

## Establishment of Chosun University's Lifelong Education Support System for the Individuals with Disabilities: Department-Led Educational Innovation

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### Abstract

*The purpose This study was conducted to explore the procedures and plans to establish a university-based lifelong education support system for the individuals with disabilities at Chosun University. The research method consisted of expert consultation. Chosun University not only has various units of major(department) that can deepen and integrate knowledge and technology related to lifelong education for the individuals with disabilities, but also has various leadership and various infrastructures that can lead the practice of lifelong education for the individuals with disabilities in Gwangju and Jeonnam areas. The contents of this study were presented five procedures and plans such as the establishment of maintenance and convergence of majors (departments) units, the development and operation of department-led regional-linked education programs through extracurricular education, the introduction of majors in connection with extracurricular education program-linked courses, the selection of core departments, the establishment of cooperative courses between university and graduate schools, and the establishment and operation of lifelong education programs for the individuals with disabilities centered on lifelong education centers. As a result of the study, it was analyzed that the academic foundation of lifelong education for the individuals with disabilities, the guarantee of educational opportunities for the individuals with disabilities, and the lead of linkage between local related organizations can be expected through the establishment of the support system for lifelong education for the individuals with disabilities at Chosun University.*

**Keywords:** Chosun University, Lifelong Education for the Individuals with Disabilities, Support System, Department-Led, Educational Innovation

## 1. INTRODUCTION

Educational innovation in the university field is being pursued by various perspectives. In this regard, one of the main points of view is the point of view of regional linkage[1, 2]. The reason why the university needs the perspective of regional connection in educational innovation is that the university and the region first want to achieve the developed result of coexistence and focus on cultivating students as socially customized talents. In fact, universities have various major (department) units and infrastructure for student support, which has a great advantage in creating synergy effects in connection with the region. Therefore, universities should actively seek for systems and examples of academic fields that can be linked to the region from the perspective of educational innovation.

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Although the academic field where universities can be linked to the region is relatively diverse, the field of lifelong education for the individuals with disabilities in the region is also one of the main targets. In the current academic field, lifelong education for the individuals with disabilities should be newly developed and operated from the viewpoint of convergence, and the demand of the individuals with disabilities in the region is high, so coexistence between universities and regions should be considered important. The lifelong education field for the individuals with disabilities is practiced in universities and related organizations in the region, and it is viewed in various fields such as special education, social welfare, rehabilitation science at the academic level. In particular, the demand and interest in lifelong education for individuals with disabilities has been increasing repeatedly due to the amendment of the 「Lifelong Education Act」. Recently, the reality that the 「Lifelong Education Act for the Individuals with disabilities」 is enacted is getting very close. However, even if the academic foundation is viewed by various fields, the validity and clarity of the field of lifelong education for the individuals with disabilities are insufficient, and the practical cases are accumulated from the related organizations in the region due to the mixture of education and welfare. The dilemma of lifelong education for the individuals with disabilities is a pending issue of the community where the individuals with disabilities belong, and the university has leadership and justification to cooperate with the community. Therefore, the current lifelong education field for the individuals with disabilities, which is subject to problem solving in the community and has an academic dilemma, should be discussed and solved in terms of educational innovation through university leadership[3-5][6-8].

However, the necessity and demand of lifelong education for the individuals with disabilities are emphasized by the individuals with disabilities in the region, but the academic foundation for lifelong education for the individuals with disabilities in the university is not clearly and valid. For coexistence and development of universities and regions, academic foundations should be formed in advance. And universities should make efforts to innovate educationally in various structural units to form an academic foundation in the field of lifelong education for the individuals with disabilities[9-11]. In conclusion, it is necessary to establish a roadmap that can spread to the region by establishing academic foundations and practical cases of lifelong education for the individuals with disabilities, focusing on the professional contents and infrastructure of the university. In this regard, this study is not clearly formed the academic foundation of lifelong education for the individuals with disabilities, but it is intended to explore cases where lifelong education support system for the individuals with disabilities in the region can be established by focusing on universities with expertise and infrastructure related to it. Although the practice of lifelong education for the individuals with disabilities is done by local institutions such as welfare centers for the individuals with disabilities, efforts are needed based on universities in order to further develop in a form or direction that meets the actual demand for the individuals with disabilities. As universities promote academic and practical expertise and efforts in the field of lifelong education for the individuals with disabilities, it is important to emphasize the aspect that cooperation between local related organizations can be activated. This study is to explore the above aspects as the case of Chosun University, which is a base university.

## **2. RESEARCH METHOD**

The method of this study was done through expert consultation. Expert consultation was not a general form of interview but a free discussion process. The subjects of the consultation are five professors from universities majoring in lifelong education for the individuals with disabilities. The consultation was conducted in five sessions, and the time was allocated about one hour per session. As a result of the consultation, experts presented a total of five essential elements of the research contents. The above five essential elements reflect the procedures and plans for establishing a lifelong education support system for the individuals with disabilities at Chosun University in the context of the roadmap. The results of this study will be examined in

detail in the following sections, but the elements of major (department), extracurricular education, and regional linkage infrastructure were emphasized in common. The viewpoint emphasized by experts was interpreted as the result of the five elements presented by the experts.

### **3. ROADMAP FACTORS FOR THE ESTABLISHMENT OF SUPPORT SYSTEM FOR LIFELONG EDUCATION FOR THE INDIVIDUALS WITH DISABILITIES IN CHOSUN UNIVERSITY**

#### **3.1 Maintenance and Convergence of Major (Department) Units**

In order to establish a system for supporting lifelong education for the individuals with disabilities at Chosun University, the approach of major (department) units should be considered first. The efforts to look at the direction of establishing the support system for lifelong education for the individuals with disabilities should be preceded by the establishment of a major (department) that can define and conceptualize lifelong education for the individuals with disabilities at an academic level. The possibility and plan that the knowledge and technology of the lifelong education field of the individuals with disabilities can be converged and utilized should be reviewed, focusing on the major profiles operated by the current related departments. The major profile of related departments is a reasonable basic motivation and foundation for establishing a university-based lifelong education support system for the individuals with disabilities. Since the academic foundation of lifelong education for the individuals with disabilities is the key to which perspectives of education and welfare can be formed as a linkage basis, convergent work of selecting and improving related majors (departments) is very important.

If the academic foundation of lifelong education for the individuals with disabilities is embodied according to the educational perspective, the special education department may be considered primarily within Chosun University. Next, if the academic foundation of lifelong education for the individuals with disabilities is formed according to the perspective of welfare, the Department of speech-language therapy and Social Welfare can be considered within Chosun University. Finally, efforts to materialize the perspective for forming the academic foundation of lifelong education for the individuals with disabilities in terms of classification of education and welfare should be preceded first.

#### **3.2 Extracurricular Education: Development and Operation of Department-led Regional Linked Education Programs**

Although the establishment of a lifelong education support system for the individuals with disabilities is expected to be focused on organizations such as special education and speech-language therapy in Chosun University, extracurricular education should be considered important because related major curriculums are not actually organized. Extracurricular education means activities other than regular classes, but it is a very necessary base for activating the knowledge and technology of lifelong education for the individuals with disabilities at a pilot level, focusing on special education and speech-language therapy in Chosun University. Through this, it is possible to prepare the possibility and application strategy to specialize in the lifelong education field of the individuals with disabilities in Chosun University, and to grasp the actual demand of the students.

In the context of the convergence majors such as special education, speech-language therapy, and food and nutrition, procedures and efforts to deal with the theory and practice of lifelong education for the individuals with disabilities can be realized through extracurricular education. According to the above aspect, Chosun University needs to construct a convergent curriculum that can deal with the theory and practice of lifelong education for the individuals with disabilities, focusing on special education and speech-language therapy, and

it is possible to develop contents that can implement extracurricular education programs according to related curriculum elements. Chosun University should promote the development and operation cases related to this for many years.

### **3.3 Introduction of Major Subject through the Linkage of Extracurricular Programs**

If Chosun University has accumulated the cases and effects of actively applying the knowledge and technology of lifelong education for the individuals with disabilities to students through the multi-year extracurricular education program, the above results need to be introduced as a major subject as well as in the category of extracurricular education. As discussed above, the project to run pilot subjects related to lifelong education for the individuals with disabilities should be promoted in connection with the major curriculum of some departments (special education departments, speech-language therapy departments, etc.) that established the academic foundation of lifelong education for the individuals with disabilities within Chosun University. The subject of lifelong education for the individuals with disabilities, which is piloted in this way, not only promotes the activation of the extracurricular education programs discussed above, but also opens up the possibility that the area of the major in lifelong education for the individuals with disabilities can be expanded into various forms and procedures within Chosun University. In order to ensure stable systematization of lifelong education for the individuals with disabilities, which is sought as the nature and location of the department-led department at Chosun University, it is necessary to expand to the category of curriculum centered on subjects along with extracurricular education. In general, Chosun University should prepare various activities focusing on major subjects for the development of lifelong education for the individuals with disabilities in the character and location of department-led based on extracurricular education.

### **3.4 Opening Cooperative Courses for Universities and Graduate Schools, Including the Selection of Core Departments**

In order to establish a lifelong education support system for the individuals with disabilities, Chosun University should not limit its efforts to open and operate major subjects and extracurricular education programs in terms of educational innovation. Some selected departments such as special education department and speech-language therapy department require more active leadership in the field of lifelong education for the individuals with disabilities. The answers can be relatively different depending on the interests and needs of Chosun University officials. However, there are answers that can be considered universally in terms of academic concepts and foundations in the field of lifelong education for the individuals with disabilities. In other words, the lifelong education field for the individuals with disabilities has a foundation that can be applied in the mutual connection between the viewpoint of education and welfare, but the main character and context correspond to education. Therefore, special education departments can be considered as the major departments that can build the major fields of lifelong education for the individuals with disabilities in Chosun University.

Unlike the general lifelong education field for non-individuals with disabilities, the perspective of education is given priority because the lifelong education field for the individuals with disabilities is applied to the contents and methods extended from the quality of life such as independent living and adult society integration of the adult with disabilities in connection with the basic curriculum dealt with in the special education centered on school age. Under such universal preconditions, the special education department of Chosun University should secure the professional capacity to promote primary leadership. In addition, it is important to consider the expertise of other departments such as speech-language therapy, social welfare, and food and nutrition from the welfare perspective in terms of a cooperative multidisciplinary approach. Accordingly, Chosun University should establish a model and strategy to open and operate a convergence major in lifelong education

for the individuals with disabilities as a cooperative course with special education department. Extracurricular education programs and major courses on lifelong education for the individuals with disabilities, which are considered above, are the basis for practicalizing the cooperative process.

### **3.5 Establishment and Operation of Lifelong Education Program for Local Individuals with disabilities Persons Centered on Lifelong Education Centers affiliated with Universities**

The bases of extracurricular education programs, major subjects, and departmental cooperative courses (convergence majors) for lifelong education for the individuals with disabilities, which were developed and operated mainly in the special education department, have the advantage of expanding the scope of Chosun University to provide lifelong education for the individuals with disabilities in the region. The dimension that Chosun University establishes and operates extracurricular education programs, major subjects, and departmental cooperative courses (convergence major) in relation to the field of lifelong education for the individuals with disabilities is that the professional capacity to provide lifelong education to the individuals with disabilities in the area, which is the actual consumer of lifelong education for the individuals with disabilities, is guaranteed. Therefore, Chosun University should build the contents and methods to educate the independent life of the individuals with disabilities in the region at the level of long-term curriculum and educational programs, and make efforts to apply the results of the construction at the affiliated lifelong education center, which is an internal related infrastructure.

Lifelong education curriculum for the individuals with disabilities in the region can be developed in connection with the knowledge and technology of extracurricular education programs, major subjects, and departmental cooperation courses organized within Chosun University. In particular, the lifelong education field for the individuals with disabilities, which should be organized for the individuals with disabilities in adulthood in connection with the special education curriculum centered on school age, should be presupposed to procedural measures for long-term contents, teaching and learning support, and performance management. These preconditions can be realized through the Lifelong Education Center of Chosun University, and also a passage for local individuals with disabilities people to approach the lifelong education curriculum for the individuals with disabilities under the nature and context of the long-term education support system can be formed. Finally, Chosun University should establish long-term curriculum standards and guidelines for the individuals with disabilities in the region, and also establish an operating system that can apply them for many years.

## **4. CONCLUSION**

This study examined the strategies to be pursued in order to establish a lifelong education support system for the individuals with disabilities at Chosun University in the roadmap level according to the sequential procedure flow. Currently, Chosun University is notable to establish a lifelong education support system for the individuals with disabilities, so there is a limit to clarifying the specificity related to the research contents. However, it is necessary to judge which components are needed to be linked and applied in order to establish a lifelong education support system for the individuals with disabilities within Chosun University. This study is a basic study to find out the related research contents and has value and significance. The two conditions that should be premised in the conclusion dimension are presented as follows in order to activate the research contents discussed above.

First, it is necessary to conclude a business agreement with a university that actively builds related infrastructures to establish a lifelong education support system for the individuals with disabilities at Chosun University. In the current composition, not only the inside of Chosun University but also the academic foundation and practical cases of lifelong education for the individuals with disabilities were activated in Gwangju and Jeonnam area where Chosun University is located. Accordingly, it is necessary to have a partner

university that can co-exist and collaborate with Chosun University by serving as a guide to revitalize the lifelong education field for the individuals with disabilities at Chosun University. For example, Daegu University, which is actively opening and operating higher education and lifelong education programs for individuals with developmental disabilities in the region, can be a good partner.

Second, Chosun University needs to cooperate with local related organizations in order to activate the establishment of lifelong education support system for the individuals with disabilities in terms of local linkage, not staying at the internal level. Local related organizations include welfare centers for the individuals with disabilities, lifelong education centers for the developmental disabilities, major courses. The lifelong education infrastructure for the individuals with disabilities built by Chosun University has the responsibility to coexist with related organizations in the above region.

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