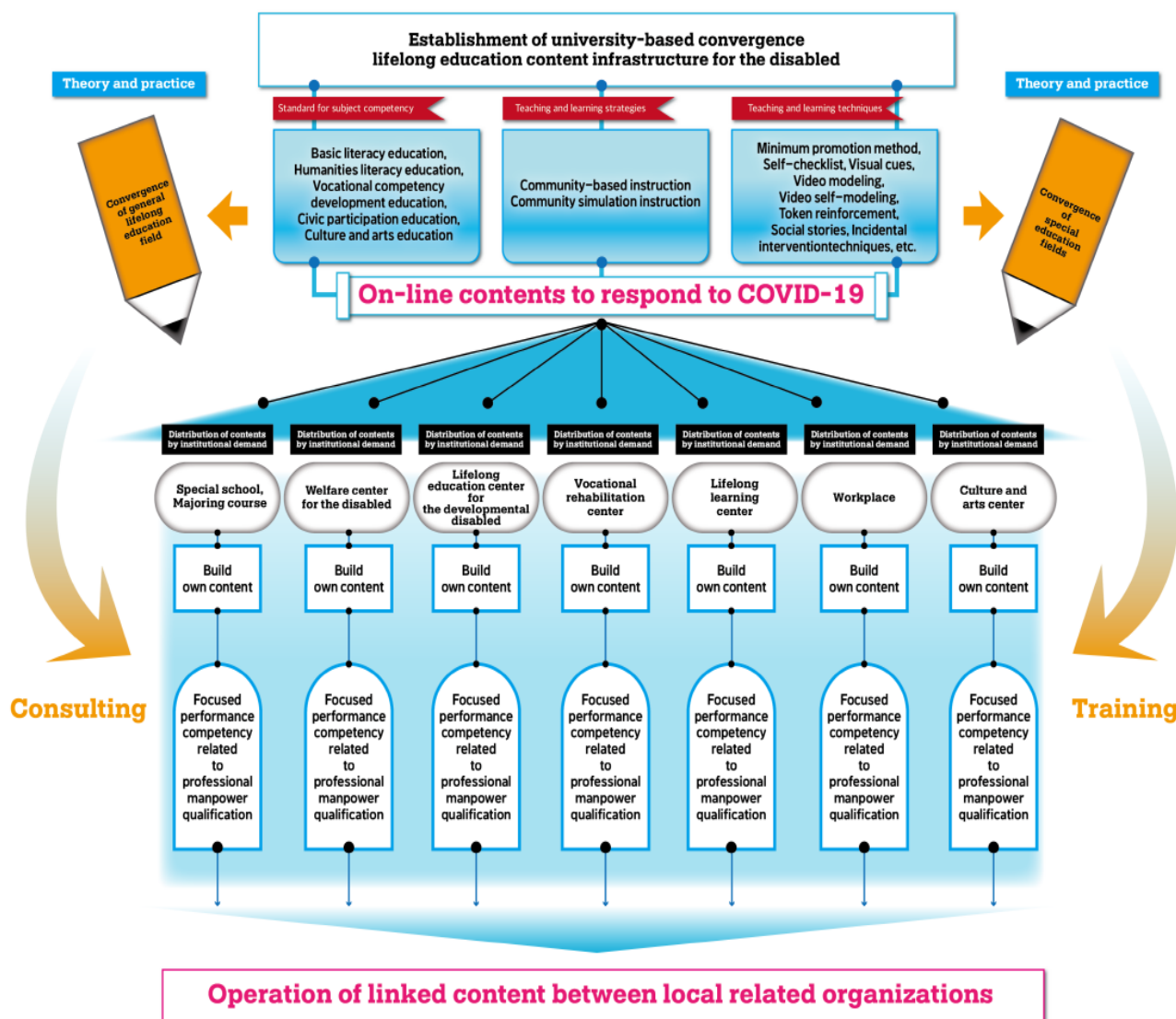


Figure 4. Samples for establishing and practicing university-based convergence lifelong education content infrastructure for the disabled

#### 4. CONCLUSION

The subject and content of this study are not meaningful in simply emphasizing the function and role of universities in practicing the lifelong education support system for people with developmental disabilities. The establishment of the current lifelong education support system for the developmentally disabled is a mixture of education and welfare, so stability and validity are not guaranteed academically and practically. Specifically, this is because the convergence dilemma for the lifelong education support system for people with developmental disabilities is continuing on the basis of disability types, curriculums, qualifications, and related institutions. In this dilemma situation, it is necessary to solve the problem through formal subject and leadership, and it should be fully reviewed that it cannot be solved by unilateral policy or legal improvement of the state.

From the above limited background, this study saw that universities can have leadership to solve the convergence dilemma about lifelong education for the developmentally disabled. The degree to which universities guarantee cases of lifelong education programs to people with developmental disabilities, such as local welfare centers for the disabled and lifelong education centers for the developmentally disabled, is passive and difficult to achieve great results. The various models examined in this study are valuable as attempts to redefine the university-based lifelong education support system for the developmentally disabled. In addition, even if the field of lifelong education for the disabled reflects the convergent dimension with the field of general lifelong education and special education, it is the basis for validly ensuring the specificity of the internal field.

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