



Enhancing the Schooling Level of the Special Higher Education and Perfecting the Disabled People Higher Education System

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Abstract

It is the urgent problem to quickly develop the graduate education of disabled college students for Chinese special higher education. Through the comparison of the foreign and domestic disabled graduate education actualities, we should constitute the postgraduate cultivation scheme and the education layout which could not only possess Chinese characteristics, but also accord with the development tendency of the world disabled postgraduate education through deep investigation researches, increase the outlay investment, develop the experimental unit engineering in special education colleges, recruit disabled students and sharing education resources in the postgraduate education of common colleges, make Chinese disabled people higher education develop to the elite education and the popular education at the same time, and form the system in the world to adapt for the demands of Chinese economic construction and social development to the super disabled professional talents.

Keywords: China, Special higher education, Postgraduate education

1. Introduction

Chinese special higher education has experienced 20 years' course, and the special higher education colleges have cultivated thousands predominant disabled talents who have made predominant contributions on their own work posts, and in these graduates, there are members of National Committee of CPPCC, college teachers, college leaders, national and provincial prominent teachers, prominent professional talents who won the prizes in the country or in the world, cadres working in national or provincial institutions, and many prominent talents who studied abroad and obtained the master degrees and doctor degrees, and some of them kept on working in American special colleges and enterprise, and some of them returned and worked in China. The proportion of these predominant talents exceeds 30% of the total disabled graduate amount, and various-level leaders, foreign and domestic experts and medias all praised they were the first-class talents.

With the quick development of Chinese special higher education and the experiences obtained in the disabled people higher education, to enhance the schooling level of special higher education and quicken the development of the disabled postgraduate education is the urgent problem for the present Chinese special higher education, and the bottleneck problem that China reforms the special higher education structure and integrates the international education. At the same time, it is the important task to realize the education equity, share the education resource and establish the harmonious society, and the fill the blank of the postgraduate education in Chinese special higher education. Just as what the vice president of CPPCC, Deng Pufang said, "We are not to fill the blank, but we have bases and conditions to develop the postgraduate education when we have accumulated 15 years' special higher education", when he interviewed with the leaders of Changchun University.

2. Actualities of foreign and domestic disabled postgraduate education

2.1 Actuality of Chinese disabled postgraduate education

(1) Since 1978 when China resumed the postgraduate enrollment system, "the amount of full time undergraduate

increased from 10,000 in 1978 to 370,000 in 2005, and the accumulated number achieved 2.2 millions (Jiangying, 2006, P.29)”.

(2) Comparing with common higher education, Chinese special higher education lags obviously. According to the Second Spot Check of Chinese Disabled People, there were 82.96 million disabled people at present (The 2nd Handicapped Spot Check Office, 2007, P.2) which including 0.6 million disabled people in various-level colleges (Gan, 2004, P.1). Up to now, there are 12 higher colleges which can accept disabled people (Chinese Special Education Seminar, 2007,P.1), and the famous colleges include the Special Education College of Chuangchun University, the Second Medical Department of Shandong Binzhou Medical University, the Deaf College of Tianjin University of Technology, the Special Education College of Beijing Union University, and these colleges enroll about 1000 students every year (China Disabled People Union, 2006, P.32-33), but there are not the education level of postgraduate at present, so it is not proportional with the postgraduate education in general higher education, and it is still the blank of the higher education of disabled people in recent 20 years.

(3) The Special Education College of Chuangchun University founded in 1987 begun to declare the award authority of master's degree for the Education Ministry in 2002, and it declared the authority again in 2005, but it was not authorized as yet. The National Federation of the Blind and the member of National Committee of CPPCC, Mr. Gan Bolin put in the overture twice in the Second Session of the Tenth National People's Congress and the Third Session of the Tenth National People's Congress, and Deng Pufang and Zhang Haidi and other 11 commissioners signed on the overture. The representative of National People's Congress, Mr. Hua Zhuxin put in the overture again in 2007, and he appealed to quicken the disabled postgraduate education.

(4) Because there is no the disabled postgraduate education level in China, the disabled graduates can not obtain the further education, and they have to study abroad. Up to 2003, “Chinese deaf students who studied for the doctor's degree and the master's degree in American Rochester National Technological Institute for The Deaf and the Gallaudet University achieves about 30, and other about 10 blind students study for the master's degree abroad (Gan, 2004, P.3)”. At the same time, there are quite many students who can not study abroad and loss the opportunity of further education because of economic reasons. At present, more and more students in various special education schools and graduated students run up for the postgraduate education, but Chinese disabled higher education can not fulfill their demands.

2.2 Actuality of foreign disabled postgraduate education

(1) Chinese disabled postgraduate education developed very slowly than foreign countries, and the foreign disabled postgraduate education has about tens histories. “There are about 15,000 students in American Rochester Deaf Technological Institute including 1,200 disabled students (Gan, 2004, P.3), and about 400 deaf students with healthy students study for the undergraduate courses and graduate courses in six colleges, and the specialties are very extensive, and they include the information technology, the computer software design and development, the computer arts, the photograph technique, the biology, the chemistry and the medical technology, and the American finger language-English interpretation specialty and middle deaf education master's degree item enroll in health students and deaf students at the same time (Zhang, 2002, P.287)”.

(2) American Gallaudet University is the first university which specially sets up the undergraduate course, graduate course and doctor course for deaf students and students with hearing loss in the world. The doctor course of the special education of the graduate college is in the department of administration management, and the doctor course of the deaf education is in the department of education. The Communication College can award the arts master's degree of the translation and linguistics, the doctor's degree of speech -language pathology and the doctor's degree of clinical pathology. And the College of Arts and Sciences and Technology can award the master's degree of the social work, the master's degree of school psychology and the doctor's degree of clinical psychology.

(3) Japan is also the country with developed special education, and the disabled students are allowed to apply for the postgraduate in common colleges. The highest school of Japanese special education is the University of Tsukuba which was founded in 1987, and it was authorized to develop the graduate education in 2006, and it begun to apply for the award authorities of the master's degree and the doctor's degree in 2007. And Japanese Ministry of Education, Culture, Sports, Science and Technology has accepted the application which might be authorized.

3. Meanings that China develops the disabled postgraduate education

3.1 It is the necessary requirement to perfect Chinese higher education system

To develop the disabled graduate education can perfect Chinese disabled higher education system, solve the urgent problems that the graduates of special education colleges can not accept further education, and fill the blank meaning in Chinese education history. At the same time, the perfection of disabled higher education is the real perfection of the whole Chinese education system.

3.2 It is the embodiment to realize the education equity, share the social education resource and constitute the harmonious society

With the development of social economy and the expansion of the higher education scale, the demand of higher education are more and more increasing, so many problems about the higher education, especially for the equity of the disabled higher education, are more and more being the focus. Therefore, the development of the disabled postgraduate education is the important embodiment to implement the policies of Chinese Communist Party Central Committee about enhancing the quality of feeble group and emphasizing disabled people careers, realize the education equity, share the social education resources and establish the harmonious society.

3.3 It is the effective approach to fully dig disabled people's potentials according to the cultivation target of higher education

The fifth article of "Law of Higher Education of People's Republic of China" regulated that "the task of higher education is to cultivate the super professional talents with innovational spirit and practical ability, develop the scientific technology and promote the construction of the socialism modernization (Zhang, 2002, P.37)". Therefore, it is the effective approach according with the cultivation target of Chinese higher education to enhance the schooling level of disabled higher education, fully dig the intelligences and potentials in disabled people, and increase talents with high quality for Chinese economic construction.

3.4 It is the objective requirement of the social and economic development in present China

The advent of the knowledge economy changes the competition of present society into the competition of scientific technology, the competition of knowledge and the competition of talents, and this sort of competition offers wide stage for the employment of disabled people, and requires high quality for disabled people, and brings more pressures for the employment of disabled people. The data showed that "in Chinese disabled people, the amount that the disabled people depend on family or nation or collectivity occupied 70% of the total amount, which is very close with the proportion between the disabled illiterate people and half illiterate people (Study Group of "Disabled People Higher Education Research" of Shandong Provincial Binzhou Medical University, 2000, P.50)." That indicated it was impossible for disabled people to get rid of the independence without the education, and the disabled people with higher education would obtain more employment opportunities, higher employment level and more incomes. Therefore, the higher-level education is the essential approach for disabled people to completely depend. If the disabled people will not accept more and higher level education than healthy people, they will face more difficulties and bigger resistances in the employment. It is more and more important to accept higher-level education for disabled people, and it is the objective requirement of the social advancement to quicken the development of the disabled postgraduate education.

4. Possibilities that China develops disabled postgraduate education

4.1 Abundant special education experiences have been accumulated in 20 years' course of disabled people higher education

Through 20 years' development, Chinese disabled higher education begins to possess initial scale and the quality of the teacher team is higher and higher. Taking the Special Education College of Chuangchun University as the example, the College has 4 professors, 18 associate professors and 23 instructors. The teaching management experiments in various special education colleges are abundant, and to properly develop the education of the postgraduate layer can not only fulfill the practical demand of the actuality, but can promote the development of the original disabled graduate education.

4.2 Sufficient guarantee of student sources

According to the investigation, whether the school students or the graduates, they all want to accept further education. Until the late of 2005, the disabled school students in colleges achieved about 5,000 (China Disabled People Union, 2006, P.32-33). If we develop the disabled postgraduate education in China, it is very helpful for the disabled higher education and the whole disabled people, and it is very important and urgent to develop the education of the disabled postgraduate, and it can be done completely.

5. Main factors to limit the development of Chinese disabled postgraduate education

5.1 Old opinions are main obstacles to quicken the development of disabled postgraduate education

Because of the influences of old concepts, there are still the phenomena that some people ignore even discriminate disabled people with different extents, which are very obvious to develop the disabled higher education. Some people even think that the disabled people haven't the quality to accept the postgraduate education, and it is the waste of the national education resource. The disabled postgraduate education is the important part of disabled higher education and the disabled people occupation. And it is also the important part of Chinese higher education, and it is the symbol of social civilization and advancement to develop the disabled higher education which is the responsibility of the nation and the whole society. To quicken the develop the disabled postgraduate education, eliminate the old concept, and

establish the new disabled people development view, are the objective requirements to develop the career of disabled people and the objective requirements to quickly develop Chinese higher education.

5.2 The outlay devotion is not sufficient, the teaching establishment is simple and the teaching measure is lagged

The disabled people education needs more assistant establishments, measures and outlays than general education. At present, the special education colleges supported and authorized by Chinese Disabled People Federation and Chinese Education Ministry all lack in outlays seriously, and the teaching conditions and teaching establishments are not perfected, and the teaching measures are lagged, which can not fulfill the requirements of modern teaching and disabled students, and it is difficult to develop the disabled postgraduate education.

6. Measures to solve the problems in the disabled postgraduate education

6.1 Deeply develop the investigation research, use foreign experience for reference and constitute the implementation project of Chinese disabled postgraduate education

There are different situations in China, and every university is a special individual which has the irreplaceable status comparing with other universities. Therefore, the constitution of Chinese disabled postgraduate cultivation plan should not simply imitate and copy the experiences from other countries. We should constitute the scientific and reasonable disabled postgraduate cultivation plan and education layout which can not only reflect the characteristics of Chinese disabled postgraduate education but follow the development tide of world disabled postgraduate education. To confirm the disabled postgraduate cultivation target, talent cultivation mode, teaching method and measures, academic research direction and social service mode, the function of the disabled postgraduate cultivation system in different higher colleges, can make Chinese postgraduate education develop independently in the world, adopt the demand of Chinese economic construction and social development for super disabled professional talents, and follow the harmonious development of Chinese higher education.

6.2 Make experiments of disabled postgraduate education in the special education colleges according with the conditions

China has possessed basic conditions and abundant higher special education experiences to cultivate the disabled postgraduates in many aspects such as scientific research, teaching and service, and the teachers and students all possess stronger innovational ability. Taking the Special Education College of Chuangchun University as the example, in recent three years, teachers assumed about 30 above provincial scientific research and teaching tasks, and there were 9 national tasks. There were about 70 academic articles which included about 30 core journal articles, and there were about 10 teaching materials published. The productions of students of the arts specialty have been showed in US and Japan, and they are recognized by foreign and domestic artists in the same industry. There were about 20 graduates to study for the master's degree abroad. So we can first develop the disabled postgraduate education experimental unit in such special education colleges according with the conditions, and gradually extend and perfect the system of Chinese disabled people higher education.

6.3 Constitute corresponding laws and regulations, establish the support system in common colleges, enroll disabled students according with the conditions and share the education resources

In the work to develop the disabled postgraduate education, we should break through the requirements about the subject attribution of disabled postgraduate education, the master degree and the doctor degree. The present disabled graduate education subjects include medial science, arts and computer, and we should constitute corresponding laws and regulations to enroll in disabled students, share the education resources and reduce the schooling cost of disabled postgraduate education in the postgraduate education of general colleges. For example, combining with teaching materials, American Gallaudet University developed the disabled postgraduate education in many domains such as literature, engineering and management. The sixth article of "UN Disabled People Equity Opportunity Standard Rule" not only affirmed the equal education chance of disabled children, young people and adults, but further put forward the education of these disabled people should in the school environment with the integration of disabled students and other students or in the general colleges (Chen, 2004, P.14). The inclusive education in Chinese higher education has experienced the initial stage, and the material inclusive education has been developed in the special education colleges or other colleges. If the effect is good, we can extend the subject of disabled postgraduate education, and offer wider domain for disabled graduates to make them study more knowledge, and make larger contributions for the disabled people.

6.4 Offer necessary capital support for the colleges incepting disabled postgraduate, and encourage colleges to develop the disabled postgraduate education

Comparing with general education, the special education needs more devotion, so the government should offer necessary capital supports for disabled students to study for the postgraduate course, and encourage and advocate colleges to develop the disabled postgraduate education. However, except for few developed countries, most developing

countries lack in outlays. “Chinese Education Reform and Development Compendium” regulated that “various-level governments should treat the disabled people education as the important part of the education, and adopt various forms such as holding the disabled people schools or enrolling in disabled students in general colleges to develop the disabled people education, and the governments should also gradually increase the outlay of special education and encourage the social powers to hold and donate the schools, and support the disabled colleges and enterprises (Zhang, 2002, P.140).” Therefore, to develop the disabled postgraduate education, we should give priority to the government devotion, and assist with social endowments, encourage the social power to hold the schools with the government for the serious deficiency of the higher education capitals. We should strengthen the assistant system of the disabled postgraduate education social service system, make the research results of disabled people better feed back the society, exert more functions in the social economic construction, and obtain more supports from the society and the government.

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