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**Faculty of Education**  
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**Comparative Research on Special Education Degree Plans  
between Czech Republic and Mainland China**

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## **Declaration of originality**

I (ID number 80052100) declare that the dissertation entitled “Comparative Research on Special Education Degree Plans between Czech Republic and Mainland China” and submitted as partial requirement for Ph. D. study program of Special Education is my original work and all the sources in any form that I have used or quoted have been indicated and acknowledged in the texts as well as in the list of references.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Acknowledgement

First and foremost, I would like to thank my dear mother who encouraged me to probe into questions about the world and learn step by step from my very young age to now and for her supporting me to study abroad as well as her understanding my absence to perform the duty as a son.

Secondly, I would like to express my heart-felt thanks to my respected teachers who have given me a lot of help and guidance throughout my formal education. My special thanks go to Dr. Kateřina Vitásková, my supervisor, who has all the time encouraged and helped me for my four-year PhD study and research; to Prof. Miloň Potměšil and Prof. Xiaoming Huang at Palacky University, who have given me a lot of help and advices about application and research of PhD study; to Prof. Dingchu Wu at Sichuan Normal University, who has given me endless help in the study and research. In addition, there are a lot of helps that I have received from the other teachers in Faculty of Education at Palacky University, Sichuan Normal University and Auburn University at Montgomery, etc. Thank you for your selfless guidance and help in the whole study process.

Thirdly, I would like to thank my dear classmates and friends who I have met with in the past learning life at home and abroad. Especially, you have given me lot of helps, encouragement and happiness in four-year learning and research abroad. I will forever remember the four-year happy time with you.

Finally, the greatest gratitude must be for my family. With their special support and encouragement to my study and life, my wife and son have given me infinite energies and helped me smoothly finish four-year life abroad. Their love and encouragement will be in my heart forever.

Last but not the least, I would like to express my sincere gratitude and best wishes to all those who have helped and encouraged me in my learning, research and living in the past years.

## **Abstract**

Special education degree plan in university is the important official document about the content and process of training special education teachers; the core factor of special education degree program; the legal manual of the educated, educators and managers engaged in special education major; and the quality assurance for special education and the individuals with special needs (ISN).

At present, although great progress has been made in theoretical research and practice about teacher education for ISN in Czech Republic and People's Republic China (PRC), there is still no comparative research about special education degree programs or plans between the two countries. At the meantime, there are about 10 Czech universities with special education degree programs and more than 5600 enrollments each year and only 51 Chinese Mainland universities with that and more than 3100 ones each year, however, the number and quality of special education degree programs and special education teachers cannot yet meet diverse special needs for basic special education and the individuals with or without disorders. Therefore, it will have important theoretical and practical values to deeply probe into special education degree plans in Czech Republic and PRC.

The purpose of the research is to show the features of special education degree plans in Czech Republic and Mainland China. By means of mixed research methods uniting qualitative with quantitative research, the research has systematically investigated the status of special education degree plans in Czech and Chinese Mainland universities; compared their similarities and differences in focus fields, training purposes, curricular systems, training methods and evaluation systems; deconstructed their strengths, weakness, and challenges; and reconstructed the basic features of special education degree plan in future university and practical strategies of special education degree plans in future Czech Republic and PRC.

Investigation shows that Czech Republic has set up more open, higher-level and more complete teacher education for ISN and special education degree programs, and more open, diverse and reasonable degree plans than Mainland China; and there are not only some similarities and differences between them, but also their own strengths in focus fields, training purposes, curricular systems, training methods and evaluation

systems. On the one hand, special education degree plans in Czech Republic have paid more attention to applied fields with a few foreign languages; training multi-level professionals; diverse and open curricular systems balancing compulsory with compulsory elective, elective courses and theoretical with practical ones; diverse and intuitive methods with more attendance of the educated, self-learning, online learning and international communication; and process evaluation with more oral exams and unified credits; etc. On the other hand, special education degree plans in Mainland China have put great emphasis on theoretical fields; training applied professionals with all-around development; curricular systems with diverse course types and more compulsory courses and theoretical ones; class instruction with more attendance of the educators; and summary evaluation with more final written exams and specific requirements in dissertation words and published works; etc.

At the same time, special education degree plans in Czech Republic and PRC still have some weaknesses in focus fields, training purposes, curricular systems, training methods and evaluation systems; and are facing up to imperfect internal design and insufficient external support.

As for above reasons, after deeply reflecting reality of special education degree programs in Czech Republic and PRC and fully learning from the related theory about program evaluation, special education, teacher education for ISN, etc., the research believes that special education degree plan in university should have some basic features such as propriety, humanism, flexibility, transparency, informatization, feasibility, etc.; and then thinks that it will be very necessary to further strengthen the legality/ rationality/ equality, diversity/ inclusion/ lifelong, changeability/ timeliness/ innovation, openness/ internationalization, computerization/ networking, and pertinence/ practicability/ effectiveness of special education degree plans in Czech Republic and PRC.

**Key words:** Special education; Degree plan; Degree program; Special education teacher; The individuals with special needs (ISN); Teacher education for ISN.

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# Introduction

Special education degree plan in university is the important official document about the content and process of training special education teachers; the core factor of special education degree program; the legal manual of the educated, educators and managers engaged in special education major; and the quality assurance of special education and the individuals with special needs (ISN) <sup>①</sup>.

At present, although the researchers have focused on the history, status, problems, causes and strategies of teacher education for ISN and some of them have involved in focus fields, purposes, courses, methods and modes of special education study programs in Czech or Chinese universities, there is still no comparative research about special education degree programs or plans between Czech Republic and People's Republic of China (PRC) <sup>②</sup>. At the meantime, it is true that great progresses have been made in quantity and quality of teacher education for ISN in Czech Republic and PRC; however, some universities have still thought less of designing, updating and improving special education degree plans, and total number and quality of special education degree programs in universities cannot yet meet the more and more special education needs and some of special education schools are facing up to shortage of high-quality special education teachers in Czech Republic and PRC. Therefore, it is very imperative to further research teacher education for ISN, and especially probe into special education degree plans in Czech and Chinese universities.

The chapter will mainly introduce the research origin, statement, review, values, purposes, questions, object, methods and structures.

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① The phrase “the individuals with special needs” will be referred as ISN thereafter.

② People's Republic of China will be referred as PRC thereafter.



## Research origin

Researches originate from problems, which result from and surpass the life. The research mainly results from the following facts.

### **Practical urgency for more and more high-quality special education degree programs and plans in Czech Republic and PRC**

Special education degree plan in university is the important official document about the content and process of training special education teacher with degree; the core factor of special education degree program; the legal manual of the educated, educators and managers of special education major; and the important assurance of special education and ISN. With inclusive education and more and more diversely special education needs, special education schools are longing for more and more high-quality special education teachers. Investigation shows that there are more than 70 universities with degree programs and about 10 ones with special education degree programs in Czech Republic, which have still imbalance in regional distribution (see Table 1-1)<sup>①</sup> and imperfect degree plans and educational quality (Dvořáková & Smrčka, 2013; MEYS, 2014; MEYS, 2015, pp.14; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c); and more than 2800 universities with degree programs and only 51 ones with special education degree programs and about 3176 enrollments each year in Mainland China, which have insufficient enrollment size and imbalance in regional distribution (see Table 1-2)<sup>②</sup> and unsatisfied degree plans and educational quality (Zhao, 2008; Liu, 2010a, pp.29-30; Zhu, 2010; Li, 2011b; Cheng, 2013; Liu, 2013; She, 2013; Wang, Li, Mo & Zhang, 2013; Zhang, 2013a; Lei & Zhu, 2014; Li, 2014; Chi & Shen, 2015; Zhang & Ren, 2015; Li, 2017) . At the meantime, some of special education schools in Czech Republic are still facing up to “serious attrition” and shortage of high-quality of special education teachers (Strnadová & Topinková, 2010;

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① Special education degree programs in Czech Republic are mainly distributed in 9 public universities and 1 private one (Retrieved from <http://dsia.uiv.cz/omz3.html>)

② Special education degree programs in Mainland China are mainly distributed in 18 comprehensive universities, 28 normal/ teacher education ones, 4 sport ones and 1 medical one (Retrieved from <http://gaokao.chsi.com.cn/zyk/zybk/schools.action?specialityId=73383295&ssdm=>)

Potmesilova, Potměšil & Roubalova, 2013; Rybová & Kudláček, 2013; Bendová & Fialová, 2015; MEYS, 2015, pp.11; Šmelová, Ludíková, Petrová & Suralová, 2016); and those in PRC usually have “insufficient quantity”, “lower quality” and “structural imbalance” of special education teachers (Xu & Xiang, 2010; Wang, Zhao & Wu, 2011; Fu, Hou, Liu & Zhang, 2012; Wang & Xiao, 2012, pp.273; Gu, Yang & Jiang, 2014; Li & Potměšil, 2014; Wang, 2014b; Ding, 2015; Lei, 2015; Wang, Zhu & Tang, 2015; Li, 2016b). Therefore, it will be very necessary to further probes into special education degree plans in Czech Republic and PRC so as to increase the number and enhance the quality of special education degree programs and special education teachers.

### **Theoretical desires for deeper and deeper research about special education degree programs and plans in Czech Republic and PRC**

Practice is the basis of theory; and theory is the mentor of practice. Some researchers considered that the business of theorizing is not simply necessary in special education, but is inevitable (pp.2); at the same time, it is not a linear progression towards some unequivocal truth, so much as a continuing process of realignment between values, beliefs and assumptions (Clark, Dyson & Millward, 2005, pp.171). However, literature analysis shows that the researchers have mainly involved in the focus fields, courses, and teaching methods of special education degree programs in Czech Republic and the focus fields, training purposes, curricular systems, training methods and modes of special education degree programs in PRC; and there is less systematic analysis about special education degree programs in Czech or Chinese universities and no comparative research on special education degree programs or plans. Thus, it will be very useful to further research special education degree plans in Czech and Chinese universities so as to deepen theoretical research on teacher education for ISN and provide better guidance for their future practice.

### **Stronger and stronger personal interest in teacher education for ISN**

Graduated from Sichuan Normal University in 2002, the researcher began to be engaged in teaching and management of teacher education at Yibin University, where he had, from 2003 to 2013, served as assistant and associate dean in Faculty of Teacher Education and devoted himself to the reform and research of teacher

education. Especially, *Exploration about “2.5+1.5” mode of teacher education at Yibin University* was awarded third prize of outstanding teaching achievement by Ministry of Education in Sichuan province in 2014<sup>①</sup>. At the meantime, investigation shows that America has at least 237 universities with special education degree programs, including 200 bachelor degrees, 214 master degrees (36 without bachelor degree), 129 doctorate degrees (1 without bachelor and master degree) and 54 educational specialists; and special education degree programs in many universities have usually provided the learners and researchers open, detailed degree plans and handbooks (Li, 2015b). Although special education degree programs in Czech Republic are better than those in Mainland China in quantity and levels, it is very necessary for them to learn some experiences from America. Evidently, with some practices and research about teacher education for ISN, the researcher has not only been familiar with special education degree programs in America, Czech Republic and PRC, but also further understood the importance and necessity of degree plans in training the special education teachers. Thus, after receiving admission for PhD study program of Palacky University in 2013, the researcher had, without hesitation, made up mind in doing deeper research about special education degree programs and plans in Czech Republic and PRC.

In one word, the research originates from not only practical and theoretical needs but also stronger individual interest.

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① “2.5+1.5” means that the students in normal colleges and universities learn common and professional courses from the first to fifth semester and learn teacher education courses from the sixth to eighth semester.

## **Research statement**

Special education teacher is the core factor and quality assurance of special education, and special education degree plan is the important assurance of training special education teacher. At present, special schools in Czech Republic and PRC still have a high demand of higher-quality special education teachers and some of them are facing up to some practical difficulties in their retention and provision. The research will try to deeply probe into special education degree plans so as to provide some experiences for theory and practice about teacher education for ISN and basic special education in future Czech Republic and PRC.

### **Research framework**

The research mainly compares the features of special education degree plans between Czech Republic and Mainland China and will involve in “What is the research object?”, “How will comparative research be done?” and “What is the final aim of research project?”.

#### *First, what is research object?*

Research object is special education degree plan in university, which is the important official document about the content and process of training special education teachers with degrees; the core factor of special education degree program; and the manual of the educated, educators and managers engaged in special education major. At present, special education degree programs have usually involved in associate bachelor, bachelor, master, specialist and doctoral ones in the world (Li, 2015b); and those in Czech Republic and PRC mainly involve in bachelor, master and doctoral degrees. Thus, the research will mainly probe into the special education bachelor, master and doctoral degree plans in Czech and Chinese universities.

At the meantime, special education degree plans in American universities mainly involve in lengths of academic years, professional fields, training purposes, admission requirements, curricular structures and calendars, teaching practice and requirements, graduation requirements (including number and levels of credits, requirements of dissertation, etc.) and career options (Li, 2015b). Similarly, those in Czech Republic usually involve in program types, modes, admission requirements, focus fields, training purposes, lengths of academic years, curricular systems (such as course types, structures, calendars, aims, credits, content, teaching and evaluation methods, the educators, etc.), and graduation requirements (such as credit

requirements, dissertation requirements, publications, etc.) (ACCR, 2016a); and those in PRC do admission requirements, training purposes, lengths of academic years, curricular systems (such as course types, structures, credits, and calendars, test methods, etc.), degree requirements (credits, dissertation, professional qualities, publications, etc.) and career options (MEPRC, 2013). Thus, the research will mainly investigate the status about focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans in Czech Republic and PRC (see Table 1-3).

*Second, how will comparative research be done?*

Mixed research methods include qualitative and quantitative methods in design, data collection and analysis (Teddlie & Tashakkori, 2002). By means of mixed research methods, the research will show the status and reflect the features of special education degree plans in Czech Republic and Mainland China. On the one hand, the research will mainly show the status of special education degree plans in Czech Republic and Mainland China by means of literature analysis, questionnaire investigation, case study, etc.; on the other hand, the research will deeply analyze the similarities and differences, and strengths and weaknesses of special education degree plans in Czech Republic and Mainland China by means of comparative research, program evaluation, etc. Thus, by means of the related theories on mixed research methods, the research will investigate the status, compare and analyze the features of special education degree plans in Czech and Chinese Mainland universities, and finally put forward some practical strategies about that in the future.

*Third, what is the final aim of research project?*

Program evaluation is conducted to answer the question who needs to know what about a program, when, in what format, and with what frequency (Mertens & McLaughlin, 2004, pp.22). Literature analysis shows that the researchers have mainly probed into basic features or evaluation standards about educational programs (Anderson & Arsenault, 2005, pp. 150-151; Yarbrough, Shulha, Hopson & Caruthers, 2011; UNESCO, 2015, pp.10); special education ones (Iovannone, Dunlap, Huber & Kincaid, 2003; SHRUSA, 2004; Arnesen, Allen & Simonsen, 2009); higher education ones (EC, 2009; Kopicová, 2010; Chládek, 2015); teacher education ones (Gordon, etc., 2009, pp.25; NAEYC, 2009; Sieber & Mantel, 2012; Fernández, 2014) and special education teacher preparation ones (Patton, Williams, Floyd & Cobb, 2003; Brownell, Ross, Colón & McCallum, 2005; Foster, 2006, pp.24; NCATE, 2010;

Ashby, 2012; Ergül, Baydik & Demir, 2013; Li, 2015b). However, there are fewer publications about the features or evaluation standards of special education degree programs or plans. Thus, after deeply reflecting the reality of special education degree programs in Czech Republic and PRC and actively learning from the related theories and practice on program evaluation, special education and teacher education for ISN, the research will deeply probe into the basic features of special education degree plan in university and finally put forward some practical strategies of special education degree plans in Czech Republic and PRC so as to further promote the reform and international communication and cooperation of special education degree programs in future Czech and Chinese universities.

### **Core concepts**

In the research, the core concepts mainly involve in “special education”, “special education teacher”, “teacher education for ISN”, “special education degree program” and “special education degree plan”.

#### *What is special education?*

“Special education” appears to have occurred at a presentation by *Alexander Graham Bell at National Education Association Meeting* in 1884 (Rotatori, Obiakor & Bakken, 2011, pp.1). At present, there are mainly two different definitions of special education including broad and narrow sense (Li & Vitásková, 2014). On the one hand, some researchers consider that special education is one kind of education for ISN from broad sense. For example, special education should be one kind of education, which could maximize the potential, knowledge and skills, morality and adaptive ability of the educated according to the physical and mental characteristics and educational needs of children with special needs, and by means of general or special teaching methods (Fang, 2005, pp.3); involves in health disability, health disadvantage and social disadvantage (Vrabcova, Vacek & Lašek, 2008); etc. On the other hand, some researchers consider that special education is only one kind of education for individuals with disabilities. For example, special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions and in other settings, and physical education (Friend, 2005, pp.4).

Learning from the above ideas, the research considers that special education is one kind of education for the ISN, and may be divided into basic special education and higher special education (Li, 2015d). The former is about preschool education, elementary education and secondary education for 0-18-year-old children with special needs and to make them become into the qualified citizens and help them understand the world and develop comprehensively; and the latter is higher education mainly for ISN with more than 18-year-old and make them become into special education professionals in basic schools or the other related institutions. Special education degree plan in the research is one of the important documents of higher education, and that for ISN is attached to the latter.

*Who is special education teacher?*

At present, the researchers considered that special education teachers may be characterized as relational experts who work in the boundary zones between school communities and other organizations and have hybridized special education-related professional networks (Tuomainen, Palonen & Hakkarainen, 2012); should further study some knowledge of psychopathology and grasp some skills of psychotherapy such as systematic desensitization therapy, removal of reinforcements, relaxation exercises, distraction techniques, free association and reflection, and so on and learn to adjust own behavior and emotion (Nolen-Hoeksema, 2011, pp.26-64); or develop the knowledge, skills and dispositions such as legal and theoretical foundations, development and learning characteristics, instructional strategies, classroom management, language, assessment, professional and ethical practice, and collaboration (Grskovic & Trzcinka, 2011); or knowledge for teaching, ability to apply knowledge to practice/ effective classroom management, a motivation to improve instruction and a sense of responsibility for the learning of students with disabilities and teaching efficacy (Leko, Brownell, Sindelar & Murphy, 2012); or professional competencies such as personal, evaluation and assessment, individual educational plan, communicating with families and technology use (Theeb, Muhaidat & Al-Zboon, 2014); or the loftily vocational ideals and good moral qualities, good personality, compound professional knowledge, adeptly professional skills and abilities (Wang, 2010; Zhu, 2010; Ding, 2015; Wang, Zhu & Tang, 2015); etc.

At the meantime, some institutes and organizations considered that special education teachers should not only have a solid grounding in the liberal arts curriculum ensuring proficiency in reading, written and oral communications, calculating, problem-solving, and thinking, but also possess a solid base of understanding of the general content area curricula such as math, reading, English/language arts, science, social studies, and the arts sufficient to collaborate with general educators (CEC, 2008, pp.20); must develop expertise to deal with contentious issues and address their own personal deeper values and attitudes (EADSNE, 2011, pp.63); etc.

In the research, special education teacher is the professional with richer knowledge, diverse abilities and positive attitudes, or higher professional autonomy, ethics and wits about special education; and his or her responsibilities are to be engaged in special education and promote the individuals with or without special needs growing healthfully and happily.

*What is teacher education for the ISN?*

Teacher education is the system about pre-service and in-service training for the teachers (Wang & Tang, 2004); and inclusive teacher education should promote professional values and attitudes, improve teacher competences, and promote educational quality (Holdsworth, 2010). In the research, teacher education for ISN is the higher education system about training of the special education teachers in the kindergartens, primary schools, high schools, colleges, universities and the other related institutions.

At the same time, teacher education for ISN has its own independent system, and might be classified not only from the longitudinal and cross-sectional, but also from the macro and micro perspective. On the one hand, it may include pre-service training and in-service training system of special education teachers from the longitudinal view; and the standards for the teachers' professional and vocational competency, teacher education institutions and curriculum, and teacher training quality from the cross-sectional perspective (Wang, 2007). On the other hand, it may involve in the schooling, investment and management system of teacher education at the macro level; and the internal structures and systems of the teacher education



institutions at the micro level (Zhu, 2007). In the research, special education degree program is mainly attached to pre-service teacher education for ISN and special education degree plan is one of management systems or documents of teacher education for ISN.

*What is special education degree program?*

Special education study program in university is the main way of training special education teacher with or without degree, and usually involve in content of study (aims of study, graduate's profile, graduate's job prospects, selection of compulsory courses, content of the state exam and proposed topics of the qualification theses), academic staff, information and technical resources, and scientific, research, development, artistic and other innovative activity (MEPRC, 2013; Li, 2015b; ACCR, 2016a).

At present, special education study programs in universities may be divided into degree and non-degree programs. The former is to get degrees, which usually include associate bachelor, bachelor, master, doctoral and specialist ones; and at present, mainly involves in bachelor, master and doctoral degrees in Czech Republic and PRC. Differently, the latter is only to get the diplomas involving in professional, undergraduate, postgraduate and postdoctoral education; and will not be granted any degree. Thus, the research will mainly probe into special education degree programs in Czech Republic and PRC.

In addition, special education study programs might be divided into pre-service training and in-service training ones. The former is to change the college student without job into the special education teacher, or manager or researcher in special schools and the other related institutions, and it is the main way of training initial special education teachers; differently, the latter mainly serves to the adults with the job and promotes their professional development, and it is the important channel of professional growth for special education teachers in basic schools and the other institutions. At present, pre-service and in-service training for special education teachers usually involve in both degree and non-degree programs, however, special education degree programs on pre-service training are the main forms of training special education teachers.

*What is special education degree plan?*

According to above analysis and present research, special education degree plan in university is the process and content design about training special education teachers with degrees, and mainly involves in focus fields, training purposes, curricular systems, training methods, evaluation systems, etc.; and it is the core factor of special education degree program, the important part of teacher education for ISN and the important assurance of professional development for special education teacher. Thus, special education degree plan could effectively service for the learning, teaching and management of special education major in university.

At present, some literatures have involved in the features or evaluation standards of special education study program (Patton, Williams, Floyd & Cobb, 2003; Brownell, Ross, Colón & McCallum, 2005; Foster, 2006, pp.24; Strnadová & Topinková, 2010; Ashby, 2012; Ergül, Baydik & Demir, 2013; Zhang & Huang, 2014; Li, 2015b). However, there is less research about the basic features or evaluation standards of special education degree plan. Fully learning from the related theory and practice of program evaluation, special education, teacher education for ISN, etc., the research will deeply compare the similarities and differences of special education degree plans in Czech Republic and Mainland China; analyze their strengths, weaknesses and challenges; then probe into the basic features of special education degree plan in university and finally put forward some practical strategies of special education degree plans in future Czech and Chinese universities.

In one word, the research will systematically investigate the status of special education degree plans in Czech Republic and Mainland China, compare and analyze their features and probe into their practical strategies so that could provide some guidance for their future reform, development and international communication and cooperation.

## Research review

In order to fully grasp the research status about “special education degree plan in university”, the research has involved in some literatures from Palacky University, Auburn University at Montgomery, Google, and CNKI and CDDDBFT<sup>①</sup>. The following is about the research status on special education degree plans in Czech Republic and PRC.

### **Research on “special education degree plan in Czech Republic”**

Literature analysis shows that some researchers have involved in the focus fields, purposes, courses, and teaching methods or modes of teacher education for the ISN or special education degree programs in Czech Republic.

On the one hand, research content mainly involves in the status, features, problems, challenges, suggestions and trends of teacher education for the ISN (Strnadová & Topinková, 2010; Bartoňová & Vítková, 2011b; Florian & Becirevic, 2011; Klavina & Kudláček, 2011; Vašutová & Spilková, 2011; Vítková & Opatřilová, 2011, pp. 550-569; Bazalová, 2013; Bell, etc., 2014). Especially, some researchers have probed into focus fields (Bartoňová & Vítková, 2011a), courses (Hricová & Doležalová, 2012; Strnadová & Hájková, 2012; Hricová & Pavelková, 2014), innovative modes (Vítková, 2000; Spilková, 2011; Tomková, 2013), effect (Strnadová & Topinková, 2010) of training inclusive education teachers; motivational teaching methods of teacher education for gifted students (Trna & Škrabánková, 2012; Trna & Trnova, 2013); the attitudes about the gifted students of Czech teachers with teaching qualification and postgraduate courses (Portešová, Budíková & Koutková, 2011) and inclusive education of the students with special physical education major (Kudláček, etc., 2002; Kudláček, Sherrill & Válková, 2002); development of effective teaching methods and techniques of inclusive special education teachers for foreign languages (Grenarová & Vítková, 2012, pp.210); training quality of teaching assistant for ISN in undergraduate and postgraduate education (Michalík & Langer, 2014); number, entrance exams, features, items and application of special education degree programs

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① The CNKI and CDDDBFT are two databases containing papers of journals and degree thesis in China.

(Gebauerová, 2009); bachelor program for special art education in Department of Art Education (Stadlerová, 2011; Stadlerová, 2014); history of art therapy in university (Lhotová, 2013); etc.

On the other hand, comparative research mainly involves in teacher education for special vocational teachers among Czech Republic, Finland, England and Estonia (Bell, etc., 2014); pre-service training of the teacher for inclusive physical education between Czech Republic and the other European countries (O'Brien, Kudláček & Howe, 2009); the similarities and differences of teacher education including teacher education for ISN between Czech Republic and the other European countries (Vašutová & Spilková, 2011); inclusive education in universities among Ireland, Austria, Spain and Czech (Biewer, etc., 2015); outcomes of the European Standards in Adapted Physical Activity (EUSAPA) project and professional development of physical education teachers in adapted physical education area (Klavina & Kudláček, 2011); role of inclusive teachers in special needs diagnostics and counselling under the context of inclusive teacher education between Europe and America (Vitásková, 2012); teacher education for professional induction between Czech and Slovakia (Viteckova & Gadusova, 2014); inclusive teachers between Czech and Slovakia (Šmelová, Ludíková, Petrová & Suralová, 2016); etc.

### **Research on “special education degree plan in PRC”**

Literature analysis shows that some researchers have mainly probed into the related problems and suggestions about special education study plan; and the focus fields, training purposes, curricular systems, training methods and modes of special education degree programs in PRC.

On the one hand, research content mainly involves in “pre-service training for special education teacher”, “in-service training of special education teachers” and “management system and strategies of teacher education for ISN” (Lei & Zhu, 2014; Li & Potměšil, 2014; Li, 2017). Especially, some researchers have probed into the related problems and some suggestions about revision of special education study plan in university (Zhang & Huang, 2014); the history (Liu, 2010a; Li, 2015a), the educator’s quality (Li, Zhang & Zhao, 2015), professional identity of the students (Zhang, 2008; Guan, Wang & Zhang, 2011), training purposes (Zhao & Zhang, 2011;

Zhou & Wang, 2012), curricular systems (Wei, 2007; Jia, 2008; Cao, 2009; Deng, 2009; Tang, 2009; Wang, 2010; Dai, 2011; Yang, 2012; Li, 2013a; Zhang, 2013c; Zhou, 2013a; Zhou, 2013b; Lei & Zhu, 2014; Lu, 2014c; Wang, 2014a; Zhang, 2014b; Sun, Li & Wang, 2015), training methods (Ding, 2012; Zhang, 2013a; Zhang, 2013d; Li, 2015e), practical instruction systems (Li, 2011a; Wang, 2011b; Yu, 2011; Zhang, 2012; Xu, 2013; Xu, 2014; Wang & Cheng, 2015), mode reform (Ding, 2006; Huang & Ye, 2009; Zhu, 2010; Gu, Yang & Jiang, 2014; Tian & Xu, 2014; Zhang & Ren, 2015), dissertation (Li & Mi, 2010) and program improvement (Tan, 2006; Tan, 2007; Han, 2008; Yu & Wang, 2009; Xu & Xiang, 2010; Yang, 2011; Cheng, 2013; Liu, 2013; She, 2013; Li, 2014) of special education majors in higher (sports) schools; training purposes (Wang, 2012; Zhang & Zhao, 2013; Zhou, 2015), curricular systems (Wang & Fang, 2004; Wang, 2011a; Tian, 2012; Fang, 2013; Zhang & Zhao, 2013), modes (Wang, 2005; Ban, 2013; Liu & Guo, 2013), practical instruction systems (Zhang & Li, 2013; Zhang & Zhao, 2013; Ren, 2014; He, 2015; Zhang, 2015; Zhang, Huang & Liu, 2015) and strategies (Liu, 2007; Deng, 2009; Li, 2013b; Liu, 2013; Zhou & Hu, 2014) of special education majors in higher normal universities; training purposes (Lu, 2012), curricular systems (Wang, 2013; Lu, 2014a; Xiao, 2014; Lin & Wen, 2015; Zheng & Cui, 2015), practical instruction systems (Liu, 2009; Hou, Mu, Wang & Fang, 2014; Liu & Zheng, 2014), modes (Wang & Fang, 2006), and reform (Yu, 2012; Wu, 2015) of special education undergraduate programs; necessity and feasibility (Wang & Mo, 2009; Wang, Zhao & Wu, 2011), focus fields and curricular systems (Xiang & Zhao, 2014) of special education master programs; training purposes, methods and courses of special education programs in some universities (Wang & Fang, 2006; Li, 2011b; Wang & Xiao, 2012; Wang, Li, Mo & Zhang, 2013; Liu, 2014; Lu, 2014b; Ren & Zhang, 2014; Zhang, 2014a; Zhao, 2014; Chi & Shen, 2015; Deng, Pan & Guan, 2015) or sports universities (Jin, Sun & Chen, 2006; Zhou, 2007; Hou, etc., 2010; Xu, 2012; Pu & Xiao, 2014; Huang, 2015); etc.

On the other hand, the comparative research mainly involves in history, training purposes, curricular systems, practical instruction systems, modes of pre-service training for special education teachers between PRC and America (Deng, 2002; Liu, 2010b; Zhang, 2015), and among PRC, America, England, Russia, and Japan (Ding &

Chen, 2005; Zhao, 2008; Wang & Xiao, 2012); status and features of inclusive teachers training for special education between PRC and America (Zhou & Hu, 2014); modes of physical special education majors between PRC and America (Guo, 2014); curriculum on special education majors in higher schools among PRC, Russia, America, Japan, Germany, and Norway (Qu, Wang & Xu, 2003); and modes for teacher education for ISN among PRC, America, Japan, Korea and Austria (Chen & Shen, 2008); attitudes about inclusive education of the students with adapted physical education programs in universities between Hong Kong and Taiwan (Chen, Lau & Jin, 2006); curricular systems of special education undergraduate programs among four Chinese Mainland higher schools (Lin & Wen, 2015); etc.

### **Reflection on research about “special education degree plan in university”**

From the above ideas, special education degree program in university has been paid more and more attention to and some ideas are, in a way, very reasonable and have given us some useful experiences and implications. At the meantime, some researchers have done further reflections on research about teacher education for ISN and special education degree programs in Czech Republic or PRC.

On the one hand, some researchers have reflected the research about professional development of special education teacher in Czech Republic. For example, some researchers considered that there has been a long tradition of research aimed at teachers and their professional development in educational and social contexts and two areas or stages of teachers’ professional development are most focused on a novice teacher and an expert teacher. However, there is less research involving in the other stages of professional development, especially the stages of pre-service education and the pathway from a beginner student teacher to a competent teacher; and the focus on research in teacher education is scattered (Florian & Becirevic, 2011; Svatoš, 2013).

On the other hand, some researchers have reflected the research on teacher education for ISN and special education study programs in PRC. For example, some researcher considered that research about “pre-service and in-service training of the teachers for ISN” has changed from macroscopic into microcosmic view and from general into personal character, and become deeper and deeper and more and more

detailed (Li & Potměšil, 2014); however, practical curriculum and quantitative methods were still thought less of in research on undergraduate curriculum of special education majors in higher schools (Wang, 2013), the research field is too simple and short of systematicness, especially in comparison with the foreign teacher education for ISN (Liu, 2010b, pp.5; Shen & Zhang, 2011); and the future research should strengthen that about the management systems, purposes, curricula, methods and modes and evaluation of teacher education for ISN in PRC (Li & Potměšil, 2014; Lin & Wen, 2015).

In one word, the researchers have thought more and more of teacher education for ISN and special education degree programs in Czech or Chinese universities. However, there has still been less systematic research about focus fields, training purposes, curricular system, training methods and evaluation systems of special education degree programs in Czech Republic or PRC, and no comparative research about teacher education for ISN and special education degree programs or plans between the two countries.

## **Research values**

Literature analysis shows that there has still been less systematic analysis about special education degree programs in Czech or Chinese universities and no comparative research on special education degree programs or plans between the two countries; and number and quality of special education degree programs cannot still meet practical needs. Thus, it will have important theoretical and practical values to do deeply comparative research about special education degree plans between Czech Republic and PRC.

### **Theoretical values**

The theoretical values mean the research will enrich and deepen research about teacher education for ISN and may be useful to development of theory about teacher education for ISN and special pedagogy.

*First, it will be very useful to enrich and deepen the theoretical research of teacher education for ISN.* Literature review shows that although there are more and more literatures about teacher education for ISN, there is still less systematical research about special education degree programs in Czech Republic or PRC. The research will at first time systematically investigate the status of special education degree plans in Czech Republic and Mainland China, compare their features and probe into their practical strategies. Thus, the research will not only further enrich the theoretical achievements, but also expand the research fields and content about teacher education for ISN.

*Second, it may be useful to broaden research views and create research methods about teacher education for ISN.* Literature analysis shows that there is still no comparative research about teacher education for ISN and special education degree programs or plans between Czech Republic and PRC. By means of mixed research methods, the research will at first time deeply compare the similarities and differences in special education degree plans between Czech Republic and Mainland China; and analyze their strengths, weaknesses and challenges; and probe into the basic features of special education degree plan in university. Thus, the research will lead to deeply probing into the core issues and then further promote the intercultural and



interdisciplinary research about teacher education for ISN and special pedagogy; and might be very useful to broaden research perspectives and innovate research methods.

### **Practical values**

Practical values mean the research may be beneficial to enhance the quality of teacher education for ISN, and promote professional development of special education teacher and deepen international cooperation and communication about teacher education for ISN in Czech Republic and PRC.

*First, it may be beneficial to improve special education degree program in university and enhance the quality of teacher education for ISN.* At present, special education degree programs in Czech Republic and PRC have had great progress in quantity and quality, however, those in Czech Republic have still imbalanced distribution (see Table 1-1) and imperfect degree plans and training quality (Dvořáková & Smrčka, 2013; MEYS, 2014; MEYS, 2015, pp.14; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c); and those in Mainland China have insufficient number, imbalanced distribution (see Table 1-2) and unsatisfied degree plans and training quality (Zhao, 2008; Liu, 2010b, pp.29-30; Zhu, 2010; Li, 2011b; Cheng, 2013; Liu, 2013; She, 2013; Wang, Li, Mo & Zhang, 2013; Zhang, 2013a; Lei & Zhu, 2014; Chi & Shen, 2015; Zhang & Ren, 2015; Li, 2017). By means of mixed research methods, the research will deeply compare the similarities and differences of special education degree plans between Czech Republic and Mainland China, and analyze their strengths and weaknesses; and sum up some experiences about management systems (such as admission system, teacher professional standards system, etc.) and training systems and mechanism (such as purpose, curricula, methods and evaluation, etc.) of special education degree programs for future universities. Thus, the research will be very useful to improve special education degree plans, promote the reform and development of special education degree programs and enhance the management and teaching quality of teacher education for ISN in Czech and Chinese universities.

*Second, it might be useful to promote the professional development of special education teacher and enhance the quality of basic special education.* Special education degree plan is the core factor of special education degree program; the legal manual of the educated, educator and managers engaged in special education major;

and quality assurance of special education. At present, number and quality of special education teacher have become better and better in Czech Republic and PRC, however, some basic schools in Czech Republic are still facing up to serious attrition and shortage of high-quality special education teacher (Strnadová & Topinková, 2010; Potmesilova, Potměšil & Roubalova, 2013; Rybová & Kudláček, 2013; Bendová & Fialová, 2015; MEYS, 2015, pp.14; Šmelová, Ludíková, Petrová & Suralová, 2016); and those in Mainland China still have insufficient number, lower quality and severe attrition of special education teacher (Xu & Xiang, 2010; Wang, Zhao & Wu, 2011; Fu, Hou, Liu & Zhang, 2012; Wang & Xiao, 2012, pp.273; Gu, Yang & Jiang, 2014; Li, 2014; Li & Potměšil, 2014; Wang, 2014b; Ding, 2015; Lei, 2015; Wang, Zhu & Tang, 2015; Li, 2016b; see Table 1-5<sup>①</sup>). Thus, the research will be very useful to promote professional development of special education teachers and enhance the quality of basic special education in future Czech Republic and PRC.

*Third, it might do well to deeper international communication and cooperation about teacher education for ISN between Czech Republic and PRC.* At present, some universities in Czech Republic and PRC have paid more and more attention to international cooperation and communication; and had some cooperation and communication about special education degree programs between Czech and Chinese universities. With “The Belt and Road” (B&R)<sup>②</sup> and mutual admission of academic qualifications in universities, there will be more and deeper international academic cooperation and communication between Czech Republic and PRC. However, some universities in Czech Republic have still paid less attention to improvement of special education degree plans for the foreign students, supervision of international degree programs and guidance of the foreign students (MEYS, 2014; Biewer, etc., 2015; MEYS, 2015, pp.22; Smrčka, Dvořák & Vidláková, 2015); and there is still no special education degree program for the foreign students in Mainland China. Thus, the researcher believes that the research will play a positive role in promoting the mutual

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① Ministry of Education of the People’s Republic of China only publishes the total number of full-time special education teachers without educational background in 2002 (Retrieved from [http://www.moe.edu.cn/s78/A03/moe\\_560/moe\\_568/moe\\_583/201002/t20100226\\_10576.html](http://www.moe.edu.cn/s78/A03/moe_560/moe_568/moe_583/201002/t20100226_10576.html))

② The strategy underlines China’s push to take a bigger role in global affairs, and its need for priority capacity cooperation in areas such as steel manufacturing (Retrieved from [https://en.wikipedia.org/wiki/One\\_Belt,\\_One\\_Road](https://en.wikipedia.org/wiki/One_Belt,_One_Road))

understanding and reaching more consensus about further communication and cooperation about teacher education for ISN between Czech Republic and PRC.

In one word, the research might not only theoretically deepen the research content and create research view and methods; but also practically promote the reform, development and international communication and cooperation of teacher education ISN and special education degree programs and then effectively enhance the quality of special education teachers and promote basic special education in Czech Republic and PRC.

## **Methodology**

Based on research origin, statement and review, the research will make the following design from methodology.

### **Research purposes**

The research will deeply compare special education degree plans between Czech Republic and Mainland China and its purpose is to show their features in focus fields, training purposes, curricular systems, training methods and evaluation systems. Specifically, it includes the following content:

First, the research will systematically introduce and show the status of special education bachelor, master, and doctoral degree plans in Czech Republic and Mainland China, including focus fields, training purposes, curricular systems, training methods and evaluation systems by means of literature analysis, survey research, case study, etc.

Second, the research will deeply compare and analyze the similarities and differences in focus fields, training purposes, curricular systems, training methods, and evaluation systems of special education degree plans between Czech Republic and Mainland China by means of comparative research, case study, etc.

Third, the research will deeply reflect the strengths, weaknesses and challenges of special education degree plans in Czech Republic and Mainland China by means of comparative research, program evaluation, etc.

Finally, the research will further probe into the basic features or evaluation standards of special education degree plan and put forward some suggestions on special education degree plans in future Czech and Chinese universities by means of comparative research, program evaluation, case study, etc.

### **Research questions**

As a comparative research, the research will mainly involve in the following questions:

1. What is the status of special education degree plans in Czech Republic?
2. What is the status of special education degree plans in Mainland China?

3. How many similarities are there in special education degree plans between Czech Republic and Mainland China?
4. How many differences are there in special education degree plans between Czech Republic and Mainland China?
5. What are the main strengths and weaknesses of special education degree plans in Czech Republic?
6. What are the main strengths and weaknesses of special education degree plans in Mainland China?
7. What are the main challenges of special education degree plans in Czech Republic and Mainland China facing up to?
8. How many features should special education degree plan have?
9. How should the special education degree plans in the future Czech Republic and PRC be improved?

#### **Research object**

The research will mainly investigate the status of special education bachelor, master and doctoral degree programs and plans in about 10 Czech and 51 Chinese Mainland universities; and unite comprehensive investigation with purposive sampling in order to completely collect the newest information about special education degree programs and plans in Czech Republic and Mainland China by means of questionnaire (see Table 1-4), internet resources, email, interview, etc.

#### **Research methods**

Mixed research methods will unite qualitative with quantitative research; and the researchers can insert multiple mixed options into their work at various points in the research process, including the definition of purpose, overall design, methods, sampling, data recording, analysis, and interpretation (Mertens & McLaughlin, 2004, pp. 112). In order to compare special education degree plans between Czech Republic and Mainland China, the research will mainly rely on mixed research methods.

On the one hand, qualitative research is the main part of the research. By means of comparative research, literature analysis, case study, program evaluation, etc., the research will mainly describe the status of special education degree plans in Czech Republic and Mainland China; compare their similarities and differences; reflect their

strengths, weaknesses and challenges; and then put forward some practical strategies about special education degree plans in future Czech Republic and PRC.

*Comparative research* means comparing the features between or among research objects. By means of comparative research method, the research will deeply compare the similarities and differences of special education degree plans between Czech Republic and Mainland China, and analyze their strengths and weaknesses in focus fields, training purposes, curricular systems, training methods and evaluation systems.

*Literature analysis* means collecting the related information or data about research objects from the current literatures with electronic and paper versions. By means of literature analysis, the research will systematically collect the newest literature resources about special education degree plans from Palacky University, Auburn University at Montgomery, Google, and CNKI and CDDDBFT so as to completely show the status of focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans in Czech Republic and Mainland China and get richer theoretical and practical evidences on research object.

*Case study* means using qualitative methods to obtain an extensive description of a single unit or bounded system, such as an individual, program, event, group, intervention, or community (Mertens & McLaughlin, 2004, pp.97). By means of representative cases, the research will step by step show the specific content and features; and then answer the research questions about the focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans in Czech Republic and Mainland China.

*Program evaluation* means evaluating the merit and worth of research object according to evaluation standards (Mertens & McLaughlin, 2004, pp.17-18); it will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated (pp.23) and usually involves in case study methodologies and incorporate all types of quantitative and qualitative data (Anderson & Arsenault, 2005, pp.157); and includes different types of evaluation, such as for needs assessments, accreditation, cost/ benefit analysis, effectiveness,

efficiency, formative, summative, goal-based, process, outcomes, etc. (McNamara, 2002). Based on program evaluation, the research will further reflect the strengths, weaknesses and challenges, and then put forward some new suggestions on special education degree plans for future Czech and Chinese universities.

On the other hand, quantitative research is the important complementarity of the research. In order to completely show the status and features of research object and strengthen the reliability and validity of qualitative research, the research will do comprehensive investigation and systematically collect the related data or information about focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree programs in Czech Republic and Mainland China (see appendix) by means of questionnaire (see Table 1-4), email, internet resources, interview, etc.

### **Research content**

According to research statement, purposes and questions, the research will mainly involve in the following chapters.

1. Status of special education degree plans in Czech Republic and Mainland China. It will mainly introduce the status of special education degree plans including focus fields, training purposes, curricular systems, training methods and evaluation systems in Czech and Chinese Mainland universities.

2. Similarities and differences of special education degree plans between Czech Republic and Mainland China. It will mainly compare the similarities and differences in focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans between Czech and Chinese Mainland universities.

3. Strengths, weaknesses and challenges of special education degree plans in Czech Republic and Mainland China. It will mainly analyze the strengths and weaknesses in focus fields, training purposes, curricular systems, training methods and evaluation systems; and challenges of special education degree plans in Czech and Chinese Mainland universities.

4. Prospects on special education degree plans in future Czech Republic and PRC. It will mainly probe into the basic features of special education degree plan in

university and put forward some practical strategies about special education degree plans in future Czech Republic and PRC.

5. Summary and reflection. It will mainly sum up the main ideas, reflect the implications and limitations of the research and put forward the future research designs about special education degree programs and plans in Czech and Chinese universities.

In one word, by means of mixed research, the research will systematically investigate their status of special education degree plans in Czech Republic and Mainland China; deeply compare their similarities and differences; deeply reflect their strengths, weaknesses and challenges; and further probe into the basic features of special education degree plan and put forward some practical strategies about future reform and development of special education degree plans in Czech and Chinese universities.



# 1. Status of special education degree plans in Czech Republic and Mainland China

Czech Republic is a developed country with special education in Central Europe, where there are about 105,995 ISN, including 10,312 in kindergartens, 75,848 in elementary schools, 19,835 in high schools, and 1,308 in secondary schools for pupils with special educational needs during 2014-2015<sup>①</sup>. Since the first deaf school set up in 1786, Czech Republic has had more than 200-year history in special education and formed more and more perfect special education system.

Differently, PRC is one developing country with short-history special education in the east of Asia, where there are about 2,053 special education schools with 442,223 children with special needs and 59,548 special education teachers in 2015 (see Table 2-0-1). In the modern sense, special education originated from Qiming-Gumu School (Beijing Blind School) for the blind children in 1874; and Dengzhou Deaf School was set up in 1887. Before 1949, the church was the main founder of special education in PRC (Guo, 2007), which mainly involved in religious and vocational courses (Zheng, 2014). During more than 30-year reform and opening to the world since 1978, PRC has set up more and more complete special education system.

Special education degree plan in university is the core factor of special education degree program and the important assurance of training special education teacher. By means of literature analysis and comprehensive investigation (see Table 1-3; Table 1-4)<sup>②</sup>, the chapter will mainly introduce the status of special education degree plans including focus fields, training purposes, curricular systems, training methods and evaluation systems in Czech Republic and Mainland China<sup>③</sup>.

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① Retrieved from <http://www.msmt.cz/file/36121/>.

② The research has systematically collected the related and newest information including research publications, official documents of Ministry of Education and related universities in Czech Republic and Mainland China by means of questionnaire, internet, email, interview, etc.

③ All information about focus fields, training purposes, compulsory courses, training methods and evaluation systems of bachelor, master and doctoral programs is arranged the order from high frequency to low one.

## **1.1 Status of special education degree plans in Czech Republic**

Since 1786, Czech Republic has set up more and more perfect special education system, which has thought much of training special education teacher. Special education degree program might be originated at the beginning of twentieth century, for example, art therapy as a major since 1913 in Czech Republic (Lhotová, 2013). Special education principles concerning teacher training were formulated in 1937; the original Department of Special Education at Palacky University in Olomouc was established in October 1965; and Department of Special Education at Masaryk University in Brno was established in September 1994, where offers master's degree programs to distant students from all over the country (Vítková, 2000). Investigation shows that Czech Republic has paid more attention to quality, openness and efficiency of higher education and set up more open higher education system and inclusive teacher education system for ISN (Li & Yang, 2017); and there are at present about 10 universities with special education degree programs including 10 ones with 3-year bachelor programs, 9 ones with 2-year or 5-year master ones and 4 ones with 3-year or 4-year doctoral ones and more than 5,600 enrollments (see Table 1-1). The following mainly introduces the core factors of special education degree plans including the focus fields, training purposes, curricular systems, training methods and evaluation systems in Czech universities.

### **1.1.1 Focus fields**

Focus fields means specific domains, vocational options and research orientation of the study program. Investigation shows that special education degree programs in Czech Republic usually focus on diverse fields and have various degree plans with different fields (see Table 2-1-1).

1.1.1.1 Special education degree plans in Czech Republic involve in diverse focus fields with a few foreign languages such as English, Russian, German, French and Latin, etc.; and the learners and researchers at home and abroad could easily know them.

1.1.1.2 Theoretical fields mainly involve in “Comparative special education”, “Special education history”, etc.

1.1.1.3 Applied fields mainly involve in “Speech therapy”, “Special educational intervention”, “Special education for teachers”, “Special education rehabilitation”, “Special education for individuals with mental disorders”, “Special education counseling”, etc.<sup>①</sup>

1.1.1.4 Compound fields mainly involve in “Secondary special education”, “Elementary special education”, “Higher special education”, “Inclusive special education”, “Preschool special education”, “Adult special education”, etc.

### **1.1.2 Training purposes**

Training purpose means “who the educated will become into” and “what the educated will be able to do”. The former is about the career roles and the professional qualities of the graduates with special education study programs; and the latter means the careers which they could choose or where they could work. Investigation shows that the training purposes of special education degree plans in Czech universities have following features (see Table 2-1-2).

1.1.2.1 The educated with special education degree programs in Czech universities will play some different career roles. For example, the bachelors will mainly become into special education teachers, assistants, etc.; the masters will mainly do special education teachers, specialists, managers, etc.; and the doctors will mainly do researchers, scientists, etc.

1.1.2.2 The educated should have some professional qualities including knowledge, skills, abilities and attitudes of special education. For example, the bachelors would mainly have knowledge, skills and habits about special education, and abilities in special education teaching, counseling and evaluation; the masters would mainly have knowledge and skills about special education, and abilities in special education teaching, management and problem-solving; and the doctors would have academic knowledge and abilities in independent research and creation; etc.

1.1.2.3 The educated might be employed in special education schools and the other related institutions. For example, the bachelors will mainly work in special education schools, kindergartens, educational counseling and service institutions, etc.; the masters will mainly do that in elementary schools, social and health care

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① “Logopedie”, “Psychopedie”, “Somatopedie”, “Surdopedie”, “Tyflopédie” and “Etopedie” in Czech means usually “Special education for individuals with speech/ mental/ physical/ hearing/ visual/ behavioral disorders”.

institutions, special education schools, educational counseling and service institutions, etc.; and the doctors will do that in special education schools, higher schools, etc.

### **1.1.3 Curricular systems**

Curriculum means what the educated will learn or what the educators should send the educated, which is the core factor of degree plans in universities<sup>①</sup>.

Investigation shows that special education degree programs in Czech Republic have formed their own characteristics in curricular systems and the degree plans usually involve in course types, credits, content, structure, etc.

1.1.3.1 special education degree programs in Czech universities usually have independent curricular systems according to different focus fields and different languages for the educated at home and abroad.

1.1.3.2 Course types in Czech universities mainly involve in “Compulsory courses”, “Compulsory elective courses” and “Elective courses”. In addition, special education master degree plans at Masaryk University involve in “University foundation module”, “Pedagogical/ psychological module”, “Subject module”, “Didactics module”, “Specialization module” and “Deepening module” courses (Vašutová & Spilková, 2011, pp.197); and special education doctoral degree plans at Palacky University do “Compulsory courses”, “Elective courses”, “Defense of Dissertation”, “Final doctoral examination” and “Educational and research activities”.

1.1.3.3 Course credits in Czech universities are based on length of special education degree programs. On the one hand, the educated have to earn at least 60 credits each year. For example, there are 180 credits for 3-year bachelor program; 120 credits for 2-year or 300 credits for 5-year master one; and 180 credits for 3-year or 240 credits for 4-year doctoral one. On the other hand, there are great differences in number and percent of credits for “compulsory courses”, “compulsory elective ones” and “elective ones” in different universities, and the credits about compulsory courses are usually more than compulsory elective ones or elective ones in many universities (see Table 2-1-3).

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① Because special education degree programs usually involve in diverse and complex courses in Czech and Chinese Mainland universities and their degree plans both involve in compulsory, compulsory elective and elective courses, the research mainly introduces and compares their compulsory courses, especially, compulsory professional ones.

1.1.3.4 About the curricular content and structure, higher schools in Czech Republic has been set up more and more diverse and open curricular information systems in order to reach the training purposes of special education degree programs.

First, curricular systems mainly include “compulsory, compulsory elective and elective courses”; and usually involve in professional, educational and common fields or subjects.

Second, compulsory courses usually involve in professional knowledge (such as Introduction to special education, Psychopathology, Integrative special education, etc.); professional abilities (such as Practice of special education, Special education diagnostics, Speech therapy, Drama therapy, Art Therapy, Psychotherapy, Directed reflection program for special educators, etc.); and professional attitudes (such as Ethics in special education, Professional ethics, Leisure activities in special education, etc.) (see Table 2-1-4).

Third, many courses clearly show the educated sufficient information such as the credits, teaching time (semester and hours), aims, requirements, content, teaching methods, evaluation methods, literatures, educators, and other related resources, etc.

#### **1.1.4 Training methods**

Method means the way of which the educators should teach or the educated will learn, and it will determine whether to reach training purposes of special education degree plans in universities. Investigation shows that special education degree plans in Czech Republic usually involve in diverse training modes and methods (see Table 2-1-5).

1.1.4.1 Special education degree plans mainly involve in “full-time”, “distance” and “combined” modes. In addition, they still involve in integrative and consecutive models, the former consists of vocational subjects and pedagogical competences of teachers; and the latter means first making teachers become into experts in their field and then make them opt for teaching profession (EADSNE, 2011, pp.18; Bell, etc., 2014).

1.1.4.2 Special education degree plans usually emphasize educational cooperation at home and abroad; and teaching methods uniting theory with practice and class with out of class. Especially, bachelor and master degree programs think

more of teaching practice and training teaching skills and abilities; and doctoral degree programs do research practice and research abilities of the educated.

1.1.4.2 Some of training methods might be “teacher-centred”, such as Lectures; Briefing; Demonstration; Multimedia or Computer-based teaching; Feedback; Case studies; etc.

1.1.4.3 Some of training methods might be “student-centred” such as Teaching practice; Skills training; Presentations; Written assignment; Distance education; Self-learning; etc.

1.1.4.4 Some of training methods might be “teacher-student interaction”, such as Discussion; Activating; Brainstorming; Academic communication; Seminars; etc.

### **1.1.5 Evaluation systems**

Evaluation is the important way to assess and measure the instructional quality and whether to reach the training purposes; and usually involves in starting point, process and result evaluation<sup>①</sup>. Investigation shows that special education degree plans in Czech Republic have the following features in admission requirements, process evaluation and graduation requirements (see Table 2-1-6).

1.1.5.1 Admission requirements usually involve in individual application, educational background, entrance exam, etc.

First, the applicants for special education bachelor programs should have diplomas of secondary education, their entrance exams include written and oral tests on learning potential and professional test, logical thinking, verbal thinking, cultural and social overview, psychology and special education, English, etc.;

Second, the applicants for master programs should have bachelor degrees or equivalent educational underground and have to take part in “Learning potential test” and “Study test”;

Third, the applicants for doctoral programs should have master degrees, and the entrance exams are mainly oral tests about dissertation research project, knowledge base, foreign language and methodology, etc.

1.1.5.2 Process evaluation mainly involves in process participation; exam methods, content and standards; credit levels; etc.

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① Evaluation involves in not only teaching quality but also learning performance. In the research, it mainly means the latter, which specifically includes admission, process and graduation requirements.

First, special education degree plans in Czech Republic usually require the educated actively participate in all learning and study activities; and some courses need 100% participation and the other courses do at least 70%.

Second, exam types for the courses usually involve in written/oral exam, combined exam, didactic test, expert commentary, portfolio, written works, systematic observation, practical skill demonstration, participatory interviews, on-line, verbal evaluation, mental analysis, etc.; exam content usually involves in daily performance, achievements, skills, elaborate seminar work, etc.; and exam standards mainly show how to record course scores or credits, such as 70-75 % written tests for bachelor and master degrees, and 30% electronic discussions/ 30% midterm test/ 40% final written or oral examination for doctoral ones.

Third, there are usually six credit levels such as “excellent, A, 1”, “very good, B, 1.5”, “good, C, 2”, “satisfactory, D, 2.5”, “sufficient, E, 3.0”, “failed, F, 4”; or two ones such as “pass” and “fail”. At the meantime, there are great differences in teaching time which one credit should spend on different or similar courses in Czech universities.

1.1.5.3 Graduation requirements mainly involve in total credits, state final examination, dissertation, foreign languages, publications and academic activities, etc.

First, total credits are mainly based on the length of degree programs in Czech Republic. Usually, the educated need earning at least 60 credits each year, such as 180 credits for 3-year bachelor program, 120 credit for 2-year master one and 240 credits for 4-year doctoral one.

Second, state final examination is mainly oral exam and usually involve in defense research project, knowledge and skills of special education/ pedagogy/ psychology, and some of compulsory elective or elective courses, etc.

Third, some of special education degree plans require the educated finishing 60-page dissertation for bachelor degree; taking part in a few of academic activities such as seminars, conferences and teaching practice for master and doctoral degrees; and learning two foreign languages, studying abroad and publishing some papers for doctoral degrees, etc.

In one word, Czech Republic has paid more and more attention to design of special education degree programs and set up more perfect special education degree plans including focus fields, training purposes, curricular systems, training methods and evaluation systems.



## 1.2 Status of special education degree plans in Mainland China

In PRC, there are four stages for the pre-service training of the special education teachers such as the bud early stage (before 1949), the adjustment and creative stages (from 1949 to 1976), the all-around development stage (from 1976 to 1998), and the deep reform stage (from 1998 to now) (Liu, 2010b, pp.13-16). In 1912, there was the first “Normal Department”<sup>①</sup> at Yantai Qiying School as a church school, where to train the teachers for the blind-dumb children; in 1915, Zhangjian set up training department of teachers for the blind-dumb children in Jiangsu province; and in 1933, the training class of the teachers for blind children was set up at Nanjing Blind-dumb School (Li, 2015a). The first special education teacher preparation program was established at Zhaodong Secondary Normal School in 1981 and the first special education degree program was set up at Beijing Normal University in 1986 (Liu, 2010a). At present, higher education in PRC has actively been committed to “legality”, “application”, “cooperation”, etc. (Chu & Li, 2015); and there are about 51 universities with special education degree programs including 49 ones with 4-year bachelor degree, 17 ones with 3-year master one (2 without bachelor degree) and 4 ones with 3-year doctoral one in Mainland China (see Table 1-2). The following mainly introduces the core factors of special education degree plans involving in the focus fields, training purposes, curricular systems, training methods and evaluation systems in Chinese Mainland universities.

### 1.2.1 Focus fields

Focus fields usually represent the features or strengths of degree programs and play a guiding role in the educated. Investigation shows that special education degree plans in Mainland China involve in diverse fields uniting theory with application (see Table 2-2-1).

1.2.1.1 Theoretical fields mainly involve in “Theory of special education”; “Curriculum and instruction of special education”; “Special education laws and policies”; etc.

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<sup>①</sup> Special education teachers in PRC are usually trained in Secondary Normal Schools, Normal Colleges, Normal Universities and Normal or Educational Departments in the other colleges or universities and related institutions.

1.2.1.2 Applied fields mainly involve in “Special education rehabilitation”; “Practice of special education”; “Special education for the individuals with hearing disorders/ visual disorders/ mental disorders”; “Early intervention or therapy”; etc.

1.2.1.3 Compound fields mainly involve in “Physical special education”; “Inclusive special education”, “Development and education for children with developmental disorders”; “Preschool special education”; etc.

1.2.1.4 There is still no special education degree program for the learners abroad and many of special education plans do not involve in foreign languages in Chinese Mainland universities, where the foreigners usually difficultly know the related information about focus fields; and some of them still have simple field for the bachelors and masters, which the educated usually have simple option.

### **1.2.2 Training purposes**

Training purposes are the starting point and ending point of special education degree programs. Investigation shows that the training purposes of special education degree plans in Chinese Mainland universities mainly show the different careers, professional qualities and employers for the educated (see Table 2-2-2).

1.2.2.1 Special education degree plans in Mainland China mainly pay more attention to training the special education teachers, professionals, and managers with all-around development in morality, intelligence, physics, aesthetics and labor; and humanistic and scientific qualities. For example, bachelor programs will mainly train special education teachers, professionals/ experts, applied/ comprehensive talents, etc.; master ones do special education professionals/ experts, managers, teachers, etc.; and doctoral ones do special education professionals/ experts, researchers, teachers, etc.

1.2.2.2 Training purposes usually involve in not only professional knowledge, abilities, attitudes and feelings; but also health of the educated. On the one hand, the educated for bachelor programs should have professional knowledge such as special and general pedagogy, psychology, rehabilitation science, etc. and abilities such as special education teaching, research, rehabilitation, etc.; and those for master and doctoral ones should have professional knowledge such as special pedagogy and psychology, foreign language, information technology, etc. and abilities special education research, teaching, management, innovation, etc. On the other hand, the

educated should have positive attitudes such as vocational morality, professional feelings, social responsibility, etc.; and physical health and psychological health, etc.

1.2.2.3 The educated might work in diverse institutions. For example, the educated for bachelor and master programs will mainly work in special education institutions, rehabilitation institutions, special education schools, etc.; and those for doctoral ones will mainly do in special education institutions, higher schools, special education research institutions, etc.

### **1.2.3 Curricular systems**

Courses are the key factors in reaching training purposes of special education degree programs. Investigation shows that universities in Mainland China have emphasized on improving curricular systems of special education degree plans and formed their own characteristics in course types, credits and compulsory courses.

1.2.3.1 Special education degree plans involve in different course types in Mainland China. Courses of special education bachelor, master and doctoral programs are usually divided into “Compulsory and elective courses”; “Compulsory, compulsory elective and elective courses”; “Common and professional courses”, “Common, educational, professional and practical courses”; “Common, educational and professional courses”; “Common, educational, professional and teacher education courses”; “Degree and non-degree courses”; etc.

1.2.3.2 There are great differences in course credits of special education degree plans in Chinese Mainland universities (see Table 2-2-3). On the one hand, there are different credit requirements for different-level degree programs. For example, bachelor programs during 4 years need earning 140-185 credits; master ones for 3 years do 30-40 credits; and doctoral ones for 3 years do 15-22 credits. On the other hand, there are great differences in number and percent of credits for “compulsory courses”, “compulsory elective courses” and “elective courses”, or degree and non-degree courses among different universities; and the credits of compulsory courses are usually more than compulsory elective and elective ones in most universities, whose ratios are more than 70 percent.

1.2.3.3 As for the curricular content and structure, higher schools in Mainland China have set up more and more diverse curricular systems in order to reach the training purposes of special education degree programs.

First, curricular systems mainly involve in credit number, teaching time (semester and lessons or hours), content, and teaching and evaluation methods of the courses.

Second, many of special education degree programs usually have their own independent curricular systems including diverse course types such as “compulsory, compulsory elective and elective courses”; “common, educational, professional and practical courses”; and “degree and non-degree courses”; etc. At the meantime, there are usually great differences in what the same course types should include in different degree plans.

Third, compulsory courses usually involve in professional knowledge (such as Introduction to special education; Introduction to education rehabilitation for the children with special needs; Medical foundation of special education; Pathology of children with special needs; History of special education; etc.); professional abilities (such as Professional practice; Theses; Diagnosis and assessment for the children with special needs; Sign language; Braille; Individualized education and instruction; etc.); and professional attitudes (such as Professional ethics for special education teachers; Professional training for special education teacher; Related services for children with special needs; etc.) (see Table 2-2-4).

#### **1.2.4 Training methods**

Teaching methods are the important bridges of reaching educational purposes and transferring educational content of special education degree programs.

Investigation shows that special education degree plans in Mainland China usually involve in various modes and methods (see Table 2-2-5).

1.2.4.1 Some universities in Mainland China have probed into diverse modes such as “2+2” and “3+1” modes for bachelors; and “4+2” and “4+3” modes<sup>①</sup> for masters in order to reach the training purposes of special education degree programs.

1.2.4.2 Training methods of special education degree plans could usually unite theory with practice and class instruction with out-of-class activities; and especially pay more attention to all-around development of the educated.

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① “2+2”, “3+1”, and “4+2”, “4+3” modes mean that special education degree programs are divided into two stages. In the first stage, the educated mainly learn theory of special education about two or three years for bachelors, and four or three years for masters; and in the second stage, they mainly participate in practice about two years or one year for bachelors, and two or three years for masters.

1.2.4.3 Some of training methods might be “teacher-centred”, such as Lectures; Academic lectures; Multimedia teaching; Case studies; Demonstration; etc.

1.2.4.4 Some might be “student-centred” such as Homework; Educational practice; Class observation; Research practice; Social practice; etc.

1.2.4.5 Some might be “teacher-student interaction”, such as Discussion; Seminar; Academic communication; Activating instruction; etc.

### **1.2.5 Evaluation systems**

Evaluation might be the final factor and terminal point of special education degree programs. Investigation shows that special education degree plans in Mainland China have the following features in admission requirements, process evaluation and graduation requirements (see Table 2-2-6).

1.2.5.1 Admission requirements mainly involve in individual application and documents, educational background, state entrance exams, etc.

First, the applicants for special education bachelor programs should usually have diplomas of secondary education; the state entrance exams in most universities mainly involve in written test about common courses such as Chinese, math, English, and arts or scientific comprehensive courses; and the independent entrance exams in about two universities include 60 % written test about professional knowledge and abilities and 40% oral test.

Second, the applicants for special education master programs should have bachelor degrees or equivalent educational background; and the state entrance exams usually involve in written test including English, politics and educational foundation and oral test including spoken English and professional courses.

Third, the applicants for special education doctoral programs should have master degrees or equivalent educational background; and state entrance exam involve in written test including English and two educational courses and oral test including spoken English and professional knowledge and abilities.

1.2.5.2 Process evaluation usually involves in learning and study participation; exam types, content and standards; and credit levels; etc.

First, special education degree plans usually require the educated active attendance in instructional activities. Some courses require 100% participation and the other courses do at least 2/3 attendance.

Second, course exams are usually divided into written test, oral test, paper, experiment; and structured, quasi-structured and unstructured exams. Course exams for bachelor programs involve in 30-50% daily work/ activities and 70-50% final written test for compulsory courses, and 30-80% daily work/activities and 70-20% final test for non-compulsory courses; course exams for master ones do final written test and daily work/activities, and some compulsory or degree courses need earning 75 scores and non-compulsory or non-degree courses do at least 60 scores; and course exams for doctoral ones usually have some different requirements for degree and non-degree courses. In addition, the learners with master and doctoral degree programs would engage in defense research projects only after passing mid-term test mainly involving in learning and study attendance, passed courses, credits, etc.

Third, credit evaluation usually involves in 100-point or five-credit levels such as “A, 90-100 scores or 4-5 scores”; “B, 80-89 scores or 3-4 scores”; “C, 70-79 scores or 2-3 scores”; “D, 60-69 scores or 1-2 scores”; “F, less than 60 scores or 0 score”. At the meantime, one credit for theoretical courses usually equals to 16-18 lessons with 45 minutes; and that for practical courses does 32-36 lessons with 45 minutes in Mainland China.

1.2.5.3 Graduation requirements mainly involve in credit number, dissertation research project and defense, dissertation, professional qualities, publications and English, etc.

First, there are great differences in total credits of special education degree plans in different universities. Bachelor programs usually require earning 140-185 credits; master ones do 30-40 credits; and doctoral ones do 15-22 credits.

Second, the educated require passing the dissertation defense; and finishing bachelor dissertation with 3,000-15,000 words, master one with 15,000-50,000 words, and doctoral one with 80,000-200,000 words.

Third, the educated should have not only more and more professional knowledge, abilities and attitudes; but also meet the other requirements. For example,

bachelor programs in some universities have to reach their requirements in English and computer; master ones in some universities require passing CET-4<sup>①</sup> and publishing 1-2 papers; and doctoral ones require publishing 1-2 papers in CSSCI<sup>②</sup> or the other core journals; etc.

In one word, special education degree programs have been more and more diverse and special education degree plans have been more and more perfect in Mainland China.

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① CET-4 means College English Test Band 4 in PRC.

② CSSCI is the abbreviation of Chinese Social Sciences Citation Index and an interdisciplinary citation index program in PRC.

## **Summary**

To sum up, since 1780s, Czech Republic has thought more and more of training special education teachers and set up more and more perfect teacher education system for ISN and special education degree plans. At present, special education degree programs in Czech universities have showed their features in educational levels (such as higher ratio of postgraduate degrees), enrollment size and degree plans with diverse focus fields, multi-level training purposes, open and diverse curricular systems, diverse and pertinent training methods and strict evaluation systems.

At the meantime, since 1880s, PRC has made great progress in teacher education system for ISN and special education degree plans have been more and more perfect in focus fields, training purposes, curricular systems, training methods and evaluation systems.



## **2. Similarities and differences of special education degree plans between Czech Republic and Mainland China**

Comparative research is the act of comparing two or more things with a view to discovering something about one or all of the things being compared and aims to make comparisons across different countries or cultures<sup>①</sup>. The research will try to compare special education degree plans between two different countries or cultures.

From the investigation status, Czech Republic and Mainland China have set up more and more perfect teacher education systems for ISN and formed their features in special education degree plans. By means of comparative research, the chapter will further analyze and compare the similarities and differences in order to further represent the characteristics of special education degree plans in Czech and Chinese Mainland universities.

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① Retrieved from [https://en.wikipedia.org/wiki/Comparative\\_research](https://en.wikipedia.org/wiki/Comparative_research)

## **2.1 Similarities of special education degree plans between Czech Republic and Mainland China**

From the investigation status, there are some similarities in focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans between Czech Republic and Mainland China.

### **2.1.1 Similarities in focus fields of special education degree plans**

Investigation shows that there are some similarities in focus fields of special education degree plans between Czech Republic and Mainland China (see Table 2-1-1 and Table 2-2-1).

2.1.1.1 Special education degree plans in Czech Republic and Mainland China both think much of uniting theoretical with applied fields; and involve in some similar fields such as “Inclusive education”, “Special education psychology”, “Education for individuals with mental disorders/ hearing disorders/ visual / emotional and behavior disorders/ autism”, and “preschool/ elementary/ secondary special education”, all of which can almost represent diverse special needs of the individuals with or without disorders.

2.1.1.2 They both pay less attention to some fields such as gifted education; high and low-incidence disorders; mild, moderate and severe disorders; etc.

### **2.1.2 Similarities in training purposes of special education degree plans**

Investigation shows that there are some similarities in training purposes of special education degree plans between Czech Republic and Mainland China (see Table 2-1-2 and Table 2-2-2).

2.1.2.1 Special education degree plans in two countries both have some specific requirements or designs about future careers, employment institutions and professional qualities for bachelors, masters and doctors.

2.2 They both think much of training special education teachers and experts with richer professional knowledge, practical skills and research abilities for special education institutions, basic schools and the other related institutions.

### **2.1.3 Similarities in curricular systems of special education degree plans**

Investigation shows that there are some similarities in curricular systems of special education degree plans between Czech Republic and Mainland China (see Table 2-1-3; Table 2-1-4; Table 2-2-3; and Table 2-2-4).

2.1.3.1 There are both usually different curricular systems for different focus fields in special education degree plans, which are consistent with and can better serve to their training purposes in Czech Republic and Mainland China.

2.1.3.2 Curricular systems in two countries both involve in information about the credits, types, teaching hours and semester, teaching and evaluation methods of courses, etc.

2.1.3.3 Course type in two countries both involves in “Compulsory, compulsory elective and elective courses” and usually arranged in each semester.

2.1.3.4 Practical courses are both considered as compulsory courses; and credit number and ratios of compulsory courses are usually more than compulsory elective courses or elective ones in two countries.

2.1.3.5 There are both some similarly core or professional compulsory courses about professional knowledge (such as Introduction to special education; Pathopsychology; History of special education; Policy and law of special education; etc.); abilities (such as Special education practice; Diagnosis/ Assessment/ Rehabilitation/ Early intervention of children with special needs; Individualized education programs; etc.); and attitudes (such as Ethics for special education, etc.).

#### **2.1.4 Similarities in training methods of special education degree plans**

Investigation shows that there are some similarities in training methods of special education degree plans between Czech Republic and Mainland China (see Table 2-1-5 and Table 2-2-5).

2.1.4.1 Special education degree plans in many Czech and Chinese Mainland universities usually unite class teaching with practice and out-of-school activities in order to increase professional knowledge and train professional abilities and attitudes by means of diverse methods and modes.

2.1.4.2 They both think much of the subjectivity of the teachers and students and teacher-student interaction.

2.1.4.3 They both think much of cooperative education and academic communication at home and abroad by means of sending the students to study abroad and inviting the foreign scholars to teach and have some lectures at home.

#### **2.1.5 Similarities in evaluation systems of special education degree plans**

Investigation shows that there are some similarities in evaluation systems of special education degree plans between Czech Republic and Mainland China (see Table 2-1-6 and Table 2-2-6).

2.1.5.1 There are similarities in admission requirements including individual application with the related documents; educational background such as the diploma on secondary education for bachelor program, bachelor degree or equivalent education background for master one, and master degree or equivalent educational background for doctoral one; and entrance exams with written and/ or oral exam about professional knowledge and abilities for bachelor, master and doctoral programs.

2.1.5.2 There are some similarities in process evaluation including active attendance in learning and study activities such as class teaching, practice, experiments and homework, etc.; similar exam types such as written and oral test, and structured, quasi-structured and non-structured test, etc.; and similar credit standards and levels such as “excellent, A, 1; very good, B, 1.5; good, C, 2; satisfactory, D, 2.5; sufficient, E, 3.0; failed, F, 4” in Czech Republic or “A, 90-100 scores; B, 80-89 scores; C, 70-79 scores; D, 60-69 scores; F, less than 60 scores” in Mainland China.

2.1.5.3 There are some similarities in graduation requirements including compulsory credits; successful defense research project and dissertation defense; high-quality dissertation; teaching or academic practice; and some publications for master or doctoral degrees.

In one word, there are some similarities in focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans between Czech Republic and Mainland China.

## **2.2 Differences of special education degree plans between Czech Republic and Mainland China**

From the investigation status, there are not only some similarities but also differences in special education degree plans between Czech Republic and Mainland China.

### **2.2.1 Differences in focus fields of special education degree plans**

Investigation shows that there are the following differences in focus fields of special education degree plans between Czech Republic and Mainland China (see Table 2-1-1 and Table 2-2-1).

2.2.1.1 There are some differences in language types of focus fields. On the one hand, special education degree programs and plans in Czech Republic usually involve in various languages such as Czech, English, German, French, Russian and Latin, etc.; and some of them have enrolled in the students abroad. On the other hand, there are some of degree programs and plans with English version, however, there is no degree program for the students abroad and the learners and researchers difficultly know the focus fields of degree plans in Mainland China.

2.2.1.2 There are some differences in number of focus fields for different degree programs. Most of special education bachelor, master and doctoral degree programs have some different fields in Czech universities; and many universities in Mainland China usually involve in simple field and more than 20 special education bachelor programs and some of master ones have only one field.

2.2.1.3 There are some differences in balance between theoretical and applied fields. Special education bachelor and master degree programs in Czech universities mainly focus on applied fields and compound fields and do not involve in theoretical fields; differently, bachelor and master programs in Mainland China involve in not only applied fields and compound ones but also theoretical ones such as “Theory of special education”, “Curriculum and instruction of special education”, “Special education policies and laws”, etc.

### **2.2.2 Differences in training purposes of special education degree plans**

Investigation shows that there are some different features in training purposes of special education degree plans between Czech Republic and Mainland China (see Table 2-1-2 and Table 2-2-2).

2.2.2.1 There are some differences in total requirements of training purposes. Czech Republic thinks more of individuality and differences in training purposes among bachelor, master and doctoral programs; however, Mainland China pays more attention to training applied professionals with all-around development and total training purposes for different degree programs seem to have fewer specific differences.

2.2.2.2 There are some differences in the careers of the educated. Bachelor degree programs mainly train special education assistants or teachers, master ones do special education teachers or experts, and doctoral ones do special education researchers in Czech Republic; and all degree programs seem to think much of training special education teachers, experts and researchers in Mainland China.

2.2.2.3 There are some differences in the professional qualities of the educated. Czech Republic thinks more of the professional knowledge and practical abilities of bachelors and masters and research abilities of doctors, and pays less attention to professional attitudes and feelings; and Mainland China pays more attention to all-around development in morality, intelligence, physics, aesthetics and labor, and especially, training professional morality and feelings of bachelors, masters and doctors.

2.2.2.4 There are some differences in the employers of the educated. In Czech Republic, the teachers in special education schools and basic schools usually have to get master degrees; bachelors will mainly work in special education schools, kindergartens and elementary schools; masters do that in counseling and diagnostic institutions, special education schools and elementary schools; and doctors do that in academic institutions and higher schools. However, in Mainland China, the teachers in special education schools and basic schools only need getting bachelor degrees or diplomas of higher education; bachelors usually work in special education institutions or schools and counseling and diagnostic institutions; and masters and doctors usually do that in higher schools and special education research institutions.

### **2.2.3 Differences in curricular systems of special education degree plans**

Investigation shows that there are still some differences in curricular systems of special education degree plans between Czech Republic and Mainland China (see Table 2-1-3; Table 2-1-4; Table 2-2-3; and Table 2-2-4).

2.2.3.1 There are some differences in service objectives of curricular systems. Consistent with focus fields of special education degree plans in Czech Republic, there are more diverse and open curricular systems with a few foreign languages for the educated at home and abroad; however, at present, there has still no independent curricular systems for the foreign students engaged in special education degree programs in Mainland China.

2.2.3.2 There are some differences in course types. Course types in Czech Republic mainly involve in “Compulsory, compulsory elective and elective courses”; and those in Mainland China usually do more such as “Common and professional courses”, “Common, educational, professional and practical courses”, “Common, educational and professional courses”, “Common, educational, professional and teacher education courses”, “Degree and non-degree courses”, etc.

2.2.3.3 There are some differences in total number and teaching time of course credits. Czech Republic usually designs the same credits for special education degree programs according to learning length, that is, 60 credits for one academic year; and one credit for similar course type usually needs spending different hours or lessons in different universities. Differently, there are usually different credits for different or same level degree programs in Chinese Mainland universities; and one credit for similar course types usually needs spending the similar teaching time or lessons in different universities.

2.2.3.4 There are some differences in credit number and ratio in different course types. Czech Republic pays more attention to balancing the credits of compulsory courses with compulsory elective ones and elective ones, and the credit number and ratios of compulsory elective and elective courses in some universities are usually more than compulsory ones; and there are usually more credits and ratios of compulsory courses than compulsory elective and elective ones in most Chinese Mainland universities.

2.2.3.5 There are some differences in course content of compulsory common courses. Compulsory common courses in Czech Republic usually involve in social and natural sciences and some foreign languages (such as “English”, “German”, “Russian”, “Latin”, etc.); and those in Mainland China have more credit number and ratios, some of which mainly involve in policies and ideology (such as “Mao Zedong Thought and theoretical system of socialism with Chinese characteristics”, “Fundamental principles of Marxism”, “Current affairs and policies”, etc.) and mainly involve in English.

2.2.3.6 There are some differences in openness and informatization of curricular systems. Czech Republic has set up more open curricular information systems in special education degree programs and many universities have provided sufficient online courses and resources, which the educated and learners at home and abroad are usually accessible to; and many of student information systems and curricular systems in Chinese Mainland universities are usually closed or secret, where less information about degree programs and plans is usually publicized for the learners out of universities.

#### **2.2.4 Differences in training methods of special education degree plans**

Investigation shows that there are some differences in training methods of special education plans between Czech Republic and Mainland China (see Table 2-1-5 and Table 2-2-5).

2.2.4.1 Special education degree plans in Czech Republic pay more attention to design of training methods than Mainland China. The former usually provides the educated some specific, intuitional and diverse teaching methods in many courses, such as “Simulations”, “Games”, “Dramatization”, “Situational contingency methods”, etc.; and the latter usually show the learners some simple or abstract teaching methods such as “Class teaching”, “Practice” and “Experiment”, etc.

2.2.4.2 There are some differences in balance between teaching and learning methods. Many of special education degree programs in Czech Republic usually think more of the students how to learn such as “Written assignment”, “Watching videos and movies”, “Text study”, “Reading”, “Individual creative and artistic activities”, etc.



Differently, those in Mainland China usually emphasize on the teachers how to teach, such as “Lecture”, “Case study”, “Demonstration”, etc.

2.2.4.3 There are some differences in informatization of training methods. Czech Republic usually pays more attention to the application of modern information technology such as “Interactive e-learning”, “Distance education”, “On-line consultations”, etc.; and Mainland China seems to attach great importance to traditional methods such as “Lecture”, “Contest”, “Academic lecture”, etc.

2.2.4.4 There are some differences in internationalization of training methods. Czech Republic pays more attention to interactive cooperation and communication at home and abroad, that is, not only sending the students to study abroad but also enrolling in the foreign students; and Mainland China seem to involve in one-way communication, that is, only sending the students to study abroad and not enrolling in the foreign students.

### **2.2.5 Differences in evaluation systems of special education degree plans**

Investigation shows that there are still the following differences in evaluation systems of special education degree plans between Czech Republic and Mainland China (see Table 2-1-6 and Table 2-2-6).

2.2.5.1 There are some differences in entrance exams of special education degree plans between Czech Republic and Mainland China. On the one hand, Czech Republic seems to have no state entrance exam and think more of independence of admitting system in higher schools and learning potentials and professional knowledge base of the applicants. On the other hand, most of entrance exams for bachelor, master and doctoral programs are usually unified state ones with similar courses and at the similar time in Mainland China.

2.2.5.2 There are some differences in process evaluation of special education degree plans between Czech Republic and Mainland China. On the one hand, Czech Republic usually thinks more of daily works, practical attendance, performance and oral test; and process evaluation with more percentage in final or total course scores or credits. On the other hand, Mainland China usually pays more attention to differentiating the exam types and content between compulsory and non-compulsory

courses, or theoretical and practical courses, or degree and non-degree courses; and final written exams with more percentage in total course scores or credits.

2.2.5.3 There are still some differences in graduation requirements of special education degree plans between Czech Republic and Mainland China.

First, there are some differences in graduation exams or tests. The graduates in Czech universities will have to pass the state final examination with oral communication about professional knowledge and skills of special education; and the universities in Mainland China have no state final examination and usually evaluates whether the graduates could receive diplomas or degrees mainly according to total credit number, mid-term test, dissertation scores, etc.

Second, there are great differences in total credits. Total credits are determined according to length of degree programs with 60 credits each academic year in Czech Republic; and there is no unified requirement in graduation total credits for different degree programs such as 140-185 credits for bachelor degrees, 30-40 credits for master ones and 15-22 credits for doctoral ones in Mainland China.

Third, there are some differences in requirements about dissertation words and publications. There is still no unified and compulsory requirement about the number of dissertation words and the levels of publications in most Czech universities. Differently, there are some similar requirements about the number of dissertation words in Chinese Mainland universities such as 3,000-15,000 words for bachelor degrees, 50,000-80,000 words for master ones, and 80,000-200,000 words for doctoral ones; and the postgraduates in many universities will have to publish some papers such as 1-2 papers for master degrees and 1-2 papers in core or CSSCI journals for doctoral ones.

In one word, there are some differences or different features in focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans between Czech Republic and Mainland China.

## Summary

To sum up, there are some similarities in focus fields such as total number and names, uniting theory and practice, etc.; training purposes such as career options, employment institutions and professional qualities of the educated; curricular systems such as course types, names, content, etc.; training methods such as uniting class teaching with out-of-class activities, and cooperative education at home and abroad; and evaluation systems about admission requirements (such as individual application, educational background, etc.), process evaluation (such as active attendance, types of course test, credit levels, etc.) and graduation requirements (such as dissertation quality, academic practice, etc.) of special education degree plans between Czech Republic and Mainland China.

At the meantime, there are some differences in levels and enrollment size of special education degree programs for the educated at home and abroad; focus fields such as foreign languages, number for each university, balancing between theory and practice, etc.; training purposes such as different degree levels and balancing among professional knowledge, abilities and attitudes, etc.; curricular systems such as course types, credits, common compulsory courses, etc.; training methods such as diversity, attendance of teachers and students, interactive cooperation and communication at home and abroad, etc.; and evaluation systems about admission requirements (such as types and content of entrance exams), process assessment (such as credit ratios of daily works and final test, teaching time for one credit, etc.) and graduation requirements (such as total number of credits, number of dissertation words and levels of publications, etc.) of special education degree plans between Czech Republic and Mainland China.

### **3. Strengths, weaknesses and challenges of special education degree plans in Czech Republic and Mainland China**

“Deconstruction” originates from “Destruktion”, a word from the work of Martin Heidegger, and means a process of exploring the categories and concepts that tradition has imposed on a word, and the history behind them; it is the core concept of “deconstructionism” and a critical outlook concerned with the relationship between text and meaning; and “constructionism” pays more attention to “integrity”, differently, “deconstructionism” thinks more of “individuality”<sup>①</sup>.

Evaluation is one good way of assessing whether or not what we are doing is achieving what it is intended to achieve (Anderson & Arsenault, 2005, pp.146). Based on the status description and feature comparison, main concepts and ideas of deconstructionism and programs evaluation, and self-evaluation (see Table 4-1; Table 4-2)<sup>②</sup>, the chapter will further analyze and reflect the strengths and weaknesses, and challenges of special education degree plans in Czech Republic and Mainland China.

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① Retrieved from <https://en.wikipedia.org/wiki/Deconstruction>

② “Self-evaluation” mainly comes from questionnaire investigation and the self-introduction or self-report about special education degree programs in the university homepage and the other official webs; and all information is recorded the order from high frequencies to low ones.

### **3.1 Strengths and weaknesses of special education degree plans in Czech Republic**

Investigation shows that Czech Republic, since 1784, has set up more and more perfect special education degree programs. According to the status analysis, feature comparison and self-evaluation, special education degree plans show the following strengths and weaknesses in Czech Republic.

#### **3.1.1 Strengths of special education degree plans in Czech Republic**

The status analysis, feature comparison and self-evaluation show that there are the following strengths of special education degree plans in Czech Republic (see Table 2-1-1; Table 2-1-2; Table 2-1-3; Table 2-1-4; Table 2-1-5; Table 2-1-6; Table 4-1).

##### *3.1.1.1 There are more and more diverse and open focus fields*

First, most of special education degree plans in Czech Republic involve in two or more focus fields, which can to some extent meet different needs of the educated at home and abroad and children with or without special needs. For example, special education degree plans usually involve in preschool, elementary, secondary, higher, vocational and adult special education; special education assessment, rehabilitation and therapy for children with disorders; etc.

Second, special education degree plans in Czech Republic think more of applied fields than theoretical ones, which may be conducive to understanding and solving the current problems of ISN and special education. For example, special education plans mainly involve in not only different stages or levels of special education, but also special education assessment, intervention, rehabilitation and therapy of different ISN (Gebauerová, 2009).

Third, most of special education degree plans in Czech Republic are open, which the learners and researchers could easily know their focus fields; and especially, some of them usually involve in a few foreign languages such as English, Russian, German and Latin, which is very useful to international communication and cooperation.

### *3.1.1.2 There are diverse, multi-level and life-long training purposes*

First, special education degree plans in Czech Republic usually provide the educated diverse and multi-level career options. On the one hand, special education degree plans usually involve in diverse career options for the educated, including special education teachers, experts, managers and researchers for special education schools, kindergartens, elementary/ middle/ higher schools, special education institutes, rehabilitations and other related institutions. On the other hand, special education degree plans think more of differences in different degree levels of study programs. For example, bachelor degree programs mainly train assistant teachers, teachers and managers with knowledge and abilities of special education; master ones mainly do teachers, experts and managers good at theory and practice of special education; and doctoral ones mainly do researchers and experts good at scientific research and independent creative activities of special education.

Second, special education degree plans pay more attention to uniting professional knowledge with abilities (especially, language skills and communication abilities). For example, bachelor degree programs will train the educated with professional knowledge (such as special pedagogy, special education psychology, etc.), abilities (such as special education teaching, counselling, rehabilitation, assessment, etc.) and habits on special education; master ones have similar requirements in professional knowledge and abilities for the educated with bachelor; and doctoral ones will mainly train the educated with professional knowledge (such as academic career) and abilities (such as erudite research, independent innovation, etc.) (Stadlerová, 2014; Chládek, 2015).

Third, special education degree plans in Czech Republic emphasize on lifelong development of the educated. At present, many universities have established lifelong special education degree programs, and integrated some vocational courses into the general teacher education or provided in-service training courses after the vocational education teacher qualification and emphasized the link between education and working life (Bell, etc., 2014); and provided the educated with adequate professional qualifications, prepare them for research and life-long learning, and make them

contribute to the development of civic society and international cooperation (Kopicová, 2010).

### *3.1.1.3 There are more diverse, open and reasonable curricular systems*

First, there are diverse curricular systems for the educated at home and abroad. On the one hand, special education degree plans in Czech Republic usually provide different curricular systems for different focus fields; on the other hand, they usually have various versions of the curricular systems for foreign students such as English, Russian, German, Latin, etc. Evidently, all will provide diverse options for the educated at home and abroad and be beneficial to their individualized development.

Second, curricular systems are usually open and networking. On the one hand, curricular systems of special education degree programs in Czech Republic are usually recorded into student information system in universities and most of them are open, where the learners and researchers easily look into the related information such as course names, content, teaching and evaluation methods, references and the other related resources. On the other hand, special education degree plans usually involve in full-time courses, distance-learning ones and combined ones (ACCR, 2016a); and provide online courses and distant education for the educated at home and abroad. It is obvious that openly and diversely curricular systems will be beneficial to professional development and subjective growth of the educated at home and abroad.

Third, there are more and more reasonably internal structure of curricular systems. On the one hand, special education degree plans in Czech Republic have unified requirements in credits. Bachelor, master and doctors will have to pass some course exams and earn at least 60 credits each academic year, which might be very useful to learning and management of the educated. On the other hand, special education degree plans in Czech usually pay more attention to balance of the credits among compulsory, compulsory elective and elective courses. Especially, some of them usually provide more compulsory elective and elective courses than compulsory ones in some universities, which may be conducive to training diverse interests and subjectivity of the educated (see Table 2-1-3).

Fourth, thinking much of logic relationship between the curricular systems and the focus fields and training purposes. Consistent with focus fields and training

purposes, curricular systems of special education degree plans in Czech Republic pay more attention to not only openness or internationalization, but also professionalism, which usually involves in some courses about different professional fields and professional qualities. For example, the compulsory courses usually involve in different subject fields such as professional (theory and practice of special education), educational foundation (theory and practice of pedagogy and psychology) and common courses (social and natural sciences); and professional qualities of the educated such as professional knowledge, abilities and attitudes (mainly for bachelor) and foreign languages (see Table 2-1-4). Thus, the educated could easily know “Is this program for me”, “What will I learn” and “What can I do with my degree”, which will maybe strengthen the purposiveness of the learners at home and abroad and the pertinence and effectiveness of the degree programs and plans.

#### *3.1.1.4 There are more open, diverse and effective training methods*

First, there are diverse training methods and modes uniting class instruction with out-of-class activities. Investigation shows that special education degree plans in Czech Republic involve in diverse methods for not only class instruction such as lectures, discussion, presentations, dialogue, brainstorming, written assignment, etc.; but also out-of-class activities such as academic communication, skills training, seminars, observation, field trips, interview, lifelong learning, etc. In addition, they usually involve in various modes such as “full-time”, “distance” and “combined” ones; and concurrent and consecutive ones (EADSNE, 2011, pp.18; Bell, etc., 2014).

Second, thinking much of active attendance and self-learning or self-inquiry of the educated. Investigation shows that special education degree plans usually emphasize upon active attendance and individual guidance of the educated and arousing their subjectivity. For example, class instruction usually involves in presentation, written assignments, watching videos, reading, written works, individual tutoring, etc.; practical activities do skill training, experiment, observation, field trips, survey, interview, etc.; and out-of-school activities does on-line consultations, self-learning, lifelong learning, etc.

Third, thinking more of professional practice. On the one hand, instruction usually pays attention to uniting theory with practice. Theory focuses on the basic



trends and historical trends in access to the handicapped in comparison with the latest trends within the wider geographic, philosophical and ethical scope; and practice is directed to diagnostic teaching, educational, didactic, and therapeutic processes usable for all types, grades and ages with disabilities (Gebauerová, 2009; Stadlerová, 2011). On the other hand, class instruction and out-of-school activities usually think much of active attendance of the educated and application of knowledge; and practical activities usually involve in teaching, and research and social fields in order to train the students' professional competencies such as personality and social training, general didactic skills, subject didactic skills and forming own teaching style (Strnadová & Topinková, 2010; Stadlerová, 2011; Vašutová & Spilková, 2011, pp.207-208; Bell, etc., 2014; MEYS, 2014).

Fourth, thinking much of informatization and internationalization in training methods, which may be useful to enhance the effectiveness and efficiency of special education degree programs. On the one hand, modern information technology is usually applied in instructional activities of special education degree plans, such as multimedia/ computer-based teaching, watching videos and movies, interactive e-learning, online counselling, distance education, etc. On the other hand, Czech Republic thinks much of interactive international cooperation and communication at home and abroad, such as cooperative degree programs abroad, international conferences, study abroad, summer schools, Erasmus, etc.

#### *3.1.1.5 There are more and more perfect evaluation systems*

First, there are stricter and stricter evaluation standards in entrance, process and graduation. For example, the applicants for bachelor programs in Czech Republic should have diplomas of secondary education, those for master ones do bachelor degrees or equivalent educational background, and those for doctoral ones do master degrees; course exams usually involve in six credit levels such as “excellent, A”, “very good, B”, “good, C”, “satisfactory, D”, “sufficient, E”, “failed, F” or two ones such as “pass” and “fail”; study outcomes are usually recorded in a system of credits, the educated have to earn at least 60 credits in each academic year; and the recipients of degrees have to earn enough credits, pass defense research project and state final exams, and write high-quality dissertation, etc.

Second, thinking much of uniting process with summary evaluation. For example, special education degree plans in Czech Republic usually require the educated actively participate in instructional activities, such as some courses with 100% participation and the other courses with at least 70%; and course credits involve in 70-75 % written tests for bachelor and master programs, and 30% electronic discussions/ 30% midterm test/ 40% final written or oral examination for doctoral ones.

Third, thinking more of oral exam (Gebauerová, 2009) and communication ability (Chládek, 2015). For example, entrance exams of special education degree programs usually involve in written and oral tests; course exams do written/oral examination or test, combined examination, didactic test, expert commentary, portfolio, written works, systematic observation, practical skill demonstration, participatory interviews, on-line, verbal evaluation, mental analysis, etc.; and state final exams mainly do oral one.

Fourth, thinking much of professional potentials, foundation and development. For example, entrance exams for special education degree programs in Czech Republic usually involve in learning potential and professional test, logical thinking, verbal thinking, cultural and social overview, psychology and special education, English, etc.; process evaluation thinks more of professional practice (Strnadová & Topinková, 2010; Stadlerová, 2011; Vašutová & Spilková, 2011, pp.207-208; Bell, etc., 2014; MEYS, 2014); and state final examination usually involve in knowledge and skills of special education/ pedagogy/ psychology, etc.

### **3.1.2 Weaknesses of special education degree plans in Czech Republic**

The status analysis, feature comparison and self-evaluation show that there are still the following weaknesses of special education degree plans in Czech Republic (see Table 2-1-1; Table 2-1-2; Table 2-1-3; Table 2-1-4; Table 2-1-5; Table 2-1-6; Table 4-1).

#### **3.1.2.1 There are some weaknesses in focus fields**

First, there is some unbalance in number of focus fields. Some of special education degree programs in Czech Republic only involve in one field, which the educated have simple option.

Second, there are some unbalances in focus types of special needs. On the one hand, special education degree plans in Czech universities think more of special needs for the individuals with disorders, and there is no degree program involving in gifted education, which might do harm to growth of gifted children and development of gifted education. On the other hand, special education degree plans pay more attention to traditional types of disorders such as mental, hearing, visual, speech, emotional disorders, etc.; and do not yet involve in the other disorders such as high and low-incidence disorders, or mild, moderate and severe disorders, or special education for the disabled, which might do harm to knowing the diversity of special needs for the educated.

Third, there is some imbalance between theory and practice of special education. Special education bachelor and master degree plans in Czech Republic think more of practice and application of special education, and pay less attention to theory, law and history of special education, which might have no good to training the rational thinking and research abilities of the educated and development of special education theory.

#### 3.1.2.2 There are some weaknesses in training purposes

There are some imbalances in professional qualities of the educated. Investigation shows that special education degree plans in Czech Republic pay more attention to professional knowledge and abilities of the educated, and think less of all-around development and especially professional attitudes and feelings (Kudláček, etc., 2002; Florian & Becirevic, 2011). In fact, only do bachelor degree programs involve in habits on special education, but master and doctoral degree programs do not do that, which might do some harm to stability and retention of special education teachers.

#### 3.1.2.3 There are some weaknesses in curricular systems

First, course type is a little simple. Investigation shows that courses of special education degree plans in Czech universities are mainly divided into compulsory, compulsory elective and elective ones and involve less in other course types, which might be not conducive to knowing the diversity of course types and logic relationship among different courses for the educated.

Second, there are some weaknesses in course content. Investigation shows that some curricular systems of special education degree programs still be incomplete and involve in less and outdated information about courses (Florian & Becirevic, 2011); and at the meantime, compulsory courses of special education master and doctoral degree programs in Czech Republic usually involve in less courses on professional attitudes and feelings, which might discourage the enthusiasms and responsibilities of the educated in special education and do harm to their professional development (see 2-1-4).

Third, some of curricular systems still shorten of openness. Investigation shows that some universities in Czech Republic unwillingly publicize their curricular systems of special education degree programs and usually provide less information about courses for the educated out of universities, which usually brings the learners and researchers a lot of inconveniences.

#### 3.1.2.4 There are some weaknesses in training methods

First, some of special education degree programs think less of designing the training methods. On the one hand, some of special education degree programs in Czech Republic pay less attention to design of courses and instruction, which do not involve in course content, teaching and evaluation methods, etc. On the other hand, some of degree plans usually provide no specific training method or some similar ones and could not truly show the educated the features of the different courses.

Second, there are some imbalances in training methods between teaching and learning. On the one hand, some degree programs seem to overweigh attendance and self-learning of the educated and the educators usually think less of academic and method tutoring of the educated, which might lead to learning without purpose or low-efficiency learning. On the other hand, there is no unified requirement in teaching time for one credit in Czech universities, which might do harm to management and evaluation about teaching activities and quality of the educators.

Third, there are some imbalances in training methods between theory and practice. On the one hand, some of special education degree plans in Czech Republic usually involve in more practical courses and activities than theoretical ones, and the teachers and students might have less time and energy spent on academic

communication and rational thinking. On the other hand, some of degree programs involve in less theoretical guidance and thinking training than practice and application, which might lead to practice without theoretical foundation and with low efficiency.

#### 3.1.2.5 There are some weaknesses in evaluation systems

First, there are some weaknesses about credit accreditation and evaluation. On the one hand, there are usually great differences in teaching time or lessons spent on one credit. That is, one credit maybe means different hours or lessons spent in different courses in one university or for the same and similar courses in different universities, which might produce a lot of inconveniences in instructional management and do great harm to instructional qualities. On the other hand, as for the same things and duties, there are still some differences in application of credit evaluation standards in different evaluators, which might lead to unfair and untrue or false evaluation.

Second, there are some weaknesses about graduation requirements in some degree plans. On the one hand, some universities in Czech Republic unwilling publicize the graduation requirements and the related evaluation standards, which might make the educated shorten of learning motivations and aims. On the other hand, some graduation requirements are unclear and some of master and doctoral degree programs have still no specific requirement in number and quality of dissertation and published works, which usually lead to some publications or research achievements without pertinence (MEYS, 2015, pp.23-24).

In one word, there are not only some strengths but also some weaknesses in focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans in Czech universities.

## **3.2 Strengths and weaknesses of special education degree plans in Mainland China**

Similar to Czech Republic, special education degree plans have the following strengths and weaknesses in Mainland China.

### **3.2.1 Strengths of special education degree plans in Mainland China**

From the status analysis and feature comparison (see Table 2-2-1; Table 2-2-2; Table 2-2-3; Table 2-2-4; Table 2-2-5; Table 2-2-6) and self-evaluation (see Table 4-2), special education degree plans have shown the following strengths in Mainland China.

#### *3.2.1.1 There are diverse focus fields*

First, similar to Czech Republic, there are various focus fields of special education degree plans in Mainland China, which can, to some extent, meet different needs of the educated. For example, special education degree plans usually involve in preschool, elementary, secondary, higher, vocational and adult special education; and special education assessment, rehabilitation and therapy for children with disorders. Especially, special education master degree programs have extensive research and comprehensive fields involving in special education objects, methods, intervention techniques, etc.; and are changing from macro research to combination of macro and micro research (Xiang & Zhao, 2014).

Second, uniting special education theory with practice. On the one hand, special education degree plans in Mainland China usually involve in theory, curriculum and instruction, law and policies of special education, etc., which might be useful to rational thinking of the educated and make them deeply grasp professional knowledge; on the other hand, special education degree plans pay attention to special education teaching, assessment, evaluation, therapy, etc., which might be useful to train practical abilities of the educated.

#### *3.2.1.2 There are diverse and complete training purposes*

First, similar to Czech Republic, special education degree plans in Mainland China provide the educated diverse career options such as special education teachers,

experts, managers and researchers for special education institutions, rehabilitation institutions, kindergartens, elementary/ middle/ higher schools, special education institutes, other related institutions, etc.

Second, thinking much of all-around development of the educated in morality, intelligence, health, labor and aesthetics; and professional knowledge, abilities and attitudes. For example, special education degree plans in Mainland China will make the educated have professional knowledge about special pedagogy, special education psychology, special education law, etc.; professional abilities in special education teaching, research, management, assessment, rehabilitation, etc.; professional attitudes such as vocational morality, professional feelings, social responsibility, etc.; and physical and psychological health, etc. Especially, some degree programs pay more attention to service for basic special education (Li, 2011b; Shen & Zhang, 2011; Wang & Xiao, 2012, pp.23; Liu, 2014) and training the innovative abilities of the educated (Zhang, 2014a).

### *3.2.1.3 There are more and more complete curricular systems*

First, there are diverse course types. Investigation shows that course types of special education degree plans in Mainland China involve in “Compulsory, compulsory elective and elective courses”, “Common, educational, professional, teacher education and practical courses”, “degree and non-degree courses”, etc. (Wang, Li, Mo & Zhang, 2013; Zheng & Cui, 2015); and many of them clearly show the core or main compulsory courses. It is very clear that diverse course types will be useful for the educated to know the diversity of courses and logical relationship among different courses (Liu, 2014).

Second, there are stricter requirements about time of course credits. Investigation shows that course credits are recorded mainly according to number of lessons or hours and course types. Generally, one lesson is about 45 minutes and one credit means 16-18 lessons for theoretical courses and 32-36 lessons for experiments and practical courses in Mainland China, which might do good to instructional management and qualities.

Third, curricular systems think much of united professional knowledge with professional abilities and attitudes and feelings. Investigation shows that, consistent

with training purposes, compulsory courses of special education degree plans in Mainland China not only involve in professional knowledge, abilities and attitudes, and physical and psychological health (Wang, Li, Mo & Zhang, 2013); but also think more of all-around development of the educated and service for basic special education (Liu, 2014; Tian & Xu, 2014).

#### *3.2.1.4 There are more and more diverse training methods*

First, involving in various training modes. Special education degree plans in Mainland China have involved in diverse modes such as “2+2”, “3+1”, “1.5+2.5” modes for bachelors and “4+2”, “4+3” modes for masters, which might be useful to probe into and set up diverse training methods, and train applied and comprehensive professionals (Liu, 2010b, pp.52-57; Shen & Zhang, 2011; Deng, Pan & Guan, 2015; Huang, 2015).

Second, uniting theory with practice, and class teaching with out-of-class activities (Zhang, 2013c; Zhou, 2013b). Similar to Czech Republic, special education degree plans in Mainland China usually involve in diverse training methods, which could unite class teaching with out-of-class activities, and theory with practice. For example, class teaching usually involves in lectures, discussion, case studies, etc.; practice does educational practice, class observation, research practice, etc.; and out-of-school activities do academic lectures, homework study abroad, contest, etc.

Third, thinking more of attendance and guidance of the educators, which might do great good to professional development of the initial special education teachers. On the one hand, number and ratio of compulsory courses or degree courses are usually great more than compulsory elective and elective courses or non-degree ones, which means that class teaching and theoretical analysis for the educators are usually more than out-of-school activities and practice. On the other hand, the educators usually prefer to presenting their own subjectivity by means of lecture, individual and group guidance, case studies, activating instruction, participatory instruction, question-based instruction, demonstration, evaluation, etc.

#### *3.2.1.5 There are more and more perfect evaluation systems*

First, there are diverse evaluation methods of special education degree plans in Mainland China. For example, state entrance exams usually include written and oral



tests; and course exams do written test, oral test, paper, experiment, and structured, quasi-structured and unstructured exams.

Second, similar to Czech Republic, there are stricter and more detailed evaluation standards of special education degree plans in Mainland China. For example, the applicants for bachelor programs should have diplomas of secondary education, those for master ones do bachelor or equivalent educational background, and those for doctoral ones do master degree or equivalent educational background; five credit levels for courses include “A, 90-100 scores”, “B, 80-89 scores”, “C, 70-79 scores”, “D, 60-69 scores” and “F, less than 60 scores”; and the recipients for bachelor degrees have to finish dissertation with 3,000-15,000 words, those for master ones do that 15,000-80,000 ones, and those for doctoral ones do that 80,000-200,000 ones.

Third, thinking much of uniting process with summary evaluation (Zhou, 2013b). Similar to Czech Republic, special education degree plans in Mainland China usually require the educated actively participate in all course activities, such as some courses 100% participation and other courses at least 2/3; exams for compulsory or degree courses usually include final written test more than 50-70% and 50-30% daily work/ activities, and those for non-compulsory or non-degree courses only do 20-70% final test and 80-20% daily work/activities; and the recipients of degrees have to earn enough credits, pass defense research project, write high-quality dissertation, etc.

Fourth, thinking much of research abilities. On the one hand, special education degree plans in Mainland China usually pay more attention to process guidance of dissertation and have some detailed evaluation standards on dissertation in words, and text form and content. On the other hand, the recipients for bachelor degrees in some universities are required to publish some papers; those for master ones in some universities have to publish 1-2 papers; and those for doctoral ones are usually required to publish 1-2 papers in core or CSSCI journals.

### **3.2.2 Weaknesses of special education degree plans in Mainland China**

From the status analysis and feature comparison (see Table 2-2-1; Table 2-2-2; Table 2-2-3; Table 2-2-4; Table 2-2-5; Table 2-2-6) and self-evaluation (see Table

4-2), special education degree plans still have the following weaknesses in Mainland China.

#### 3.2.2.1 There are some weaknesses in focus fields

First, some of special education degree plans still have simple and similar focus fields. On the one hand, there is only one focus field for many of special education bachelor degree programs and some of master degree ones in Mainland China, which might have no good to meeting the different special needs and training various interests of the educated (She, 2013). On the other hand, some of special education degree plans have similar focus fields. For example, focus fields of special education master degree programs in Mainland China are very similar and usually lack of differences (Xiang & Zhao, 2014).

Second, there are some unbalances in focus types of special needs. Similar to Czech Republic, special education degree programs in Mainland China do not involve in gifted education, which might have harm to development of gifted education and growth of the children with giftedness; and high and low incidence disorders, and mild, moderate and severe disorders, which might do harm to knowing the diversity of special needs for the educated.

Third, there is some imbalance between theory and practice of special education. Some of bachelor and master degree plans pay more attention to theory and theoretical research of special education, and think less of practice of special education and application of special education skills and abilities, which lacks of guidance and practicability (Xiang & Zhao, 2014) and has no good to training the practical skills and abilities of the educated (She, 2013).

Fourth, shortening of openness. On the one hand, many universities in Mainland China do not publicize their degree plans, and the applicants and the educated know less or nothing about their focus fields. On the other hand, focus fields do not involve in other languages for the foreign students, which might have harm to communication and cooperation in special education degree programs at home and abroad.

#### 3.2.2.2 There are some weaknesses in training purposes

First, shortening of differences in training purposes. On the one hand, there are some similarities in careers, professional qualities and employment departments of special education degree programs in Mainland China for the educated (Li, 2011b; Wang, Li, Mo & Zhang, 2013; Guo, 2014; Zhang, 2014a; Zhang & Ren, 2015), which might do no good to their vocational design and employment. On the other hand, many of special education degree plans usually think less of differences in careers options for bachelors, masters and doctoral degrees, and their training purposes usually shorten of pertinences, which might do harm to training professional personalities of the educated (Hou, etc., 2010; Tian & Xu, 2014).

Second, overweighing all-around development and thinking less of professional qualities of the educated. On the one hand, special education degree plans in mainland China overweigh the balanced development of moral, intellectual, physical, esthetic and labor education, which is too broad and complete (Guan, Wang & Zhang, 2011; Li, 2011b; She, 2013; Wang, Li, Mo & Zhang, 2013; Guo, 2014; Zhang, 2014a; Lin & Wen, 2015). On the other hand, they pay more attention to liberal qualities and think less of professional qualities and personalities. Especially, liberal education overweighs all-around development of the educated and think little of professional knowledge, abilities and morality (Wang & Xiao, 2012, pp.23; Yu, 2012; Wang, Li, Mo & Zhang, 2013; Zhou & Hu, 2014; Deng, Pan & Guan, 2015; Huang, 2015; Wu, 2015); and the educated usually lack of reasonable knowledge structure and disciplinary background and have poorer practical and organizational abilities (Ren & Zhang, 2014).

Third, separating the relationship between theory and practice in professional qualities of the educated. On the one hand, special education degree programs in Mainland China think more of training special education teachers based on knowledge; and usually overweigh professional knowledge and research abilities and think less of professional feelings and personalities of the educated (Liu, 2010b, pp.19; Zhu, 2010; Wang & Xiao, 2012, pp.23; Wang, Li, Mo & Zhang, 2013; Xu, 2014; Huang, 2015). On the other hand, practical courses usually overweigh practical skills and think less of theory and principles of special education (Wang, 2011a).

### 3.2.2.3 There are some weaknesses in curricular systems

Frist, some of curricular systems are closed and usually shorten of openness. On the one hand, many universities in Mainland China still have imperfect information system of the courses, which usually involves in fewer online courses, and incomplete course factors and insufficient recourses. On the other hand, many universities seem unwillingly to publicize their special education degree plans, where the educated at home and abroad have a few of difficulties in getting course information (Li, 2015c).

Second, there are some weaknesses in course credits. On the one hand, there are great differences in credit number among different-level degree programs and different universities, which might do great harm to instructional management and evaluation. On the other hand, credits, number and percent of compulsory courses are usually much more than that of compulsory elective and elective courses in most universities, which might be not beneficial to train diverse interests of the educated.

Third, there are some weaknesses in internal structures of courses. On the one hand, special education degree plans in Mainland China usually have imbalanced ratios or percent in different course types, and most of degree programs have more compulsory courses than compulsory elective and elective ones, and more theoretical ones than practical ones (Hou, etc., 2010; Wang, 2010; Guan, Wang & Zhang, 2011; Li, 2011b; She, 2013; Wang, Li, Mo & Zhang, 2013; Lu, 2014b; Lu, 2014c; Xiao, 2014; He, 2015; Huang, 2015; Zhang & Ren, 2015; Zheng & Cui, 2015). On the other hand, some of curricular systems have great similarities, and are usually out of date (Liu, 2010b, pp. 46-51; Wang & Xiao, 2012, pp.25; Lei & Zhu, 2014; Pu & Xiao, 2014; Xiang & Zhao, 2014; Zhang, 2014a; Chi & Shen, 2015; Lin & Wen, 2015; Wu, 2015; Zheng & Cui, 2015).

Fourth, thinking less of professional personalities. On the one hand, special education degree plans in Mainland China usually involve in more common and educational courses than professional ones, and fewer ethical and subject courses in professional compulsory courses (Wang, 2010; Ren, 2014; Deng, Pan & Guan, 2015; Sun, Li & Wang, 2015); and have not integrated pedagogy, sports science and medicine into special education (Tian, 2012; Yu, 2012; Ban, 2013; Guo, 2014; Pu & Xiao, 2014; Zheng & Cui, 2015). On the other hand, professional courses usually involve in some repeated content and separate from practice; and shorten of

innovation and pertinence (Liu, 2010a; Li, 2011b; Yu, 2012; Wang, 2013; Feng & Chen, 2014; Deng, Pan & Guan, 2015; Lin & Wen, 2015; Zhang & Ren, 2015).

#### 3.2.2.4 There are some weaknesses in training methods

First, some of special education degree plans think less of design of training methods and only involve in simple method and mode. On the one hand, some of special education degree plans in Mainland China usually involve in simple training methods such as class teaching, practice and experiment, where some of courses do not show the educated the other training methods. On the other hand, some of them have simple mode, which shortens of pertinence and cannot meet the special needs of the children and social needs for special education teachers (Tang, 2009; Guo, 2014; Lei & Zhu, 2014; Tian & Xu, 2014; Huang, 2015).

Second, there is some imbalance between theory and practice. On the one hand, special education degree plans in Mainland China usually involve in more theoretical courses and teaching than practical ones; and practical instruction system still shortens of innovation and effective assurance system (Liu, 2009; Zhang, 2012; He, 2015; Wang & Cheng, 2015; Zhang, Huang & Liu, 2015). On the other hand, special education degree plans in Mainland China think more of class instruction than out-of-class activities, where instructional activities on theory are usually great more than practice and application, and overweigh “How to teach” for the educators and relatively think less of “How to learn” for the educated (Wang, 2011b; Ban, 2013; Ren, 2014; Deng, Pan & Guan, 2015).

Third, thinking less of informatization and internationalization in training methods. On the one hand, special education degree plans in Mainland China think less of application of modern information technology, such as e-learning, on-line courses, distance education, etc. On the other hand, there is no special education degree program for the foreign students, where only involves in sending students to study abroad and does not enroll in the foreign students, and international communication and cooperation seems to be one-way in Mainland China.

#### 3.2.2.5 There are some weaknesses in evaluation systems

First, shortage of unified credit requirements. Investigation shows that there are great differences in credit number for the same or different-level degrees in Mainland

China, on the one hand, the recipients for the same degrees usually need earning different credits; on the other hand, there are great differences in credit number for bachelor, master and doctoral degrees (see Table 2-2-3).

Second, overweighing written and final exams. On the one hand, entrance exams for special education degree plans in Mainland China usually include more than 50% written exams. On the other hand, the exams for compulsory or degree courses and some of compulsory elective and elective or non-degree courses usually involve in more than 50 % final written tests.

Third, thinking more of professional knowledge than abilities and attitudes. Consistent with training purposes and curricular systems, evaluation systems usually focus on professional knowledge more than professional abilities and attitudes in admission requirements, process evaluation and graduation requirements.

Fourth, overweighing the number of research achievements. Some of special education degree programs in Mainland China usually overweigh the number of dissertation words and publications, which usually leads to pay less attention to research abilities of the educated and research quality (Li & Mi, 2010).

In one word, special education degree plans have not only some strengths but also some weakness in focus fields, training purposes, curricular systems, training methods and evaluation systems in Chinese Mainland universities.

### **3.3 Challenges of special education degree plans in Czech Republic and Mainland China**

Although special education degree plans have made great progress and formed their features, they still have some weaknesses and are facing up to the following challenges in Czech Republic and Mainland China.

#### **3.3.1 Imperfect internal design**

At present, there is still some unreasonableness in quantity and internal structure of special education degree programs in Czech Republic and Mainland China.

##### *3.3.1.1 Imperfect design in quantity*

Number and enrollment of special education degree programs are not only the prerequisite of value-realization but also the influencing factors of effectiveness of degree plans. Investigation shows that special education degree programs in Czech Republic and Mainland China have made great progress in quantity such as number and enrollments, however, there are some weaknesses in enrollment size and regional distribution.

On the one hand, there are weaknesses in enrollment size of special education degree programs. Investigation shows that there are great differences in number of enrollments in different universities (see Table 1-1) and the ratio of teacher-student is imbalanced in some Czech universities due to the insufficient educators (ACCR, 2013; ACCR, 2014a; ACCR, 2014b; ACCR, 2016b); and there are only about 3176 enrollments each year and there are great differences in enrollment size in different universities (see Table 1-2) and the total number cannot still meet the needs of basic schools in Mainland China (Li, 2011b; Wang & Xiao, 2012, pp. 370; She, 2013; Feng & Chen, 2014; Lei & Zhu, 2014; Li, 2014; Huang, 2015). Therefore, it is very necessary to further optimize the enrollment size of degree programs in order to enhance the pertinence and effectiveness of special education degree plans in future Czech Republic and Mainland China.

On the other hand, there is some imbalance in regional distribution of special education degree programs. Although there are more total number and ratio of special education degree programs in Czech universities, there are still four states without special education degree program and regional distribution is imbalanced in number

and enrollment (see Table 1-1); and there are still seven provinces without special education degree program in Mainland China, and number and enrollment of special education degree programs are very imbalanced in regional distribution (see Table 1-2). Thus, it is very necessary to further promote balanced development in regional distribution of degree programs in order to strengthen the equality and effectiveness of special education degree plans in future Czech Republic and Mainland China.

### *3.3.1.2 Imperfect design in forms and content*

If enrollment size and regional distribution of degree programs could influence the effectiveness of special education degree plans, the reasonable forms and content of degree plans will directly determine their existence and development. Although there are stricter and more specific requirements and evaluation standards about study programs, there are still some weaknesses in forms and content of special education degree plans in Czech and Chinese Mainland universities.

On the one hand, there are still some unreasonableness in forms of some special education degree plans. Investigation shows that Czech and Chinese Mainland universities rarely provide the specific handbooks of special education degree programs for the educated at home and abroad, some of special education degree plans in Czech universities only have an outline and usually involve in simple and incomplete version (Vašutová & Spilková, 2011, pp.221; ACCR, 2014a; ACCR, 2014b; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c); and those in Mainland China usually involve in simple, similar and incomplete version and fewer educational resources (Zhu, 2010; Yu, 2012; She, 2013; Guo, 2014; Xiang & Zhao, 2014; Huang, 2015; Wu, 2015; Zhang & Ren, 2015) and there is still no special education degree program and plan for the foreign students. Thus, it is very necessary to richen the forms in order to strengthen the diversity and feasibility of special education degree plans in future Czech Republic and Mainland China.

On the other hand, there are still some weaknesses in content design of special education degree plans. Some of special education plans in Czech universities have not only simple forms and incomplete content about focus fields, training purposes, curricular systems, training methods and evaluation systems, but also still some unreasonable logic relationship among different factors or sub-factors (ACCR, 2010; Vašutová & Spilková, 2011, pp.206; ACCR, 2012; Martin, 2012; Dvořáková & Smrčka, 2013; MEYS, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016b); and



those in Mainland China have still simple focus fields, unclear training purposes, outdated curricular systems, simple training and evaluation methods (Liu, 2009; Wang, 2010; Zhu, 2010; Wang & Xiao, 2012, pp. 363-368; Huang, 2015) and are usually far from practice and shorten of pertinence in reality of special education and special education teachers (Cao, 2009; Wang, Li, Mo & Zhang, 2013; Zhou, 2013a; Lei & Zhu, 2014; Ren & Zhang, 2014; Tian & Xu, 2014; Xiang & Zhao, 2014; Zhang & Huang, 2014; Zhao, 2014; Deng, Pan & Guan, 2015; Sun, Li & Wang, 2015; Wang & Cheng, 2015). Thus, it is very necessary to set up more reasonable internal structure and content in order to strengthen the rationality and feasibility of special education degree plans in future Czech Republic and Mainland China.

### **3.3.2 Insufficient external support**

If reasonably internal design is the key of existence and development of special education degree plans, extensively external support is the important prerequisite and assurance. At present, there are still some imperfect assurance systems, support systems and governance mechanism for special education degree programs in Czech Republic and Mainland China.

#### *3.3.2.1 Incomplete social assurance and support systems*

Social assurance and support system is the important prerequisite of teacher education for ISN. Special education degree plans in universities needs organization, systematic, financial and quality assurance; and incomplete management mechanism, legal systems, investment systems and evaluation systems are the important external factors leading to their present problems (Li, 2015b; Li, 2016a; Li, 2017).

Investigation shows that special education degree plans are facing up to imperfect assurance and support systems in Czech Republic and Mainland China.

On the one hand, social assurance system is still imperfect. Social assurance system involves in organization, systematic, financial and quality assurance. At present, *The Ministry of Education, Youth and Sports* (MEYS) and *The Accreditation Commission* in Czech Republic are jointly responsible for the quality of higher education and think much of autonomy of higher education institutions, however, special education degree programs are still facing up to incompletely legal, investment, evaluation systems (ACCR, 2014b; MEYS, 2014; EC, 2015; MEYS,

2015, pp.14; Smrčka, Dvořák & Vidláková, 2015; Li, 2016a; see Table 4-1); and there are not independently professional standards of special education teachers and a clear policy for the professional development of teachers and systematic in-service training for teaching pupils with special and diverse needs (Pokorna, 2010; Strnadová & Topinková, 2010; Vašutová & Spilková, 2011, pp.204). Differently, *Ministry of Education* in PRC is the main management institution of all levels of education, where there is the top-down management mode; and special education degree programs are still facing up to imperfect legal systems, insufficient financial investment, incomplete quality standards and evaluation systems (Chen & Shen, 2008; Liu, 2010b, pp.22; Fu, Hou, Liu & Zhang, 2012; Li, 2013c; She, 2013; Xu, 2013; Feng & Chen, 2014; Guo, 2014; Lei & Zhu, 2014; Zhao, Wang & Wang, 2014; Ding, 2015; Li, 2016a; Li, 2017; Table 4-2). Therefore, it is very necessary to further improve the laws and policies, increase the investment and improve the evaluation mechanism of degree programs in order to enhance the legality and feasibility of special education degree plans in future Czech Republic and Mainland China.

On the other hand, social support system is still imperfect. Although Czech Republic has established and put into practice a relatively perfect assurance and support system of inclusive special education, special education degree programs are still facing up to some problems such as the traditional social concepts, the social identification, professional development of inclusive education teachers, parents' participation, etc., and shorten of insufficient social support (Vašutová & Spilková, 2011, pp.221; ACCR, 2012; Peng, 2012; Stejskalová, 2012; Dvořáková & Smrčka, 2013; Shmidt & Pančocha, 2013; MEYS, 2014; Añón-Roig, etc., 2015; MEYS, 2015, pp.22); and although there are a lot of rehabilitation and service institutions of special education in Mainland China and teacher education for ISN have earned some social identity and supports (CDPF, 2015), special education degree programs are still facing up to imperfect social support from family, community, etc. (Chen & Shen, 2008; Liu, 2010b, pp.22; Li, 2013c; Peng, 2013; She, 2013; Gu, Yang & Jiang, 2014; Guo, 2014; Lei & Zhu, 2014; Li, 2016a;2017). Thus, it is very necessary to improve the social support systems of degree programs in order to strengthen the legality and effectiveness of special education degree plans in future Czech Republic and Mainland China.

### 3.3.2.2 Imperfect internal governance mechanism

If social assurance and support system is the necessary external factor, perfectly internal governance mechanism is the internal driving force and key factor of designing and implementing special education degree programs. At present, absences of the managers and educators in universities may be the main reasons of producing current problems of special education degree plans in Czech Republic and Mainland China.

On the one hand, absence of managers. The managers in universities are the designers, supervisors and evaluators of special education degree programs and plans. Only could high-quality managers produce more perfect special education degree plans and put them into practice. At present, based on tradition and rather conservative principles, some universities in Czech Republic still shorten of high-quality managers and reasonable governance mechanism, and do not usually provide many opportunities for innovation of special education degree programs and plans (ACCR, 2012; Dlouhý & Dlouhá, 2012; Dvořáková & Smrčka, 2013; MEYS, 2014; MEYS, 2015, pp.22; Li & Yang, 2017); and those in Mainland China usually shorten of independent management departments and professional managers, and some managers have usually exaggerated their administrative power and have poorer service awareness and abilities (Liang, 2009; Zhang, 2013b; Feng & Chen, 2014; Wang & Cheng, 2015) and pay less attention to design, implementation and quality supervision of degree programs and plans (Zhang, 2008; Guan, Wang & Zhang, 2011; Lei & Zhu, 2014; Wu, 2015; Huang, 2015; Li & Yang, 2017). Thus, it is very necessary to improve the internal governance mechanism and enhance the quality of the managers in higher schools in order to enhance the quality about design and implementation of special education degree programs and plans in future Czech Republic and Mainland China.

On the other hand, absence of educators. The educators in universities are not only the practitioners and actors of special education degree plans, but also the designers, executors and evaluators of curriculum and instruction. Only could high-quality educators design more perfect curricular and instructional plans for special education degree programs and effectively put them into practice (Li, Zhang & Zhao, 2015). At present, some universities in Czech Republic still shorten of

educators good at the related focus fields of special education and some educators usually provide the educated insufficient concern and guidance and lower-quality teaching (Strnadová & Topinková, 2010; ACCR, 2011a; ACCR, 2011b; Martin, 2012; Dvořáková & Smrčka, 2013; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c; see Table 4-1); and total number of the educators is insufficient in many Chinese Mainland universities, many special education degree programs usually shorten of teachers with special education degrees (Hou, etc., 2010; Wang & Xiao, 2012, pp.336-338; Yu, 2012; Cheng, 2013; Liu, 2013; She, 2013; Lei & Zhu, 2014; Wang, 2014b; Wang & Cheng, 2015; Zhang & Ren, 2015) and the educated with special needs usually get less concern and could not fully share educational resources and service (Li, 2011b; Xiang & Zhao, 2014; see Table 4-2). Thus, it is very necessary to increase the number and enhance the quality of the educators in order to secure the high-quality design and effective implementation of special education degree plans in future Czech Republic and Mainland China.

In one word, special education degree plans in Czech Republic and Mainland China have not only had some strengths, but also are facing up to some challenges such as imperfect internal design and insufficient external support.

## **Summary**

To sum up, after reform and openness to the world in a long time, Czech Republic and PRC have made great progress and created their features and strengths in special education degree plans; and especially, Czech Republic has set up more open, higher-level and more complete teacher education for ISN, which it is worth learning from for PRC.

At the meantime, special education degree plans in Czech Republic and Mainland China still have some weaknesses in focus fields, training purposes, curricular systems, training methods and evaluation systems; and are facing up some difficulties and challenges in internal design and external support.

Thus, it is still very imperative to further sum up the strengths and weaknesses of special education degree plans; reflect the present difficulties and potential challenges; and look for new opportunities and aims of special education degree programs in future Czech Republic and PRC.

## 4. Prospects on special education degree plans in future

### Czech Republic and PRC

“Reconstruction” is an act of reconstructing<sup>①</sup>. Different from “constructionism” and “deconstructionism”, “reconstructionism” pays more attention to the unity of “integrity and individuality”<sup>②</sup>. If “deconstruction” means “method” and how to understand and evaluate special education degree programs and plans in Czech Republic and PRC, “reconstruction” maybe does “destination” and how to improve them. In the research, “reconstruction” means reconstructing and redesigning the denotation and connotation of special education degree programs and plans.

Based on the related theories of reconstructionist, program evaluation, teacher education for ISN, etc., the chapter will further probe into the basic features of special education degree plan in university and put forward some practical strategies of special education degree plans in future Czech Republic and PRC.

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① Retrieved from <http://www.dictionary.com/browse/reconstruction>

② Retrieved from <https://en.wikipedia.org/wiki/Reconstructivism>

## 4.1 Basic features of special education degree plan in university

As above analysis, program evaluation means evaluating the merit and worth of program according to some evaluation standards. Literature analysis shows that there are more and more works about the basic features or evaluation standards of educational programs, which mainly involve in education, special education, higher education, teacher education and special education teacher preparation, etc. However, there are still fewer publications about the basic features or evaluation standards of special education degree plans. For example,

*Educational programs* should insist on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity, and shared responsibility for a sustainable future (UNESCO, 2015b, pp.10); or utility, feasibility, propriety, accuracy, and accountability (Yarbrough, Shulha, Hopson & Caruthers, 2011); or rationale, effectiveness, efficiency, relevance, effects and impacts (Anderson & Arsenault, 2005, pp. 150-151); etc.

*Special education programs* should insist on zero reject, nondiscriminatory evaluation, appropriate education, least restrictive environment, procedural due process and parental and student participation (SHRUSA, 2004); or individualized supports and services for students and families, systematic instruction, comprehensible and structured learning environments, specialized curriculum content, functional approach to problem behavior, and family involvement (Iovannone, Dunlap, Huber & Kincaid, 2003); etc.

*Higher education study programs* should involve in content of study, academic staff, information and technical resources, and scientific, research, development, artistic and other innovative activity (ACCR, 2016a); insist on quality assurance, diversity and accessibility, internationalization, relevance, high-quality and relevant research/ development/ innovation, the decision based on data and effective financing (Chládek, 2015); or quality and relevance, openness and effectiveness, and funding (Kopicová, 2010); or equitable access and completion, lifelong learning, employability, innovation and creation, and openness (EC, 2009); etc.

*Teacher education programs* should be based on competencies such as abilities, skills, knowledge, strategies, attitudes and values (Fernández, 2014); insist on flexibility and adaptability, autonomy and creativity, in-depth subject knowledge, practicing a broad repertoire of teaching strategies, practicing student-centered and

collaborative learning methods and reflecting on their own practice (Sieber & Mantel, 2012); insist on access and quality, equity and social justice, democratic values and participation and balance between community and diversity (Arnesen, Allen & Simonsen, 2009); prepare them to facilitate the student's acquisition of key competences such as communication in the mother tongue and foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression (Gordon, etc., 2009, pp.25). At the same time, early childhood teacher education programs should promote child development and learning, build family and community relationships, observe/ document and assess to support young children and families, use developmentally effective approaches to connect with children and families, use content knowledge to build meaningful curriculum and becoming a professional (NAEYC, 2009); etc.

*Special education teacher preparation programs* should involve in various focus fields and career options, clear purposes, richer courses, diverse methods, strict evaluation standards and internetworking (Li, 2015b; Li, 2015c); insist on morality, be based on the students, think much of ability and lifelong learning (MEPRC, 2015); insist on integration, comprehension, pluralism and feasibility (Zhang & Huang, 2014); be based on needs of the teachers and train competencies such as professional knowledge, skills, cooperation, attitudes, behavior management, communication, autism, etc. (Ergül, Baydik & Demir, 2013); insist on inclusion and equity, teacher as decision maker, multiculturalism, innovations in education, and field-based emphasis (Ashby, 2012); insist on more rigorous accountability, strengthening candidate selection and placement, revamping curriculum/ incentives/ staffing, supporting partnerships and expanding the knowledge base to identify what works and support continuous improvement (NCATE, 2010); insist on social cohesion, life skills, multicultural diversity, school for all, curricula adaptation and mainstream education of Roma pupils (Strnadová & Topinková, 2010); involve in philosophy of education, teaching style, and learning strategies (Foster, 2006, pp.24); craft extensive field experiences, emphasize working together, evaluate the impact of teacher education programs, focus on inclusion and cultural diversity and maintain a positivist or constructivist orientation toward teacher knowledge (Brownell, Ross, Colón & McCallum, 2005); set goals and objectives for recruitment, provide programs to sensitize faculty to diversity and issues that affect minority students, use peer support



in the form of cohorts, and provide academic support and flexibility in the programs of study (Patton, Williams, Floyd & Cobb, 2003); etc.

*In addition*, some researchers have reflected *Program Evaluation Standards of JCSEE* (2rd, ed.) and considered that utility and propriety standards, in particular, have limited applicability in cultures differing from their North American origin (pp. 5); the feasibility and accuracy standards are mostly acceptable in South Korea, however, utility and propriety standards (such as service orientation, stakeholder identification, conflict of interest, and disclosure of findings) are inappropriate (Russon, 2000, pp.41).

Learning from the related research and the trends of special education (Ferguson, 2008; Schuelka & Johnstone, 2014; Gordillo, 2015; UNESCO, 2015a) and teacher education for ISN (CEU, 2009; Holdsworth, 2010; Mitchell, 2010, pp.206; Wang & Xiao, 2012, pp.96-100; Watkins & Donnelly, 2014; Zgaga, 2014), the research considers that special education degree plan in university should insist on propriety, humanism, flexibility, transparency, informatization and feasibility.

#### **4.1.1 Propriety**

“Propriety” involves in service orientation, formal agreements, rights of human subjects, human interactions, complete and fair assessment, disclosure of findings, conflict of interest, fiscal responsibility (Mertens & McLaughlin, 2004, pp.31-32). In the research, it mainly means “legality”, “rationality” and “equality” of special education degree plans.

##### *4.1.1.1 Legality*

“Legality” is the consistency between special education degree plans and legal systems and social norms, which may be divided into external and internal one.

First, “external legality” means special education degree plans should have legitimate assurance and support systems, which are the prerequisite of their existence and development. On the one hand, special education degree programs should have legal assurance systems including management institutions, legal systems, financial systems and evaluation systems, which means the social management systems and mechanism should admit, support and secure the legality of special education degree plans. On the other hand, special education degree programs should have perfect social support system, and social and public opinions should understand, identify and support the legality of special education degree plans. It is proved that if there were

not extensive assurance and support systems, special education degree plans would impossibly be smoothly designed and effectively carried out in developed countries (Wang & Xiao, 2012, pp.96-100; Li, 2015b; Li, 2016a; ACCR, 2016a).

Second, “internal legality” means special education degree plans should be consistent with theory and practice of laws and policies and emphasize on legal awareness and abilities of the educated. On the one hand, special education degree programs should have reasonable management mechanism, be consistent with legal norms and systems and provide legal education and service. On the other hand, special education degree programs should integrate the legal systems into degree plans and educational activities, provide the educated legal theory and practice, and make them better know and understand the related legal knowledge, set up legal awareness and produce the abilities on dealing with and solving the legal problems related to special education. In fact, only providing legal education and training special education teachers with legal awareness and abilities, special education degree programs would have more time and space of existence and development and special education degree plans would earn more social assurance and supports (Li, 2015b; Li, 2016a; Li, 2017).

#### *4.1.1.2 Rationality*

“Rationality” means special education degree plans should insist on reasonably internal logic and follow in objective rules and practical needs, which may be divided into internal and external one.

First, special education degree plans should insist on reasonably internal logic and reach “internal rationality”. It is well known that study programs in higher education institutions should be a coherent integral entity, where aims of study, graduate’s profile, graduate’s job prospects, selection of compulsory courses, content of the state exam and proposed topics of the qualification theses have to be in mutual correspondence (MEPRC, 2014; ACCR, 2016a); and special education degree plans should have the reasonable structure, which could scientifically and logically show the relationship among internal factors (such as the educated and educators, educational subject and content, etc.) and sub-factors (such as theory and practice, class instruction and out-of-class activities, different degree levels, different course

types, different instructional and exam methods, etc.). In fact, only with reasonably internal logic, special education degree plans would be truly admitted by management institutions, fully understood and put into practice by the educators and effectively play a role in the educated (Wang & Xiao, 2012, pp.363-368; Li, 2015b; Li, 2016a).

Second, special education degree plans should follow in practical needs and objective rules and reach “external rationality”. It means special education degree plans not only insist on internal logic but also follow in practical needs and objective laws, especially teacher education for ISN and basic special education. At present, there are stricter evaluation standards about special education study programs in many countries; and special education degree plans are usually based on deep investigation, rigorous proofs and strictly rational thinking and could in a way truly represent special education needs and adapt to social development. Practice has proved that, special education degree plans could, only truly representing objective rules and practical needs of higher education and basic special education, be successfully admitted by government and management institutions, then effectively carried out by the managers and educators and finally train high-quality special education teachers, researchers and experts for special education schools and the other relevant institutions (Zhu, 2010; She, 2013; MEPRC, 2014; Zhang & Huang, 2014; Li, 2015c; ACCR, 2016a).

#### *4.1.1.3 Equality*

“Equality” involves in that of starting point, process and results; and it means special education degree plans in universities should have reasonable evaluation systems in entrance requirements, process evaluation and graduation requirements and make the educated get equal learning opportunities, educational services and result evaluation.

First, the individuals with or without disorders should equally share educational opportunities and resources about special education degree programs. At present, special education and higher education laws and systems have become more and more perfect in developed and some developing countries, and the educational rights of individuals with or without special needs have been paid more and more attention to, which have provided the educated the strong assurance in equal admission choice and

resource share of special education degree programs (UNESCO, 2015a). That is, higher schools should fully respect to the educational rights of individuals with or without special needs, provide them equal opportunities of applying for special education degree programs and studying special education and make them equally share their educational resources and services.

Second, the educated should be fairly evaluated. Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds (CEU, 2009). “Equality” means that higher education institutions should not only provide the educated fair educational opportunities, process and resources; but also equal results and evaluation. At present, many countries have set up national and local professional standards for special education teacher, and many colleges and universities have set up their strict evaluation systems and formed effective practical strategies about special education study programs (Wang & Xiao, 2012, pp.97-98; Li, 2015b; Li, 2016a). Therefore, in order to reach equal evaluation, special education degree programs should set up strict evaluation systems such as admission requirements, process evaluation and graduation requirements; and provide the educated “nondiscriminatory evaluation” and make them get fair evaluation such as exam scores or credits, diplomas, degrees and employment opportunities, etc. (ENQA, 2013).

#### **4.1.2 Humanism**

“Humanism” is a philosophical and ethical stance that emphasizes the value and agency of human beings, individually and collectively, and generally prefers critical thinking and evidence over acceptance of dogma or superstition<sup>①</sup>; and sustaining and enhancing the dignity, capacity and welfare of the human person should be the fundamental purpose of education in the twenty-first century (UNESCO, 2015, pp. 36). In the research, it means “diversity”, “inclusion” and “lifelong” of special education degree plans.

##### *4.1.2.1 Diversity*

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① Retrieved from <https://en.wikipedia.org/wiki/Humanism>

“Diversity” means special education degree plans should respect to and meet the diverse special needs of the individuals with or without disorders in higher schools and basic schools.

First, special education degree plans should respect to and meet the diverse needs of the educated in the universities. It is well known that the landscape of higher education is being transformed by the diversification of structures and institutions (UNESCO, 2015, pp.52); and the educated with special education study programs in universities are the graduates with diplomas of secondary education or post-secondary education and usually have not only greater and stronger subjectivity but also diverse interests and value orientations. Thus, special education degree plans in universities should fully respect to differences and diversity of the educated and provide them diverse focus fields, training purposes, curricular systems, training methods and evaluation systems so as to encourage their initiatives and enthusiasms in learning and research and train their diverse interests about special education.

Second, special education degree plans should pay attention to training the abilities of the educated in individualized education and meet diverse special needs in basic schools. It is true that special education degree programs are the main ways of training special education teachers, who will educate the children with or without special education needs; at the meantime, special education needs usually involve in diverse differences in gender, grade, ethnicity and age for the children with disorders or giftedness. Thus, special education degree plans should not only respect to the diversity of the educated, but also make them deeply know and understand the diversity of special education needs, actively participate in practice of special education and carefully construct their abilities in designing and providing individualized education programs for ISN so as to effectively engage in special education and meet diverse special needs of children with or without disorders.

#### *4.1.2.2 Inclusion*

“Inclusion” means “zero reject” or “Education for all”. That is, special education degree plans should insist on “inclusive education” and train inclusive special education teachers.

First, special education degree plans should have inclusive awareness and abilities and could meet higher education needs of all individuals with or without disorders. *The World Conference on Special Needs Education in Salamanca* produced a statement setting out the principles of inclusive education (UNESCO, 1994) and “*Education for all*” was accepted at the world-wide education forum held in Dakar 2000 (UNESCO, 2000); and then special education is step by step changing from integration into inclusion, which means integrating all children into regular schools in such a way that staff of schools create, in collaboration with the community, such conditions that support their development in all areas of the quality of a pupil’s life to a maximum extent (Kratochvílová & Havel, 2013). At present, higher education is changing from elite education into mass or universal one in developed countries and some developing ones<sup>①</sup> and more and more individuals with or without special needs have been enrolled into higher schools and are studying special education; and teacher preparation programs all over the world are contending with making changes to their programs to address the move towards inclusion (Young, 2011). Thus, special education degree programs in universities should insist on “zero reject” to those interested and engaged in special education (UNESCO, 2015a).

Second, special education degree programs should concentrate all attention on training inclusive special education teachers. Inclusive education is an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (Acedo, etc., 2009, pp. 126); and it requires education systems to build both on general human rights to education and to tailor practices to the particular context of disability (Ebersold, Schmitt & Priestley, 2011, pp.4-11), and strengthen the caring and understanding for the distressed persons (Zgaga, 2014). The principles of inclusion should be built into teacher training programs, which should be about attitudes and values, not just knowledge and skills (Mitchell, 2010, pp.206; WHO, 2011, pp. 222); initial teacher

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① According to Trow, M., “elite education” for higher education means less than 15 per cent of the age grade currently enrolled in all forms of postsecondary education, “mass education” does 15-50 percent and “universal education” does more than 50 percent.

education should develop new teachers who are inclusive practitioners, effective in their teaching as well as expert in their subject (Watkins & Donnelly, 2014). Thus, special education degree programs not only integrate “inclusive education” into degree plans, but also produce the educated with professional knowledge, abilities and attitudes in inclusive education and make them truly become into inclusive practitioners.

#### 4.1.2.3 Lifelong

“Lifelong” means special education degree plans should insist on “lifelong education” and contribute to lifelong professional growth of the educated.

First, special education degree plans should insist on “lifelong education”. “Lifelong education” originated from “*Introduction to Lifelong Education*”, and means integrate individual, social and professional development into the process of life in order to promote the fullest development of individual and enhance living quality of individual and society (pp.21); and it is showing two major trends moving towards adults and children and adolescents (Lengrand, 1975, pp.74-75). *Incheon Declaration for Education 2030* in 2015 puts forward ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all in future fifteen years (UNESCO, 2015a). Thus, special education degree programs should integrate theory and practice of lifelong education into focus fields, training purposes and curricular systems, set up lifelong teacher education for ISN and degree plans, and help the educated learn career planning and set up the awareness and abilities of lifelong education and learning.

Second, special education degree programs should contribute to promoting the lifelong learning and professional growth of the educated. Although pre-service training is the important and key stage of developing professional awareness and abilities for special education teachers, it is only the initial stage of the career life of them and in-service training is the strongest complementation. Educators play the essential role in ensuring learning throughout life and beyond formal education systems (UNESCO, 2015b, pp.56); and one aim for teacher education reform is to provide a softer start to a teaching career and life-long development of professional competence (EADSNE, 2011, pp.55). Thus, special education degree programs in

universities should not only provide the educated lifelong education system and degree plans and link their pre-service with in-service training, but also make them be initiatively engaged in lifelong learning and sustainable development.

#### **4.1.3 Flexibility**

“Flexibility” is used as an attribute of various types of systems, and refers to designs that can adapt when external changes occur<sup>①</sup>. In the research, it means changeability, timeliness and innovation of special education degree plans.

##### *4.1.3.1 Changeability*

“Changeability” means special education degree plans should balance “stableness” and “change”, and insist on not only relatively stability but also appropriate changeability.

First, special education degree plans should insist on “relative stability”. It is well known that special education degree plans were usually designed after full investigation and deep discussion and have some reasonable factors, it is unnecessary and unreasonable to often adjust and change them. At the meantime, with social changes and diversity of educational objects, special education degree plans would have more and more out-of-date information and might become more and more unsuitable to the new environment and changes; and it is very unwise to be not updated in a long time. Thus, the stability is not absolute but relative, and “relative stability” means carefully insisting on and maintaining the reasonable factors of special education degree plans.

Second, special education degree plans should be step by step improved according to objective rules and practical needs of social development and special education. That is, stability is not “once for all”; and change should not be blind, but usually follow in basic rules and laws. Before successfully applying for special education degree programs, higher education institutions usually paid more attention to design of degree plans and special education degree plans usually had a lot of reasonable factors special education. However, higher education are step by step developed and reformed according to their own laws and rules; and evidently, it is very absurd to think little of the past experiences and go against objective rules. Thus,

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① Retrieved from [https://en.wikipedia.org/wiki/Flexibility\\_\(engineering\)](https://en.wikipedia.org/wiki/Flexibility_(engineering))



it is very necessary to respect to and follow in the basic rules and laws of higher education and special education, avoid blindness in reform and development so as to effectively improve the special education degree plans.

#### *4.1.3.2 Timeliness*

“Timeliness” means special education degree plans should be consistent with development and reform of the times.

First, special education degree plans should focus on the newest information about development and reform of the times. On the one hand, the makers and managers should enhance their own sensitivity on timely information; actively know the newest information of scientific, political, economic and cultural development, especially, special education and teacher education for ISN; and in time integrate them into special education degree plans. On the other hand, the implementers and educators should do that again, and usually update their knowledge and instructional and management methods and effectively carry out special education degree plans. Only like that, special education degree plans could keep up with social and scientific progress and truly meet more diverse special needs.

Second, special education degree plans should absorb the essence of social and scientific reform and development. That is, information is very diverse and complex, higher schools should discriminate “truth and falsity” and “essence and dross” of new information and integrate essence into special education degree plans. On the one hand, the makers and managers should enhance the discriminability about new information, and integrate the essence (such as new ideas, theories and methods) of social and scientific reform and development into special education degree plans and make them more and more perfect. On the other hand, the implementers and educators should learn to discriminate the newest information and usually integrate the newest progress into their instruction and management activities. Thus, special education degree programs should not only actively delete the outdated information and focus on the newest information of human being, but also fully absorb the essence of theory and practice related to special education.

#### *4.1.3.3 Innovation*

“Innovation” means special education degree plans should be surpassed and created step by step.

First, special education degree plans should be full of innovation. Different from sensitivity to new things, innovation is the ability to surpass the “self” and “past”; and it means not only absorbing but also producing new ideas, theories and methods. Only with the novelty and innovation, special education degree plans would earn more and more time and space of existence and development. At present, Massive Open Online Courses (MOOCs) have opened up new avenues for reaching wider audiences in higher education across the world and have broadly been applied in degree programs (Woert, Jacobi & Jelgerhuis, 2014, pp.2; UNESCO, 2015b, pp.49); virtual technologies can greatly enhance field-based learning opportunities for pre-service special education teachers (Billingsley & Scheuermann, 2014); etc. Thus, it is very necessary to further innovate the focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans; and usually provide the educated new ideas, theories and methods on special education and teacher education for ISN.

Second, special education degree plans should emphasize on the creative awareness and abilities of the educated. Universities are places where they meet each other and learn together create new values, people of different generations, nationalities, with different backgrounds and experiences, but also with different views, expectations and ambitions (Chládek, 2015). If sending new concepts and methods meant implicit innovation and inheritance, producing creativity could be explicit one and progress. In fact, educators should foster critical thinking and independent judgment, instead of unreflective conformity (UNESCO, 2015b, pp.83); and special education degree plans should train not only inheritors but also creators of human civilization. Thus, the final aim of special education degree plans should be to constantly strengthen the creative awareness and abilities of the educated and produce more and more special education teachers with creativity.

#### **4.1.4 Transparency**

“Transparency” is the property that allows a transmission system or channel to accept, at its input, unmodified user information, and deliver corresponding user

information at its output, unchanged in form or information content<sup>①</sup>. In the research, it means special education degree plans should be open and get unrestricted access to, and insist on “openness” and “internationalization”.

#### *4.1.4.1 Openness*

“Openness” is an overarching concept or philosophy that is characterized by an emphasis on transparency and free, unrestricted access to knowledge and information, as well as collaborative or cooperative management and decision-making rather than a central authority<sup>②</sup>; it means that special education degree plans should be an open system and train the open awareness and abilities of the educated.

First, special education degree plans should be open to the world. A system is a set of interacting or interdependent component parts forming a complex or intricate whole; and different from closed system with limited information and energy due to no external exchange, open system emphasizes on external interactions and is usually full of new energy and information<sup>③</sup>. Some researchers consider that future learning should be open and findable and the earning model and design process should be transparent (Woert, Jacobi & Jelgerhuis, 2014, pp.61-66). It is evident that closed system has limited space and time for existence and development, and open system truly has unlimited space and time for that. Thus, higher schools should actively set up open teacher education system for ISN and usually hold, carry out and participate in academic communication and cooperation so as to make special education degree plans be full of new information and energy and earn limitless space and time for existence and development.

Second, special education degree plans should strengthen the open awareness and abilities of the educated. Higher education institutions are the important places of academic communication and innovation and should support and advocate academic freedom and democracy, where the educated could easily get academic information, freely exchange academic ideas and fairly engage in academic debate and criticism (Li & Yang, 2008). Investigation shows that higher schools in developed countries have thought more and more of publicizing the information about special education

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① Retrieved from [https://en.wikipedia.org/wiki/Transparency\\_\(telecommunication\)](https://en.wikipedia.org/wiki/Transparency_(telecommunication))

② Retrieved from <https://en.wikipedia.org/wiki/Openness>

③ Retrieved from [https://en.wikipedia.org/wiki/Open\\_system\\_\(systems\\_theory\)](https://en.wikipedia.org/wiki/Open_system_(systems_theory))

degree programs; and encouraging and supporting the academic communication of the educated and training their open awareness and abilities (Wang & Xiao, 2012, pp.98-99; Li, 2015b; ACCR, 2016c; Li & Yang, 2017). Thus, special education degree plans should be not only an open and accessible system, but also emphasize upon the open awareness and abilities of the educated so as to really produce special education professionals with openness and adaptability.

#### *4.1.4.2 Internationalization*

“Internationalization” is the process of integrating an international information and resources into special education degree plans and training the international awareness and abilities of the educated.

First, special education degree plans should actively absorb the newest international information and resources about special education and teacher education for ISN. It means the purposeful integration of international dimensions into special education degree plans for all students at home and abroad (Curaj, Salmi, Matei, Scott & Pricopie, 2015, pp.69). At present, more and more higher education institutions have paid attention to international communication and cooperation, usually introduced international information and resources into special education study programs by means of diverse methods (such as international conferences, visiting abroad, cooperative research projects, etc.), and effectively realized the internationalization of degree plans (Wang & Xiao, 2012, pp.98-99; Biewer, etc., 2015; Li, 2015b; Li & Yang, 2017). Thus, it is very imperative to take most advantage of rich and useful resources abroad and actively integrate international trends about special education and teacher education for ISN into special education degree plans.

Second, special education degree plans should pay more attention to the international awareness and abilities of the educated so as to promote more international communication and cooperation. It means special education degree plans should not only actively absorb intercultural information, reform internal systems and encourage international communication and cooperation (Wormnæs, 2008; UNESCO, 2015a); but also help the learners to live in a global world and increase their experience and knowledge, employability, productivity and earning power by means of degree mobility and credit mobility in curriculum, teaching, learning and learning

outcomes (EC, 2013; UNESCO, 2015b, pp.52). Therefore, higher schools should not only learn useful information and successful experiences from the other developed countries and step by step improve and update degree plans, but also fully train the international awareness and abilities of the educated and further promote deeper international communication and cooperation and really realize “win-win”.

#### **4.1.5 Informatization**

Information technology is the application of computers and internet to store, retrieve, transmit and manipulate data or information<sup>①</sup>; and “informatization” is the process through which new information communication technologies are used as a means for furthering development as a nation becomes more and more an information society (Rogers, 2000). In the research, it means “computerization” and “networking” of special education degree plans.

##### *4.1.5.1 Computerization*

“Computerization” means special education degree plans should integrate computer technology into the focus fields, training purposes, curricular systems, training methods and evaluation systems; and emphasize on the educated with computer technology.

First, special education degree plans should reach “software” and “hardware” computerization. “Software” is all information processed by computer systems, programs and data and includes computer programs, libraries and related non-executable data, such as online documentation or digital media<sup>②</sup>; and “hardware” is the physical parts or components of a computer, such as the monitor, mouse, keyboard, computer data storage, hard disk drive, graphic cards, sound cards, memory, motherboard, etc.<sup>③</sup> The former means special education degree plans should be full of the related technology of computer and the related educational resources; and the latter means special education degree plans should be equipped with more perfect infrastructures about computer technology (Li, 2013a). Thus, it is very necessary to increase educational investment and improve the infrastructure and management

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② Retrieved from <https://en.wikipedia.org/wiki/Software>

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systems on computer technology so as to enhance the efficiency and quality of special education degree plans.

Second, special education degree plans should be engaged in training more and more special education teachers with computer technology. Technology tools make the efforts of teacher educators in special education more effective (O'Brieti, Aguinaga, Hines & Hartshorne, 2011). If high-quality computer software and hardware means "materialized" and can enhance the working efficiency, training the educated with computer knowledge and abilities do "humanized" and will truly be the inexhaustible driving forces of special education degree programs and computer technology. Thus, special education degree plans should not only be equipped with computer software and hardware, but also be full of high-quality computer instruction and make the educated effectively grasp, transfer and innovate computer technology.

#### *4.1.5.2 Networking*

"Networking" means special education degree plans should fully absorb internet technology and attach importance to the internet awareness and abilities of the educated.

First, special education degree plans should reach "hardware" and "software" networking. Internet is the fastest way access to online information or data (Anderson & Arsenault, 2005, pp.58). "Network hardware" are physical devices which are required for communication and interaction between devices on a computer network<sup>①</sup>; and "network software" refers to the system's network operating system, network communication protocol and application-level network service functions to provide special software<sup>②</sup>. The former means special education degree plans should be equipped with sufficient internet facilities such as network interface card, cable, hub switch, server, etc.; and the latter means special education degree plans should be full of advanced internet technology and management, and sufficient internet resources. Thus, it is very necessary to further improve network hardware and software in order to enhance the effectiveness of special education degree plans.

Second, special education degree plans should attach importance to the internet awareness and abilities of the educated. Internet could provide opportunities for

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collaboration with school and practical experiences and personal contacts to extend knowledge and understanding of diversity (EADSNE, 2011, pp.74); and web accessibility is a core factor to help each one meet his/her maximum potential with a consideration that every learner learns in a unique way (Eyadat & Lew, 2011). At present, many higher schools in America and Europe have thought more of not only network hardware and software, but also integrating internet knowledge and technology into special education degree plans and instruction and supervision (EC, 2013; Li, 2015b; Li, 2016a). Thus, it is very necessary to further richen the content and forms of internet resources of special education degree plans and strengthen technical guidance of internet instruction so as to train the internet awareness and abilities of the educated.

#### **4.1.6 Feasibility**

“Feasibility” includes practical procedures, political viability, cost-effectiveness (Mertens & McLaughlin, 2004, pp.30). In the research, it mainly means “pertinence”, “practicability” and “effectiveness” of special education degree plans.

##### *4.1.6.1 Pertinence*

“Pertinence” means special education degree plans should be based on and effectively serve for reality of educational and social development and might be divided into “internal” and “external” pertinence.

First, special education degree plans should be truly based on and effectively serve for reality of higher education so as to reach “internal pertinence”. It is well known that there are great differences in infrastructure, the educators and educated in different universities. If special education degree plans separated from software and hardware environments, especially, the features and needs of the educated, they would not effectively be put into practice and truly play a positive role in the educated. At the same time, with simple and similar degree plans and regardless of the differences and interests of the educated, it is impossible to train effective and high-quality special education teachers. Thus, in order to reach the “internal pertinence” of special education degree plans, it is very necessary to reasonably design the focus fields, training purposes, curricular systems, training methods and evaluation systems

according to reality of number and quality of the students, the teachers, and instructional and practical facilities in universities.

Second, special education degree plans should be fully based on and effectively serve for the practical needs of basic education and social development so as to reach “external pertinence”. In fact, special education degree plans should be based on not only reality of the universities but also reality of basic education and social development; and the latter is truly final service objective in the future. If “internal pertinence” only means “basis”, “external pertinence” does “end” of special education degree plans. Only according to reality of special education and social development, special education degree programs would truly train the high-quality and applied professionals for basic schools and the other related institutions and meet more and more diverse special education needs. Thus, in order to strengthen the “external pertinence” of special education study plans, it is very necessary to close the gap between theory and practice of special education and integrate special education practice into instruction and research of special education degree programs in the universities.

#### *4.1.6.2 Practicability*

“Practicability” means special education degree plans could be easily understood and smoothly put into practice.

First, special education degree plans should have accessible and diverse versions so as to be fully understood by the educated and educators. On the one hand, special education degree plans should have accurate and simple characters and symbols in order to make them be read and understood more easily; and be intuitive and easy to arouse the learning and study interests of the educated (ACCR, 2016a). On the other hand, special education degree plans should involve in various speech and languages to meet diverse needs of the educated at home and abroad; and provide the learners paper and electronic versions with various forms, such as sign language, braille, audio, video version, etc. Only with accessible and diverse versions, special education degree plans would be fully understood and could truly meet diverse needs of the individuals with or without disorders and effectively reach their training purposes.



Second, special education degree plans should have reasonable content so as to be easily carried out by the educated and educators. That is, special degree plans should not only show the educators “why to teach”, “what to teach” and “how to teach”; but also tell the educated “why to learn”, “what to learn” and “how to learn”. Investigation shows many higher schools in America usually provide very detailed handbooks and manuals of special education degree programs, and special education degree plans usually tell the students and teachers “What to do”, “How to do” and “What to do in the future” (Li, 2015b). Evidently, shortage of operability of special education degree plans, the educated and educators would not effectively put them into practice. Therefore, special education degree plans should be accessible to not only teaching of the educators but also learning of the educated.

#### *4.1.6.3 Effectiveness*

“Effectiveness” means special education degree plans could be effectively and innovatively carried out so as to train more and more effective and high-quality special education teachers.

First, special education degree plans should effectively be carried out so as to train effective special education teachers. It means that if high-quality special education degree plans could not effectively be carried out, they would play no role in the educated; and if enough time, energy and funding were spent in fewer and lower-quality special education teachers, they would be low efficiency or inefficient. In fact, implementation of special education degree plans and training effective teachers usually involve in a lot of factors such as human, finance and material, etc.; and the effectiveness of pre-service training usually involves in planning, teaching style, teaching methods, behavior management, and dealing with crises (Cook, 2007). Thus, it is very necessary to further improve management mechanism, enhance the quality of the managers and educators, set up more favorable environment and activate the subjectivity of the educated in order to effectively carry out special education degree plans and fully train effective special education teachers for basic schools and the other related institutions.

Second, special education degree plans should be flexibly and innovatively carried out so as to reach “value-added” of degree programs. That is, special

education degree plans should not only effectively be carried out, but also flexibly and innovatively carried out according to the changeable reality of courses and instruction. In fact, effective teachers should make the students engage in active learning such as debating, discussing, researching, writing, evaluating, experimenting, and constructing models, papers, and products, listening to and reading information, watching demonstrations, and practicing skills (Darling-Hammond & Baratz-Snowden, 2007). If special education degree plans had still been rigidly carried out when the suitable and favorable environment had been changed, they would be impossible to train effective and high-quality special education teacher. Thus, it is very necessary to flexibly adjust and innovatively carry out special education degree plans according to changeable information and environment in order to effectively train high-quality special education teachers and truly reach “value-added” of degree programs.

In one word, in order to effectively train high-quality special education teachers, special education degree plans should insist on “legality”, “rationality”, “equality”; “diversity”, “inclusion”, “lifelong”; “changeability”, “timeliness”, “innovation”; “openness”, “internationalization”; “computerization”, “networking”; and “pertinence”, “practicability”, “effectiveness”; etc.

## **4.2 Practical strategies of special education degree plans in future**

### **Czech and Chinese universities**

Evaluation means to keep what is effective, improve what can be improved, and discontinue what is proven to not be effective (Weintraub, 2012). According to status analysis and problem deconstruction, the research considers it is very necessary to further strengthen the propriety, humanism, flexibility, transparency, informatization and feasibility of special education degree plans in the future Czech Republic and PRC.

#### **4.2.1 Enhancing the propriety of special education degree plans**

“Propriety” means legality, rationality and equality of special education degree plans. At present, although Czech Republic and PRC have thought much of strict qualification and overall layout of degree programs, special education degree plans are still facing up to some challenges in external management systems and social support, and internal structure and content. It is very necessary to further strengthen the propriety of special education degree plans in future Czech Republic and PRC.

##### *4.2.1.1 Further strengthening the legality*

As mentioned above, “legality” is unity of external and internal one. Although Czech Republic and PRC have set up stricter and stricter evaluation system of degree programs, there are still some weaknesses in external management systems and internal structure of special education degree plans. Thus, it is very necessary to further strengthen the legality of special education degree plans from external and internal sides in future Czech Republic and PRC.

First, further strengthening “external legality” of special education degree plans. Assurance and support system is the prerequisite of design and implementation of special education degree programs and could truly show “external legality” of special education degree plans. Although Czech Republic and PRC have set up more and more perfect assurance and support systems, Czech Republic has not set up professional standards of special education teachers and special education degree programs are suffering from the imperfect investment systems and social support (Vašutová & Spilková, 2011, pp.221; Peng, 2012; MEYS, 2014; Añón-Roig, etc., 2015; Biewer, etc., 2015; EC, 2015; MEYS, 2015, pp.11-16; Smrčka, Dvořák &

Vidláková, 2015; ACCR, 2016c; Li, 2016a; see Table 4-1); and special education degree programs in Mainland China are still facing up to incomplete social support, insufficient financial investment and professional educators, and imperfect quality standards and evaluation systems on special education and teacher education for ISN (Chen & Shen, 2008; Liu, 2010b, pp.22; Li, 2013c; She, 2013; Gu, Yang & Jiang, 2014; Guo, 2014; Lei & Zhu, 2014; Li, 2017; see Table 4-2). Therefore, it is very necessary to further improve legal systems, investment systems, management mechanism and quality standards of teacher education for ISN so as to provide the legitimate basis for special education degree programs; and actively publicize and spread the related laws and policies and produce better social identification so as to provide more and better social supports for special education degree plans in the future Czech Republic and PRC.

Second, further strengthening “internal legality” of special education degree plans. It means that special education degree programs should provide the educated legitimate education, degree plans should be consistent with laws and policies and could train special education teachers with legal awareness and abilities. At present, special education degree plans in Czech Republic have still no unified requirements about teaching hours for one credit, number and quality of dissertation and publications, and usually pay less attention to legal knowledge and ability of special education (see Table 2-1-2; Table 2-1-4; Table 2-1-6), and some of them are usually disagreement with related requirements and standards about degree programs of MEYS (Vašutová & Spilková, 2011, pp.221; ACCR, 2013; Smrčka, Dvořák & Vidláková, 2015); and those in Mainland China have still no unified requirement in course credits (see Table 2-2-6), and some of them have still paid less attention to legal theory and practice of special education (see Table 2-2-4) and not yet followed in the related policies about degree programs of MEPRC (Huang, 2015). Thus, in order to strengthen “internal legality” of special education degree plans, it is very imperative to set up more perfect evaluation systems of special education degree programs; integrate the legal theory and practice into focus fields, training purposes, curricular systems, training methods and evaluation systems; and provide the educated more practice about special education laws and policies so as to strengthen their legal awareness and abilities in the future Czech and Chinese universities.

#### *4.2.1.2 Further strengthening the rationality*

Similar to “legality”, “rationality” involve in internal and external one.

Investigation shows that Czech and Chinese universities have paid more and more attention to improvement of special education degree plans by means of deep survey and scientific analysis. However, there are some weaknesses in “internal” and “external” rationality of special education degree plans in Czech Republic and PRC. Thus, it is very necessary to strengthen the rationality of special education degree plans in future Czech Republic and PRC.

Frist, further strengthening “internal rationality” of special education degree plans. That is, the forms and content of special education degree plans should be reasonable and their factors and sub-factors should be consistent with and promote each other. At present, universities in Czech Republic and PRC usually pay more attention to completeness of special education degree plans; however, some of special education degree plans in Czech Republic have still simple version and some weakness in focus fields, training purposes, curricular system, training methods and evaluation system and imbalance in sub-factors (ACCR, 2011b; Vašutová & Spilková, 2011, pp.221; Martin, 2012; ACCR, 2014a; ACCR, 2014b; Zgaga, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c; see Table 2-1-1, Table 2-1-2, Table 2-1-4, Table 2-1-5, Table 2-1-6); and many of them in Mainland China have simple version and some are similar and have unreasonable structure and content (Wang, Li, Mo & Zhang, 2013; Xiang & Zhao, 2014; Zhang & Huang, 2014; Li, 2015c; Li, 2017; see Table 2-2-1, Table 2-2-2, Table 2-2-4, Table 2-2-5, Table 2-2-6). Thus, in order to enhance “internal rationality” of special education degree plans, it is very necessary to optimize the forms and content of special education degree plans and strengthen the logic relationship among different factors and sub-factors such as balancing theory with practice, learning with teaching, class instruction with out-of-class activities, compulsory and non-compulsory courses, written and oral exams, process and summary evaluation, etc.

Second, strengthening “external rationality” of special education degree plans. It means that special education degree plans should be consistent with objective laws and rules and could meet practical needs of higher education and basic special

education. At present, although Czech Republic and PRC strictly control the number and admission size of degree programs, there are some imbalances in regional distribution and enrollment size of special education degree programs in Czech Republic (see Table 1-1), some of degree programs have usually paid less attention to guidance and supervision of the students at home and abroad due to insufficient teachers, and quality of the educated cannot still meet the needs of practical needs (Strnadová & Topinková, 2010; ACCR, 2011a; ACCR, 2011b; Martin, 2012; Dvořáková & Smrčka, 2013; Smrčka, Dvořák & Vidláková, 2015; see Table 4-1); and special education degree programs have still insufficient enrollments and greater imbalance in regional distribution in Mainland China (see Table 1-2) and total number and quality of the educated cannot still meet more and more diverse special education needs (Li, 2011b; Wang & Xiao, 2012, pp. 370; She, 2013; Feng & Chen, 2014; Lei & Zhu, 2014; Li, 2014; Huang, 2015; Li, 2016b; Li, 2017; see Table 4-2). Therefore, in order to strengthen “external rationality” of special education degree plans, it is very necessary to improve admission systems and adjust the overall layout based on deeper investigation about the practical demands of the special education teachers in different regions; and strengthen the process guidance and quality supervision and enhance the instructional quality of special education degree programs in order to train high-quality special education teachers in future Czech Republic and PRC.

#### *4.2.1.3 Further strengthening the equality*

Different from institutional assurance and opinions support focusing on external environments, “equality” means sharing fair educational resources and services and mainly involves in internal evaluation mechanism of special education degree programs. Investigation shows that there are some weaknesses in entrance opportunities, process and result evaluation of special education degree programs in Czech Republic and PRC. Thus, it is very necessary to strengthen the equality of special education degree plans in future Czech Republic and PRC.

First, further strengthening the equality in entrance opportunities of special education degree programs. At present, Czech Republic and PRC have set up more and more complete admission systems and entrance standards, special education degree plans usually involve in strict and specific admission requirements. However,

with universalized higher education<sup>①</sup>, there are some imbalances in regional distribution of special education degree programs (see Table 1-1) and the relationship between social background and tertiary enrollment remains strong and inequity with respect to social background has been rooted in educational policy in Czech Republic (Vrabcova, Vacek & Lašek, 2008; Strnadová & Topinková, 2010; Florian & Becirevic, 2011; Stejskalová, 2012; Shmidt & Pančocha, 2013; MEYS, 2014; Añón-Roig, etc., 2015; Biewer, etc., 2015; MEYS, 2015, pp.12); and with mass higher education<sup>②</sup>, special education degree programs in Mainland China still have not only insufficient enrollment size and imbalanced distribution (see Table 1-2), but also some applicants, especially the disadvantaged, usually have less or no entrance chance because of imperfect management systems and unfair admission procedure (Wang & Xiao, 2012, pp. 361-363; Lei & Zhu, 2014; Li, 2014). Thus, it is very necessary to further improve the admission systems and management mechanism so as to provide all applicants equal admission opportunities of special education degree programs in future Czech Republic and PRC.

Second, strengthening the equality in practical process of special education degree programs. With universalized higher education in Czech Republic and mass higher education in PRC and their more perfect infrastructure in universities, there are more and more individuals with or without disorders engaged in special education degree programs. However, some universities in Czech Republic still provide the learners less information about special education degree programs, and some of the educated at home and abroad usually get less concern and could not fully share educational resources because of insufficient educators (ACCR, 2013; ACCR, 2014a; ACCR, 2014b; ACCR, 2014c; MEYS, 2014; Biewer, etc., 2015; see Table 4-1); and many of them in Mainland China still provide the learners less information and insufficient online courses about special education degree programs, and some of the educated with or without special needs usually get less guidance and could not fully share educational services due to insufficiency and absence of the educators (Li, 2011b; Xiang & Zhao, 2014; see Table 4-2). Thus, in order to reach equality in

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① There is 2/3 per cent of the age grade currently enrolled in all forms of postsecondary education in Czech (Švec, Vlk & Stiburek, 2015).

② There is about 37.5 percent of the age grade currently enrolled in all forms of postsecondary education in PRC (Retrieved from <http://news.mydrivers.com/1/460/460762.htm>).

practical process of special education degree plans in Czech Republic and PRC, it is very necessary to further improve the infrastructure and richen and publicize educational resources so that the individuals with or without disorders could equally share educational resources; and increase the number and responsibility of the educators so that the educated at home and abroad could equally share educational services.

Third, strengthening the equality in result evaluation of special education degree programs. High-quality evaluations should be rigorous, systematic, and drive continuous improvement and excellence (ACCR, 2016b); and should identify the complex role of the special education teacher, measure the use of evidence-based practices and recognize the professionalism of special education teachers (Benedict, Thomas, Kimerling & Leko, 2013; CEC, 2013). Investigation shows that special education degree plans in Czech Republic and PRC have involved in stricter and stricter evaluation systems in course exams and graduation requirements. However, some of special education degree programs in Czech Republic have still no unified and strict requirement in teaching time for one credit and open and specific graduation requirements in dissertation and published works (see Table 2-1-6), which usually lead to incomplete and unequal result evaluation of the educated, and because of imperfect social support, the disadvantaged usually have unequal employment opportunities (Vrabcova, Vacek & Lašek, 2008); and those in Mainland China still shorten of unified credit requirements, and overweigh written exams, professional knowledge and number of dissertation words and publications (see Table 2-2-6), which usually lead to incomplete and unfair result evaluation of the educated, and due to imperfect employment mechanism, the educated with special needs usually have fewer employment choices (Zhou, 2007; Ren & Zhang, 2014). Thus, in order to truly reach fair result evaluation of special education degree plans in Czech Republic and PRC, it is very necessary to further improve and publicize the evaluation systems and strengthen the equal awareness and evaluation responsibility and ability of the managers and educators; and improve employment systems and mechanism and provide the individuals with or without special needs more equal and diverse employment choices.



## **4.2.2 Strengthening the humanism of special education degree plans**

“Humanism” means respecting to “value” and “self-realization” of the persons; and diversity, inclusion and lifelong of special education degree plans. With the more and more complete legal systems, inclusive education and mass or universal higher education, educational rights of ISN have been more respected and more and more individuals with or without special needs are engaged in special education degree programs. However, special education degree programs in Czech Republic and PRC still have some weaknesses in diversity, inclusion and lifelong. It is very necessary to strengthen the humanism of special education degree plans in future Czech Republic and PRC.

### *4.2.2.1 Further strengthening the diversity*

With social and educational development, the individuals with or without special needs will focus more and more on their own growth and value-realization, and special education needs will become more and more diverse. However, some of special education degree programs in Czech Republic and PRC still shorten of difference and individuality in focus fields, training purposes, curricular systems, training methods and evaluation systems. Thus, it is very necessary to strengthen the diversity of special education degree plans in future Czech Republic and PRC.

First, further diversifying the forms and content of special education degree plans. It is well known that special education degree programs are the main ways of training special education teachers and should train more and more high-quality special education teachers in order to meet more and more diverse special education needs. However, some of special education degree programs in Czech Republic still have limited enrollments each year and imbalanced distribution (see Table 1-1) and insufficient curricular resources, some of degree plans still have simple focus field, teaching mode and evaluation method, which cannot yet sufficiently meet the practical needs of the educated and special education (Vašutová & Spilková, 2011, pp.209; ACCR, 2013; Dvořáková & Smrčka, 2013; MEYS, 2014; see Table 2-1-1, Table 2-1-4, Table 2-1-5, Table 2-1-6); and many of degree programs in Mainland China have still insufficient enrollments each year (see Table 1-2) and insufficient educational resources, some of degree plans usually have simple version and content, which cannot usually truly meet the practical needs of the educated and special education (Yu, 2012; She, 2013; Guo, 2014; Xiang & Zhao, 2014; Huang, 2015; Wu, 2015; Zhang & Ren, 2015; see Table 2-2-1, Table 2-2-4, Table 2-2-5, Table 2-2-6).

Thus, in order to strengthen the diversity of special education degree plans in future Czech Republic and PRC, it is very necessary to optimize the enrollment size and richen educational resources of degree programs so as to meet the diverse needs of the educated; and strengthen the diverse interests and professional qualities of the educated in order to meet the diverse needs of children with or without disorders in basic schools.

Second, further strengthening the professional personality of the educated. Facing up to more and more diverse special education needs, special education degree plans should not only think much of diverse interests and professional qualities of the educated, but also pay more attention to their individuality and professional personality. At present, some of special education degree plans in Czech Republic not only shorten of diversity in related educational resources, but also have some similarity in focus fields, training purposes, curricular system, training methods and evaluation systems and think less of individuality of the educated (Florian & Becirevic, 2011; ACCR, 2013; see Table 2-1-2, Table 2-1-6, Table 4-1); and many of them in Mainland China not only shorten of diversity in related educational resources, but also some of them are very similar and usually pay less attention to individualized education programs and professional personality of the educated (Cheng, 2013; She, 2013; Guo, 2014; Pu & Xiao, 2014; Xiang & Zhao, 2014; Zhang, 2014a; Huang, 2015; see Table 2-2-2, Table 2-2-6, Table 4-2). Thus, in order to strengthen the professional personality of the educated, it is very necessary to further strengthen the individuality of special education degree programs by means of deeper investigation on locally special education needs and resource optimization and reconstruction; and provide the educated individualized education programs and train their professional personalities and wits according to the practical needs of the learners and children with or without disorders in future Czech Republic and PRC.

#### *4.2.2.2 Further strengthening the inclusion*

Inclusive education not only provides the best educational environment for the learners with disorders, but also helps break down barriers and challenge stereotypes (Kratochvílová & Havel, 2013; Watkins & Donnelly, 2014). Although higher education has been universalized in Czech Republic and popularized in PRC, inclusion is usually considered to only have something with basic special education

and have less or nothing to do with higher education. Thus, it is necessary to strengthen the inclusion of special education degree plans and train inclusive special education teachers in future Czech Republic and PRC.

First, fully integrating inclusive education into special education degree plans. The reform of teacher education must be part of wider social reform to support greater inclusion and requires collaboration between policy makers to ensure a holistic approach and recognition of the role of inclusive education as one of the main strategies to address the challenges of marginalisation and exclusion (Watkins & Donnelly, 2014); and the main principles and priorities of teacher education for inclusion are social cohesion, life skills, multicultural diversity, school for all, curricula adaptation and mainstream education of Roma pupils (Li & Yang, 2017). At present, some of special education degree programs in Czech Republic have not yet integrated inclusive education into degree plans and usually shortened of inclusive awareness and abilities because of insufficient investment, infrastructure and educators, etc. (Pokorna, 2010; Strnadová & Topinková, 2010; Florian & Becirevic, 2011; MEYS, 2014; MEYS, 2015, pp.11-12; Biewer, etc., 2015; see Table 4-1); and many of degree programs in Mainland China have not yet integrated inclusive education into degree plans and usually shortened of inclusive awareness and abilities because of less investment, insufficient infrastructure and educators, etc. (Malinen, Savolainen & Xu, 2012; Wang & Xiao, 2012, pp.297-213; Deng, Pan & Guan, 2015; see Table 4-2). Thus, in order to strengthen the inclusion of special education degree plans in future Czech Republic and PRC, it is very necessary to further richen educational resources; enhance inclusive awareness and abilities of the managers and educators; and integrate inclusive education into focus fields, training purposes, curricular systems, training methods and evaluation systems.

Second, further strengthening training high-quality inclusive special education teachers. Inclusive education involves in collaboration within and between schools, closer links between schools and communities, networking across contexts, and the collection and use of contextually relevant evidence (Ainscow & Miles, 2008); and requires vision, skills, incentives, resources and an action plan (WHO, 2011, pp.216). With mass and universal higher education, more and more individuals with or without special needs have entered into higher education institutions and are being engaged in

special education degree programs in Czech Republic and PRC. However, some of special education degree plans in Czech Republic have paid less attention to not only knowledge and abilities but also attitudes and feelings about inclusive education of the educated (see Table 2-1-2; Table 2-1-4; Table 2-1-6); and many of special education degree plans in Mainland China have paid less attention to not only knowledge and abilities but also attitudes and feelings about inclusive education of the educated (see Table 2-2-2; Table 2-2-4; Table 2-2-6). Thus, in order to strengthening the inclusion of special education degree plans, it is very necessary to further strengthen the cooperative awareness and abilities, self-efficacy, responsibilities and professional abilities and wits in inclusive education and special education of the educated; and train more and more inclusive special education teachers and promote the sustainable development of inclusive education in future Czech and Chinese universities.

#### *4.4.2.3 Further strengthening the lifelong*

Education should focus on not only realistic needs but also future development of the individuals with or without disorders. “Lifelong” means special education degree programs should make the educated both succeed in course learning and lay the foundation of future careers. At present, there are still imperfect lifelong education systems for special education teachers in Czech Republic and PRC. Thus, it is very imperative to further unite pre-service with in-service training of special education teachers and set up more perfect lifelong special education degree plans in future Czech Republic and PRC.

First, farthest setting up more perfectly lifelong special education degree plans. Special educator is a lifelong collaborative co-learner who communicates with colleagues, parents, community members, other professionals, and learners through the perspective of understanding families, cultural and ethnic perspectives, and community influences (Sapona, etc., 2006). At present, many universities in Czech Republic have set up lifelong education systems, but pre-service training and in-service training of special education teachers are usually supervised by different faculties or departments and separate from each other, and there is not yet a clear policy for the professional development of teachers and systematic in-service training for teaching pupils with special and diverse needs (Pokorna, 2010; Strnadová & Topinková, 2010; Florian & Becirevic, 2011; ACCR, 2014b; MEYS, 2014; EC, 2015;

MEYS, 2015, pp.14; Smrčka, Dvořák & Vidláková, 2015); and pre-service training of special education teachers in PRC usually separates from in-service training, which the former usually shortens of practicability, and the latter does continuity, pertinence and application (Chen & Shen, 2008; Wang, 2009; Wang & Xiao, 2012, pp.31; Lei & Zhu, 2014; Wang & Xing, 2014; Zhou & Hu, 2014). Therefore, it is very necessary to further improve the management mechanism of teacher education for ISN and promote the integration of pre-service and in-service training so as to set up more and more perfect lifelong special education degree programs and plans in future Czech Republic and PRC.

Second, further strengthening the abilities of the educated engaged in lifelong learning and development. At present, special education is expanded into the life-span of the exceptional individual from early childhood to transitional services will demand expertise in these areas (Siegel, 1993). If the teachers serve to special education in their life span, they will need lifelong professional development and have to share lifelong teacher education (CEU, 2009; Bian, Teng & Zhang, 2012; EC, 2015). Investigation shows that some of special education degree plans in Czech Republic have still paid less attention to training the abilities, wits and feelings of the educated about lifelong education and learning (see Table 2-1-2; Table 2-1-4; Table 2-1-5; Table 2-1-6); and many of special education degree plans in Chinese Mainland universities have paid less attention to not only integrating theory and practice of lifelong education into focus fields, training purposes, curricular systems, training methods and evaluation systems, but also training the abilities, wits and attitudes of the educated on lifelong education and learning (see Table 2-2-2; Table 2-2-4; Table 2-2-5; Table 2-2-6). Thus, it is very necessary to further integrate lifelong education into special education degree plans, farthest strengthen the awareness and abilities of the educated about lifelong education and effectively promote their lifelong learning and professional development in future Czech Republic and PRC.

#### **4.2.3 Strengthening the flexibility of special education degree plans**

As well known to all, things are usually changeable and nothing is forever stable. “Flexibility” means special education degree plans should usually be improved and innovated with social and scientific development. Investigation shows that many universities in Czech Republic and PRC think much of adjustment and innovation of special education degree programs; however, some of degree plans are still outdated

and short of novelty. It is very necessary to strengthen the changeability, timeliness and innovation of special education degree plans in future Czech Republic and PRC.

#### *4.2.3.1 Insisting on changeability*

“Stability” and “changeability” are the two basic features of things and they are not only independent to but also depend on each other. At present, some of special education degree plans in Czech Republic and PRC have some imbalances in “stability” and “changeability”. Thus, it is very necessary to balance “stability” and “changeability” and insist on not only relative stability but also appropriate changeability of special education degree plans in the future Czech Republic and PRC.

First, carefully safeguarding the relative stability and bravely insisting on the reasonable factors of special education degree plans. “Stability” means special education degree plans should be stable in certain period because they are usually based on deep investigation, full evidences and strict accreditation, and have stronger rationality and pertinence before successful application for degree programs; and it is very reasonable to actively insist on and support the reasonable factors. However, influenced by the traditional ideas, the managers and educators in some Czech universities usually shorten of reform awareness and overweigh the stability of special education degree programs and plans, have still unwillingly publicized degree programs and some of degree plans are usually updated very slowly (Zgaga, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c); and many of them in Mainland China are usually stubbornly insist on stability and unwillingly absorb the useful information, and some of degree plans are usually not be changed for a long time (Li, 2013b; Pu & Xiao, 2014; Zhang & Huang, 2014; Li, 2015c). Thus, in order to reasonably defend relative stability of special education degree plans, it is very necessary to carefully probe into and strictly follow in the internal rules of teacher education for ISN, reasonably evaluate the strengths and weaknesses of degree programs and bravely insist on their reasonable factors in future Czech Republic and PRC.

Second, actively facing up to the changeable world and initiatively updating the outdated information of special education degree plans. Different from “stability”, “changeability” means that special education degree plans should, with times progress and changeable information day by day, be step by step improved and innovated. At present, although many universities in Czech Republic have paid more attention to

self-reflection, re-design and improvement of special education degree programs and plans, some of them have blindly revised the degree plans, deleted some reasonable and useful content and added up to some unnecessary information (Florian & Becirevic, 2011; Dvořáková & Smrčka, 2013; MEYS, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c; see Table 2-1-4); at the same time, some universities in Mainland China have not only paid less attention to self-reflection and redesign of degree plans, but also usually insisted on simple dualism, which means “receiving all” or “denying all”, and blindly deleted the reasonable content and add up to useless information (Zhang, 2012; Xiang & Zhao, 2014; Deng, Pan & Guan, 2015; He, 2015; Zhang, Huang & Liu, 2015; see Table 2-2-4). Thus, in order to effectively practice the changeability of special education degree plans, it is very necessary to not only bravely insist on reasonable factors of special education degree programs, but also further strengthen the reform awareness and openness of the managers and educators, and in time add up and integrate useful information into course and instruction in future Czech Republic and PRC.

### *3.2.3.2 Further strengthening the timeliness*

With information era, knowledge is usually updated very quickly. However, all information is not useful to special education degree programs and it requires fully owning and carefully choosing. At present, some of special education degree programs in Czech Republic and PRC still shorten of sensibility and discriminability of newest information, and are usually full of some outdated or superfluous information. Thus, it is very necessary to strengthen the timeliness of special education degree plans.

First, timely integrating information essence into special education degree plans. Information era is full of new information and challenges. In the face of rich and diverse information, it needs not only “owning” but also “choosing”, which means choosing useful information and absorbing the essence; and abandoning useless one and deleting the dross. In fact, because some managers and educators have shortened of the sensibility and discriminability about the newest information and some of special education degree plans are still full of some needless information in Czech Republic (MEYS, 2014; Zgaga, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c; see Table 2-1-4); and many universities in Mainland China usually insist on “closing the door” policy, some managers and educators could not usually discriminate useful information and some of special education degree plans are

usually full of some outdated and useless information (Liu, 2010b, pp.55; Pu & Xiao, 2014; Xiang & Zhao, 2014; Li, 2015c; see Table 2-2-4). Thus, it is very necessary to further enhance the sensibility and discriminability of the managers and educators and fully integrate the information essence into special education degree plans in future Czech Republic and PRC.

Second, further strengthening the information sensitivity and discriminability of the educated. That is, special education degree plans not only insist on higher sensibility and discriminability about new information and reforms, but also make the educated learn to discriminate the newest information and absorb the information essence. Investigation shows that some of special education degree plans in Czech Republic are not only full of some outdated information but also thought less of training the skills and abilities on how to get, discriminate and use the newest information (see Table 2-1-2; Table 2-1-4; Table 2-1-6); and many of special education degree programs in Mainland China have still had blind openness and some of special education degree plans have usually paid more attention to the learners' increase in new knowledge than their discriminability and practical abilities on new information (see Table 2-2-2; Table 2-2-4; Table 2-2-6). Thus, special education degree programs in future Czech Republic and PRC should not only fully absorb richer and richer information and integrate information essence into degree plans and instructional and research practice, but also further strengthen the information sensibility and discriminability of the educated and make them learn to discriminate "truth and falsity" and effectively absorb information essence.

#### *4.2.3.3 Further strengthening the innovation*

"Innovation" means new ideas, theories and methods. In order to preserve the vigor and vitality, special education degree programs should not only balance the stability and changeability and absorb information essence, but also innovate focus fields, training purposes, curricular systems, training methods and evaluation systems. At present, some of special education degree plans in Czech Republic and PRC have usually been simplified, and still shortened of individuality and novelty. Therefore, it is very necessary to innovate special education degree plans and strengthen the innovative awareness and abilities of the educated in Czech Republic and PRC

First, further innovating the forms and content of special education degree plans. As before, the forms of degree plans mainly involve in version types, symbols and languages, etc.; and the content mainly do focus fields, training purposes, curricular



systems, training methods and evaluation systems, etc. At present, due to shortage of innovative awareness and abilities of the managers and educators, some of special education plans in Czech Republic have still simple version and outdated content, and usually shorten of innovation (Pokorna, 2010; Florian & Becirevic, 2011; Dvořáková & Smrčka, 2013; ACCR, 2014a; ACCR, 2014b; Zgaga, 2014; MEYS, 2015, pp.20; Smrčka, Dvořák & Vidláková, 2015); and many of special education plans in Mainland China have not only simple version but also some of them are usually full of some similar, abstract and outdated content and shorten of novelty (Liu, 2009; Wang, 2010; Zhu, 2010; Wang & Xiao, 2012, pp. 363-368; Huang, 2015). Therefore, in order to strengthen the innovation of special education degree plans in future Czech Republic and PRC, it is very necessary to further enhance the innovative awareness and abilities of the managers and educators, actively learn some experiences from the other universities and fully innovate the forms and content of degree programs, such as diverse modes (EADSNE, 2011, pp.18; Wang & Xiao, 2012, pp.96-100; Bell, etc., 2014; Liu, 2014), virtual technologies (Billingsley & Scheuermann, 2014) and on-line learning (Woert, Jacobi & Jelgerhuis, 2014, pp.67), applied behavior analysis/ discrete trials teaching/ pivotal response treatment (Deng, Pan & Guan, 2015) and integrating physical education and medicine into special education (Zhang & Ren, 2015), etc.

Second, further strengthening the innovative awareness and abilities of the educated. It is true that higher education institutions should not only innovate the forms and content of special education degree plans, but also train high-quality professionals with innovative awareness and abilities, who could inherit, transfer and produce innovation from generation to generation. At present, some of special education degree plans in Czech Republic pay more attention to increasing knowledge and information than training their critical thinking and innovative abilities of the educated (ACCR, 2014b; ACCR, 2014c; Bell, etc., 2014; Zgaga, 2014; Chládek, 2015; see Table 2-1-2, Table 2-1-6); and many of special education degree plans in Mainland China usually pay more attention to all-around development and professional knowledge and think less of training the professional personalities, innovative awareness and abilities of the educated, who usually difficultly adapt to diversity of special education needs (Lu, 2012; He, 2015; Li, Zhang & Zhao, 2015; Zhou, 2015; see Table 2-2-2, Table 2-2-6). Therefore, in order to train more and more

special education teachers with creativity and promote the sustainable development of innovation, the universities in future Czech Republic and PRC should not only innovate the forms and content of special education degree programs and plans, but also produce innovative ecology, where could encourage, support and share innovation, and strengthen the innovative awareness and abilities of the educated.

#### **4.2.4 Strengthening the transparency of special education degree plans**

“Transparency” means special education degree plans should be open to the world and pay attention to international communication and cooperation. At present, some of special education degree programs in Czech Republic and many of them in Mainland China still shorten of openness and internationalization. It is very necessary to strengthen the transparency for special education degree plans in Czech Republic and PRC.

##### *4.2.4.1 Further strengthening the openness*

As mentioned above, system could be divided into closed and open one; closed system usually have limited information and energy; and differently, open one think much of internal and external exchange in information and energy. In fact, some of special education degree programs in Czech Republic and PRC are still closed and usually show the educated insufficient information and resources. Thus, it is very necessary to further strengthen the openness of special education degree plans and the open awareness and abilities of the educated in future Czech Republic and PRC.

First, further strengthening the openness of special education degree plans. It is well known that information era means frequent flow and exchange of information and energy; and the essential difference between closed and open system is whether information and energy are exchanged or not. Investigation shows that many universities in Czech Republic and some of them in PRC have formed more open degree programs including focus fields, training purposes, curricular systems, training methods and evaluation systems, which the educated and learners could be accessible to. However, some universities in Czech Republic still shorten of open awareness and unwillingly publicize special education degree plans, and some of degree programs only involve in a little and incomplete information (ACCR, 2014a; Smrčka, Dvořák & Vidláková, 2015); and many universities in Mainland China still insist on “closing the

door” and do not usually publicize their degree plans, and their degree programs only show the learners and researchers less information on curricular systems, training methods or modes (Wang & Xiao, 2012, pp.23-25; Li, 2015c; Zhang, Huang & Liu, 2015; Xiong & Yang, 2016). Thus, it is very necessary to further strengthen the open awareness and abilities of the managers and educators, improve the management mechanism and richen the educational resources so as to set up more and more openly special education degree programs and strengthen the openness of degree plans in future Czech Republic and PRC.

Second, further strengthening the open awareness and abilities of the educated. Future learning on open education should combine the best of the open web, course providers should take part in online debates, and content should be accessible on the largest possible number of devices (Woert, Jacobi & Jelgerhuis, 2014, pp.61-66). At present, some universities in Czech Republic have not only unwillingly publicize the related information about special education degree programs and plans, but also still paid less attention to information communication and resource share, and academic communication of the educated and training their open awareness and abilities (Vašutová & Spilková, 2011, pp.221; Martin, 2012; Zgaga, 2014; see Table 2-1-2, Table 2-1-5, Table 2-1-6); and many universities in Mainland China have not only unwillingly published, communicated and shared the related information and educational resources, but also paid less attention to academic communication of the educated and training their openness (Liu, 2009; Lin & Wen, 2015; Zhang, Huang & Liu, 2015; see Table 2-2-2, Table 2-1-5, Table 2-2-6). Thus, special education degree programs in future Czech Republic and PRC should be not only open to the world, fully publicize their degree plans and actively receive social supervision; but also further strengthen the open awareness and abilities of the educated and make them learn to learn, spread and share information and educational resources.

#### *4.2.4.2 Further promoting the internationalization*

Internationalization is the process of information transfer, exchange and integration between different cultures and nations, and it includes internationalization at home and abroad, implicit and explicit one, and informal and formal one (Knight, 2004); and special education is an international profession, not limited to a single state, province, or location (CEC, 2003, pp.x). At present, there are some weaknesses in

international communication and cooperation of special education degree programs in Czech Republic and PRC. Thus, it is very necessary to further strengthen the internationalization of special education degree plans in future Czech Republic and PRC.

First, further enriching the forms and content of international communication and cooperation in special education degree programs. European higher education institutions should further internationalize their activities and engage in global collaboration for sustainable development; however, competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organization of Bologna Policy Fora, involving a variety of stakeholders (EC, 2009). At present, many universities in Czech Republic have thought more of international communication and cooperation, where some of special education degree programs are usually provided for the foreign students, however, some of them have still paid less attention to that and usually provided the educated and educators insufficient international information and resources (Florian & Becirevic, 2011; Martin, 2012; MEYS, 2014; Zgaga, 2014; MEYS, 2015, pp.25; Smrčka, Dvořák & Vidláková, 2015); and many universities in Mainland China have still had insufficient investment in international communication and cooperation and usually provided the educated and educators at home less chance for that and no special education degree program for the foreign students (see Table 2-2-5), and many of degree programs with English version usually have insufficient information (Zhang & Huang, 2014). Thus, in order to strengthen the internationalization of special education degree plans, it is very necessary to further improve the academic ecology and enlarge the scope and ways of international communication and cooperation in special education degree programs and provide the educated and educators richer international resources and more diverse academic communication and cooperation in future Czech Republic and PRC.

Second, further strengthening the awareness and abilities of the educated in international communication and cooperation. Internationalization in higher education needs international academic cooperation, the development of international curricula, strategic partnerships, finding new ways of delivering content, and ensuring complementarity with broader national policies for external cooperation, international

development, migration, trade, employment, regional development, research and innovation (EC, 2013). At present, although many universities in Czech Republic have paid more and more attention to international academic communication and cooperation, some of them still had imperfect management systems and mechanism, usually provided the educated less guidance, and some of the learners still shorten of initiatives in international communication and cooperation (ACCR, 2011b; ACCR, 2013; Dvořáková & Smrčka, 2013; ACCR, 2014c; MEYS, 2015, pp.23; see Table 2-1-2, Table 2-1-6, Table 4-1); and many universities in Mainland China have not only thought less of international academic communication and cooperation in special education degree programs, but also usually provided the learners less choices and guidance and many of the educated usually shorten of the awareness and abilities on international communication and cooperation (Li, 2015c; Xiong & Yang, 2016; see Table 2-2-2; Table 2-2-6; Table 4-2). Thus, it is very necessary to not only further improve the management mechanism and strengthen the process guidance of international communication and cooperation in special education degree programs; but also strongly encourage and support the educated engaged in international communication and cooperation and strengthen their international awareness and abilities in future Czech Republic and PRC.

#### **4.2.5 Promoting the informatization of special education degree plans**

Informatization is the core features of information society, and it means information “computerization” and “networking”. At present, many of special education degree programs in Czech Republic and PRC pay more and more attention to applying computer and network technology and training the abilities of the educated in information technology, however, some of them still have insufficient hardware and software and technical guidance in computer and internet technology. It is very necessary to strengthen the informatization of special education degree plans.

##### *4.2.5.1 Further promoting the computerization*

“Computerization” means special education degree programs should take most advantage of computer hardware and software into pre-service and in-service training of special education teachers. Although many of special education degree plans in Czech Republic and PRC usually involve in computer technology, some universities

have still had imperfect computer hardware and software and usually provided the educated less guidance about computer technology. Thus, it is necessary to further promote computerization of special education degree plans in Czech Republic and PRC.

First, further improving the computer “software” and “hardware”. “Computerize” means “control, perform, process, or store a system/ operation/ information by means of electronic computer” or “equip with or automate by computers”<sup>①</sup>. That is, special education degree plans should store, publicize and exchange the information by means of not only traditional methods such as paper, spoken language but also modern computer technology including hard ware and software, which the latter could, in fact, enhance the efficiency of instruction and management. At present, some universities in Czech Republic have still had insufficient computer hardware and software system for the educated with special education degree programs (ACCR, 2014b; ACCR, 2014c; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c; see Table 4-1); and some universities in Mainland China have still had less investment in computer hardware and software of special education degree programs, and have usually provided the educated poorer environment in computer technology (Ren, 2014; Deng, Pan & Guan, 2015; Zhang, Huang & Liu, 2015; see Table 4-2). Thus, in order to enhance the efficiency and quality of special education degree plans in future Czech Republic and PRC, it is very necessary to further increase educational investment and improve the infrastructure of computer hardware and software in special education degree programs.

Second, further strengthening the related knowledge and abilities of the educated about computer technology. Effective use of technology can foster independence, can promote the development of communication and literacy skills and can build social competence (Jones & West, 2009; EC, 2013). At present, many universities in Czech Republic have paid more attention to integrating computer knowledge and skills into special education degree plans, however, some of them have still provided the educated insufficient resources and less guidance about computer technology (Martin, 2012; ACCR, 2014b; MEYS, 2014; Smrčka, Dvořák &

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① Retrieved from <http://www.dictionary.com/browse/computerization>

Vidláková, 2015; see Table 2-1-2, Table 2-1-5, Table 2-1-6); and many universities in Mainland China have integrated computer knowledge and skills into special education degree plans, however, many degree programs have usually shortened of the related resources and effective guidance about how to put computer technology into professional study and special education practice (Cao, 2009; Zhang, Huang & Liu, 2015; see Table 2-2-2, Table 2-2-5, Table 2-2-6). Thus, in order to enhance the effectiveness of special education degree plans in future Czech Republic and PRC, it is very necessary to further richen computer information resources, strengthen technical guidance and the applied abilities of the educated in modern computer technology, and promote the re-production of computer technology.

#### *4.2.5.2 Further promoting the networking*

If computer is the explicit way of information store and exchange, internet is the implicit one; and they usually depend on and promote each other. Informatization of special education degree plans not only needs computer technology but also internet technology. However, some universities in Czech Republic and PRC still have insufficient internet resources and provide the educated less guidance about internet technology. Therefore, it is very necessary to further promote the networking of special education degree plans in Czech Republic and PRC.

First, initiatively promoting “part-time” and “full-time” networking of special education degree programs. On-line courses have opened up new avenues for reaching wider audiences in higher education across the world such as MOOCs, Micro Open Online Course (mOOC), Small Private Online Course (SPOC), Selective Open Online Course (SOOC), Distributed Open Collaborative Course (DOCC), Local Open Online Course (LOOC), Massive Open Online Research (MOOR), Hybrid Open Online Course (HOOC) and Classically Offered Online Classes (COOC) (Woert, Jacobi & Jelgerhuis, 2014, pp.67; UNESCO, 2015b, pp.49). At present, many universities in Czech Republic have set up more and more perfect information system with sufficient online courses and to some extent reached “part-time” or “full-time” networking, however, some of special education degree programs still have imperfect internet management systems and insufficient internet resources (ACCR, 2011b; Martin, 2012; Strnadová & Hájková, 2012; Smrčka, Dvořák & Vidláková, 2015); and

some universities in PRC have still had insufficient internet infrastructure and imperfect student information system, and many of special education degree programs have usually provided less online courses and resources (Zhou & Wang, 2012; Li, 2015c; Xiong & Yang, 2016). Thus, with information era, it is very necessary to integrate internet technology into special education degree plans and provide the educated more and more “part-time” or “full-time” online courses or degree programs in future Czech Republic and PRC.

Second, further strengthening the internet awareness and abilities of the educated. WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web, these can be created using various programs, including a simple word processing document that includes links to websites<sup>①</sup>; and it has effectiveness in promoting special education teachers’ engagement, motivation, critical thinking, higher-order thinking, literacy skills, and Information and Communication Technology integration (Yang, Tzuo & Komara, 2011). At present, many of special education degree programs in Czech Republic have integrated network technology into degree plans (see Table 2-1-4; Table 2-1-5), however, some of them had still provided the educated insufficient online resources and less technical guidance about internet technology (ACCR, 2011a; Martin, 2012; Strnadová & Hájková, 2012; MEYS, 2014; Smrčka, Dvořák & Vidláková, 2015; see Table 2-1-2, Table 2-1-6); and although many universities in PRC have integrated internet technology into special education degree plans (see Table 2-2-4), some of them had still thought less of instruction and guidance about internet technology of the educated (Zhou & Wang, 2012; Li, 2015c; see Table 2-2-2, Table 2-2-6). Thus, it is very necessary to further improve the instructional management mechanism, strengthen quality supervision and the technical guidance on networking technology, and enhance the networking awareness and abilities of the educated in future Czech Republic and PRC.

#### **4.2.6 Enhancing the feasibility of special education degree plans**

“Feasibility” means “pertinence”, “practicability” and “effectiveness” of special education degree plans. At present, some of special education degree plans in Czech

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① Retrieved from <https://en.wikipedia.org/wiki/WebQuest>.



and Chinese universities have still some weaknesses in pertinence, practicability and effectiveness. Thus, it is very necessary to enhance the feasibility of special education degree plans.

#### *4.2.6.1 Further strengthening the pertinence*

“Pertinence” means special education degree plans should be based on and serve to reality of the educated and special education needs. At present, some of special education degree plans in Czech Republic and PRC are still far from the educated and special education needs. Thus, it is very necessary to strengthen the pertinence of special education degree plans in future Czech Republic and PRC.

First, fully focusing on reality of the educated and strengthening “internal pertinence” of special education degree plans. With development of higher education, more and more individuals with or without disorders have entered into universities and special education degree programs have to face up to the diversity and complexity of the educated and think more and more of the pertinence in focus fields, training purposes, curricular systems, training methods and evaluation systems. However, some of special education degree programs in Czech Republic have still insufficient funding, teaching space and educators (see Table 4-1), and some of degree plans are still outdated and far from realistic needs of the educated at home and abroad (Trna & Trnova, 2013; Biewer, etc., 2015; ACCR, 2016c); and many of special education degree programs in Mainland China have still insufficient financial support, teaching infrastructure and educators (see Table 4-2) and some of degree plans are usually closed, similar and pay less attention to the interest, subjectivity and differences of the educated (Cao, 2009; Zhou, 2013a; Lei & Zhu, 2014; Pu & Xiao, 2014; Zhang & Huang, 2014; Li, 2015c). Thus, in order to strengthen “internal pertinence” of special education degree plans, it is very necessary to further improve the infrastructure and forms and content of degree programs based; and provide the educated individualized degree programs and effective services according to their real needs in future Czech Republic and PRC.

Second, closely focusing on reality of special education needs and strengthening “external pertinence” of special education degree plans. That is, special education degree plans should be based on not only the reality of the educated, but also that of special education needs and children with or without special needs in basic schools. In fact, applying for special education degree programs, higher education institutions usually thought much of deep investigation about reality of

special education needs and basic schools. However, everything is usually changeable, and if toughly insisting on stability in the changeable world, special education degree plans would become outdated and be far from special education needs. Investigation shows that some of special education degree plans in Czech Republic are still far from practice and short of pertinence of reality of special education needs and basic schools and some of the educated cannot truly adapt to basic special education (ACCR, 2011b; Florian & Becirevic, 2011; Martin, 2012; ACCR, 2014c; MEYS, 2014; Šmelová, Ludíková, Petrová & Souralová, 2016; see Table 4-1); and many of special education degree plans in Mainland China are not timely updated, curricular systems are usually far from practice of special education and the educated are usually short of practical abilities and social adaptability (Cao, 2009; Cheng, 2013; She, 2013; Wang, Li, Mo & Zhang, 2013; Zhou, 2013a; Lei & Zhu, 2014; Pu & Xiao, 2014; Ren & Zhang, 2014; Tian & Xu, 2014; Xiang & Zhao, 2014; Zhang & Huang, 2014; Zhao, 2014; Chi & Shen, 2015; Deng, Pan & Guan, 2015; Sun, Li & Wang, 2015; Wang & Cheng, 2015; Wu, 2015; see Table 4-2). Thus, in order to strengthen “external pertinence” of special education degree plans, it is very necessary to further strengthen the research about theory and practice of special education; and further strengthen theoretical guidance and practical instruction of degree programs so as to enhance professional skills, practical wits and vocational feelings of the educated about special education.

#### *4.2.6.2 Further enhancing the practicability*

“Practicability” means “understandability” and “operability” of special education degree plans with understandable forms and operable content. Investigation shows that some of special education degree plans in Czech Republic and PRC still have some weaknesses in understandability and operability such as simple version, incomplete and outdated content, etc. Thus, it is very necessary to strengthen the practicability of special education degree plans in future Czech Republic and PRC.

First, further strengthening the understandability of special education degree plans. That is, special education degree plans should have understandable and accessible versions. It is true that the texts of degree plans are usually divided into paper and electronic version, and audio and video one; and should, in information era, take most advantage of modern information technology in information and resource communication of degree programs. Like that, special education degree plans would quickly and effectively send the learners rich information and resources and easily be understood by the educated and educators. Investigation shows that some of special

education degree plans in Czech Republic still involve in closed, simple and incomplete version with insufficient information (Vašutová & Spilková, 2011, pp.221; Martin, 2012; ACCR, 2014a; ACCR, 2014b; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c); and many of degree plans in Mainland China usually involve in Chinese, simple, similar, incomplete and closed version with less information (Zhu, 2010; Xiang & Zhao, 2014; Zhang & Huang, 2014). Thus, it is very necessary to further richen the text forms so as to strengthen understandability of special education degree plans in future Czech Republic and PRC.

Second, further strengthening the operability of special education degree plans. Languages are the important means of information and thought communication of special education degree plans; at the meantime, different from oral languages, written ones should think more of simplicity, accuracy and standardization (ACCR, 2016a). Investigation shows that some universities in Czech Republic have not still provided the educated and educators the specific handbooks of special education degree programs, and the manuals of special education degree plans in some universities usually have incomplete content and shorten of operability (Vašutová & Spilková, 2011, pp.221; ACCR, 2016c); and many universities in Mainland China have not provided the educated and educators the specific handbooks of special education degree programs, and some of special education degree plans are only an outline and usually shorten of guidance (Xiang & Zhao, 2014; Zhang & Huang, 2014; Li, 2015c; Wang & Cheng, 2015). Therefore, in order to strengthen the operability of special education degree plans in future Czech Republic and PRC, it is very necessary to further improve the text content, fully develop the handbooks and manuals about special education degree programs and truly make the educators know how to teach and the educated know how to learn.

#### *4.2.6.3 Further enhancing the effectiveness*

“Effectiveness” means special education degree plans could be effectively applied and fully reach values-added. At present, American higher schools pay more attention to online resource construction, publication and usage of special education degree programs (Jones & West, 2009; Li, 2015b); differently, some of special education degree programs in Czech Republic and PRC not only provide the educated insufficient information and resources but also could not be usually used reasonably and effectively. Thus, it is very necessary to increase the effectiveness of special education degree plans in future Czech Republic and PRC.

First, further strengthening the utilization and efficiency of special education degree plans. That is, higher schools should not only provide high-quality special education degree programs, but also take most advantage of them and make them truly play role in the educated. At present, although many universities in Czech Republic and PRC have paid more and more attention to resource construction and improvement of special education degree programs, some of them in Czech have still had insufficient resources and thought less of spreading special education degree programs, and usually enrolled in fewer students each year (see Table 1-1) and had high drop-out rate (MEYS, 2015, pp.20); and many universities in Mainland China have usually had fewer resources and still unwillingly publicize the related information of special education degree programs, and some of them have usually enrolled in fewer and lower-quality students with lower professional identification and feelings (Li, 2011b; Xiang & Zhao, 2014; Wu, 2015; Zhang & Ren, 2015; see Table 1-2, Table 4-2). Thus, in order to enhance the effectiveness of special education degree plans, it is very necessary to not only further richen special education degree resources, but also broadly spread the related information and fully enhance the utilization and efficiency of special education degree resources in future Czech Republic and PRC.

Second, further strengthening the effective guidance and quality supervision of special education degree plans. That is, higher schools should not only pay more attention to effective utilization of special education degree resources, but also further strengthen the effective guidance and quality supervision, fully train high-quality special education professionals and realize “value-added” of special education degree programs. Investigation shows that, although many universities in Czech Republic have paid more attention to effective use of special education degree resources and career guidance of the educated, some of them have still thought less of resource optimization, process guidance and quality supervision (ACCR, 2011b; MEYS, 2014; Zgaga, 2014; Smrčka, Dvořák & Vidláková, 2015; ACCR, 2016c), and some of the educated usually shorten of cooperation and innovation and have lower employment (Strnadová & Topinková, 2010; MEYS, 2015, pp.20-21; see Table 4-1); and although many universities in Mainland China have thought more and more of reasonable use of special education degree resources and guidance about career design, option and change of the students, some of them have still paid less attention to flexible use, process guidance and quality supervision and some of the educated usually shorten of

practical abilities and adaptability to basic schools (Zhang, 2008; Guan, Wang & Zhang, 2011; Lei & Zhu, 2014; Ren & Zhang, 2014; Huang, 2015; Wu, 2015; Zhang & Ren, 2015; see Table 4-2). Thus, it is very necessary to further not only improve special education degree plans and reform instructional methods according to changeable reality; but also strengthen effective guidance and quality supervision of special education degree programs, flexibly use special education degree resources and train more and more effective special education teachers with sustainable development in future Czech Republic and PRC.

In one word, it is very necessary to further strengthen the propriety, humanism, flexibility, transparency, informatization and feasibility of special education degree plans in future Czech Republic and PRC.

## Summary

To sum up, according to theory and practice of program evaluation, special education and teacher education for ISN, special education degree plan in the future should have some basic features such as propriety, humanism, flexibility, transparency, informatization, feasibility, etc.

At the meantime, although special education degree plans in Czech Republic and PRC have formed their own characteristics and strengths in focus fields, training purposes, curricular systems, training methods, evaluation systems, etc., some of them still have some weakness and are facing up to imperfect internal design and insufficient external support. Thus, it is very necessary to strengthen the “legality”, “rationality”, “equality”, “diversity”, “inclusion”, “lifelong”, “changeability”, “timeliness”, “innovation”, “openness”, “internationalization”, “computerization”, “networking”; and “pertinence”, “practicability”, “effectiveness” of special education degree plans in future Czech Republic and PRC.

## **5. Conclusion and reflection**

Research is not only the process of discovering, analyzing and solving the problems, but also that of the researchers' learning and growth. Reflection is regarded as a meta-cognitive process that implies an awareness of what an individual does and thinks; and which consists of exploring personal beliefs, thoughts and actions in a deliberate, biographical and critical way (Marcos, Miguela & Tillemab, 2009). Self-reflection is a powerful tool of professional development of the individuals (Hammer, et al., 2010).

The chapter mainly sums up the basic ideas and reflects the implications and limitations of the research so as to provide some experiences for future study and research.

## 5.1 Conclusion

Special education degree plan in university is the core factor for special education degree program, legal document of training special education teacher and the quality assurance of special education and children with special needs. By means of mixed research methods uniting qualitative with quantitative research, the research has reached the following conclusions.

5.1.1 There is still no comparative research about teacher education for ISN, special education degree programs or plans between Czech Republic and PRC; and the number and quality of degree programs and special education teachers cannot yet meet diverse special needs for individuals with or without disorders. Thus, it will have important theoretical and practical values to further probe into special education degree programs and plans in Czech Republic and PRC.

5.1.2 Czech Republic has set up more open, higher-level and more complete teacher education for ISN and special education degree programs, and more open, diverse and reasonable degree plans than PRC.

5.1.3 There are not only some similarities and differences in special education degree plans between Czech Republic and Mainland China, but also their own strengths in focus fields, training purposes, curricular systems, training methods and evaluation systems.

On the one hand, special education degree plans in Czech Republic think more of applied fields with a few foreign languages; training multi-level professionals; diverse and open curricular systems balancing compulsory with compulsory elective, elective courses and theoretical with practical ones; diverse and intuitive methods with more attendance of the educated, self-learning, online learning and international communication; and process evaluation with more oral exams and unified credit number; etc.

On the other hand, special education degree plans in Mainland China pay more attention to theoretical fields; training applied professionals with all-around development; curricular systems with diverse course types and more compulsory and theoretical courses; class instruction with more attendance of the educators; and summary evaluation with more final written exams and specific requirements in dissertation words and published works; etc.



5.1.4 Special education degree plans in Czech Republic and PRC still have some weaknesses such as inadequate focus fields, incomplete training purposes, imperfect curricular systems and training methods, and incomplete evaluation systems; and are facing up to some challenges such as imperfect internal design and insufficient external support.

5.1.5 Based on theory and practice of program evaluation, basic special education, teacher education for ISN, etc., the research considers that special education degree plan in university should have propriety, humanism, flexibility, transparency, informatization and feasibility.

5.1.6 Reflecting theory and practice of teacher education for ISN and basic special education, the research considers that it is very necessary to further strengthen the legality, rationality, equality; diversity, individuality, lifelong; changeability, timeliness, innovation; openness, internationalization; computerization, networking; and pertinence, practicability, effectiveness of special education degree plans in future Czech Republic and PRC.

## 5.2 Reflection

Looking through on research origin, design, process and conclusions, the researcher further understands the meanings and importance of special education degree plans for the educators, learners and researchers; and richly experiences the happiness and difficulties of study abroad and doing comparative research.

### 5.2.1 Implications of the research

Reflecting the whole research project, the researcher considers that the research might have the following values and meanings.

*First, it is the first time to systematically show the status of special education degree plans in Czech Republic and Mainland China and compare their features.*

Literature analysis shows that there is less systematic research about special education degree programs in Czech Republic or PRC and no comparative research about special education degree programs or plans between the two countries. Based on comprehensive investigation about 61 universities, the research have systematically collected the related information and truly showed the status about the focus fields, training purposes, curricular systems, training methods and evaluation systems of special education degree plans in Czech Republic and Mainland China; and by means of comparative research and program evaluation, the research systematically and objectively analyzes the similarities and differences, and evaluates the strengths, weakness and challenges of special education degree plans in Czech Republic and Mainland China. Thus, the research not only objectively show the features of special education degree plans in Czech and Chinese Mainland universities for the first time, but also innovate research methods and deepen the present research about teacher education for ISN.

*Second, it may be the first time to deeply probe into the basic factors and features of special education degree plans.* Although there are more and more literatures about the features or evaluation standards of educational, special education, higher education, teacher education and special education teacher preparation programs, there are still fewer publications about that of special education study programs and plans. Learning from current research and practice of special education

degree programs and trends of special education and teacher education for ISN, the research not only systematically analyze the core factors of special education degree programs such as focus fields, training purposes, curricular systems, training methods and evaluation systems; but also deeply analyze the basic features, sub-features and their connotations of special education degree plan in university such as propriety (legality, rationality, equality), humanism (diversity, individuality, lifelong), flexibility (changeability, timeliness, innovation), transparency (openness, internationalization), informatization (computerization, networking) and feasibility (pertinence, practicability, effectiveness). Thus, the research both deeply probe into the core factors and features of special education degree plans for the first time and broaden research fields and innovate research perspectives.

*Third, it may be the first time to deeply probe into practical strategies on special education degree programs and plans in future Czech Republic and PRC.* It is well known that there has been some communication and cooperation about special education degree programs between Czech Republic and PRC. With “The Belt and Road” (B&R) and deeper communication and cooperation about economy, culture, science and technology, etc., there will be more cooperation and communication about special education degree programs between the two countries. By means of mixed research, the research not only deeply compares the similarities and differences of special education degree plans between Czech Republic and Mainland China and analyzes their strengths and weaknesses; but also systematically analyze the future practical strategies of special education degree plans in Czech Republic and PRC. Thus, just because of having deeply analyzed the features and then systematically probe into the future practical strategies of special education degree plans in Czech Republic and PRC for the first time, the research will be very useful to further promote both the reform and development of special education degree programs in Czech Republic and PRC and more and deeper cooperation and communication between them.

### **5.2.2 Limitations of the research**

Having done some innovative probes about special education degree programs and plans and tried to make the research project more perfect and reasonable as much

as possible, however, because of complexity of research object and the limitations of the individual, the researcher considers that the following issues still need doing more and deeper research.

First, about the core factors and basic features of special education degree plans. Although the researcher has stayed in higher schools in America and Czech Republic for a long time and been engaged in management of teacher education more than 10 years and easily gotten the newest information about teacher education for ISN and special education degree programs at home and abroad, because of complexity of research object and limited time, resources and energies of the researcher, some ideas and conclusions about the core factors and basic features of special education degree plans in the research might be unreasonable and worth further deeper probes.

Second, about the influencing factors of special education degree plans. During four-year PhD study, the researcher has deeply experienced strengths and differences of teacher education for ISN and special education degree programs in America, Czech Republic and PRC and truly known their success and progress have usually mainly profited from open and wise leaders and managers and free and democratic management mechanism. Because of limitations of traditional and national cultures, some leaders and managers still consider that special education degree plans are secret and private and unwillingly publicize the related information. Although the researcher has tried to completely collect the newest information and truly show the status of special education degree programs and plans in 10 Czech and 51 Chinese universities by means of questionnaire, internet, email, interview, resource share, etc. and fulfil the duties of the scholar for reform and development of teacher education for ISN as much as possible, the research project has still gotten less support from some universities and some information about present difficulties or influencing factors of special education degree plans might be insufficient.

### **5.2.3 Prospect for future research**

According to the above analysis on implications and deepening issues, the researcher will continue the following research in the future.

First, the researcher will further strengthen the academic communication and cooperation with the related universities and scholars at home and abroad, and fully

grasp the related information and then do more and deeper comparative research about special education degree programs and plans in Czech Republic and PRC (including Hong Kong, Taiwan and Macao).

Second, the researcher will further investigate the practice of special education degree programs and plans at home and abroad; and deeply probe into the influencing factors in designs, spread and implementations of special education degree programs and plans in Czech Republic and PRC.

Third, the researcher will further study the related theories about special education and teacher education for ISN and deeply probe into the core factors and basic features and their connotations of special education degree programs plans.

In one word, the research has not only some innovative ideas but also some deepening issues. In the future, the researcher will continue to do more and deeper research and new probes about teacher education for ISN and special education degree programs and plans at home and abroad.

## Summary

To sum up, the research has firstly systematically investigated the status of focus fields, training purposes, curricular systems, training methods and evaluation systems in Czech Republic and Mainland China; compared their similarities and differences; deconstructed their strengths, weaknesses and challenges; and reconstructed the basic features of special education degree plan in university and practical strategies of special education degree plans in future Czech Republic and PRC.

Although the research has important implications in broadening research fields, innovating research methods and creating practical strategies about teacher education for ISN, there are still some issues need further probing into because of some objective and subjective reasons.

Thus, in order to further improve and deepen the research about special education degree programs and plans, the researchers will further strengthen research abilities, continually strengthen the academic communication and cooperation with higher schools and the scholars at home and abroad and deeply investigate and probe into the practice of teacher education for ISN and special education degree programs in Czech Republic and PRC.

In one word, learning and research are boundless and usually full of difficulties and frustrations. No matter how difficult the future learning and research will be, the researcher would like to bravely move forward and constantly probe into in the whole life.

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## Published works and research projects

### Papers published in journals

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#### **Papers represented and published in conferences**

Li, S. W. (2016). Introduction to assurance system of special education in PRC. In Proceedings of *17th International Conference on Issues related to Individuals with Specific Needs & 4th Young Research Workers Conference (15-16 March, 2016)*, Olomouc: Palacky University.

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#### **Research projects**

2016-2018, Comparative research about special education teacher training system between PRC and Czech Republic (No. SC16B115), Federation of Philosophy and Social Sciences of Sichuan.

2013-2015, Probing into the new modes of rural preschool teacher education in Western China (No. SC13B001), Federation of Philosophy and Social Sciences of Sichuan.

2014-2015, Western project about training specialists of the China Scholarship Council (No. 201308515185), as visiting scholar in half a year at Auburn University at Montgomery.

## Appendix

Table 1-1, Number and enrollments of universities with special education degree programs in 2016 Czech Republic

Table 1-2, Number and enrollments of universities with special education degree programs in 2016 Mainland China

Table 1-3, Analytic framework of special education degree plans in universities

Table 1-4, Questionnaire about status of special education degree programs in universities

Table 1-5, Educational background of the full-time teachers for basic special education in 2001-2015 Mainland China

Table 2-0-1, Status of basic special education in 2001-2015 Mainland China

Table 2-1-1, Focus fields of special education degree programs in Czech universities

Table 2-1-2, Training purposes of special education degree programs in Czech universities

Table 2-1-3, Course credits of special education degree programs in Czech universities

Table 2-1-4, Compulsory courses of special education degree programs in Czech universities

Table 2-1-5, Training methods of special education degree programs in Czech universities

Table 2-1-6, Evaluation systems of special education degree programs in Czech universities

Table 2-2-1, Focus fields of special education degree programs in Chinese Mainland universities

Table 2-2-2, Training purposes of special education degree programs in Chinese Mainland universities

Table 2-2-3, Course credits of special education degree programs in Chinese Mainland universities

Table 2-2-4, Compulsory courses of special education degree programs in Chinese Mainland universities

Table 2-2-5, Training methods of special education degree programs in Chinese

Mainland universities

Table 2-2-6, Evaluation systems of special education degree programs in Chinese Mainland universities

Table 4-1, Self-evaluation of special education degree programs in Czech universities

Table 4-2, Self-evaluation of special education degree programs in Chinese Mainland universities

**Table 1-1, Number and enrollments of universities with special education degree programs in 2016 Czech Republic**

<b>States</b>	<b>Number and enrollments of bachelor degrees</b>	<b>Number and enrollments of master degrees</b>	<b>Number and enrollments of doctoral degrees</b>	<b>Total</b>
<b>Olomouc Region</b>	1(1326)	1(399)	1(20)	1 (1745)
<b>South Moravian Region</b>	1(1090)	1(333)	1(28)	1 (1451)
<b>Prague</b>	1(830)	1(215)	1(6)	1 (1051)
<b>Central Bohemian Region</b>	1(42)	1(?)	1(?)	1(42+?)
<b>Moravian-Silesian Region</b>	1(666)	1(?)	0	1 (666)
<b>Hradec Králové Region</b>	1(73)	1(40)	0	1 (113)
<b>Ústí nad Labem Region</b>	1(188)	1(30)	0	1(218)
<b>Liberec Region</b>	1(68)	1(99)	0	1 (167)
<b>South Bohemian Region</b>	1(196)	1(?)	0	1 (196)
<b>Zlín Region</b>	1(22)	0	0	1(27)
<b>Total</b>	10(4501+?)	9(1116+?)	4(54+?)	10 (5671+?)

**Explanation:**

1. There is no special education degree program in Plzeň Region, Karlovy Vary Region, Vysočina Region and Pardubice Region.

2. There is no information about the enrollments of special education master and doctoral programs in some universities.



**Table 1-2, Number and enrollments of universities with special education degree programs in 2016 Mainland China**

<b>Provinces</b>	<b>Number and enrollments of bachelor degrees</b>	<b>Number and enrollments of master degrees</b>	<b>Number and enrollments of doctoral degrees</b>	<b>Total</b>
<b>Beijing</b>	2 (98)	1 (10)	1 (3)	2(111)
<b>Hubei</b>	3 (108)	2 (8)	1 (1)	3 (117)
<b>Shanxi (North-west)</b>	1 (30)	+1 (8)	+1 (2)	2 (40)
<b>Shanghai</b>	1(12)	1 (15)	1 (6)	1 (33)
<b>Shandong</b>	6(423)	2 (8)	0	6(431)
<b>Sichuan</b>	4(202)	1 (8)	0	4(210)
<b>Guangdong</b>	4(204)	1 (4)	0	4(208)
<b>Yunnan</b>	1 (163)	1(3)	0	3(166)
<b>Chongqing</b>	2(129)	2(33)	0	2(162)
<b>Zhejiang</b>	2(120)	1 (6)	0	2(126)
<b>Anhui</b>	2 (110)	1 (3)	0	2 (113)
<b>Gansu</b>	1 (60)	1 (4)	0	1 (64)
<b>Liaoning</b>	1 (19)	1(10)	0	1 (29)
<b>Jilin</b>	1 (22)	+1(2)	0	2 (24)
<b>Guizhou</b>	5(439)	0	0	5(439)
<b>Heibei</b>	4(239)	0	0	4(239)
<b>Jiangsu</b>	1(230)	0	0	1(230)
<b>Henan</b>	1(100)	0	0	1(100)
<b>Fujian</b>	1 (93)	0	0	1 (93)
<b>Neimenggu</b>	2 (72)	0	0	2 (72)
<b>Xinjiang</b>	1 (52)	0	0	1(52)
<b>Heilongjiang</b>	1 (52)	0	0	1(52)
<b>Guangxi</b>	1(35)	0	0	1(35)
<b>Tianjin</b>	1 (30)	0	0	1 (30)
<b>Total</b>	49 (3042)	15+2 (122)	4 (12)	51 (3176)

Explanation:

1. There is no enrollment of bachelor in two universities with master degree programs.
2. There is no special education degree programs in Shanxi (North China); Jiangxi (East China); Hunan (Middle China); Hainan (South China); Xizang (South-west); Qinghai and Ningxia (North-west).

**Table 1-3, Analytic framework of special education degree plans in universities**

	<b>Factors</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Doctors</b>
<b>Focus fields</b>	Theory			
	Application			
	Compound			
<b>Training purposes</b>	Careers			
	Professional knowledge			
	Professional abilities			
	Professional attitudes			
	Employers			
<b>Curricular systems</b>	Course types			
	Course credits			
	Compulsory courses			
<b>Training methods</b>	Modes			
	Teacher-centered			
	Student-centered			
	Interaction			
<b>Evaluation systems</b>	Admission requirements			
	Process assessments			
	Graduate requirements			

**Table 1-4, Questionnaire about status of special education degree programs in universities**

To the related Dean/ Head,

Dear Prof./ Ph.D,

I am a PhD student at Palacky University from PRC and am doing questionnaire survey about special education degree programs. Although I have gotten a lot of useful information and experiences from your department's website, I would like to know more your newest information about that in order to deeply understand and show the characteristics and strengths of special education degree programs in your university. Please help me fill in the following Tables or send the related documents to me, thanks.

Wish your reply as early as possible and have nice each day.

Best Wishes,

Yours

Shangwei Li

Email: 1967shangwei@163.com

**Table 1, Number of enrollment of special education degree programs in your university**

Programs	How many students were enrolled during Sep. 2015- Aug. 2016?
Bachelor degree	
Master degree	
Doctoral degree	

**Table 2, Focus fields of special education degree programs in your university**

Programs	What are the focus fields?
Bachelor degree	
Master degree	
Doctoral degree	

**Table 3, Training purposes of special education degree programs in your university**

Programs	What are the training purposes?

	Fields	The educated's future careers, professional qualities and employers
Bachelor degree		
Master degree		
Doctoral degree		

**Table 4, Curricular systems of special education degree programs in your university**

Programs	What are the compulsory courses and how many credits are they?		
	Fields	Credits	Compulsory courses
Bachelor degree			
Master degree			
Doctoral degree			

**Table 5, Training methods of special education degree programs in your university**

Programs	What are the training methods?	
	Fields	Training methods
Bachelor degree		
Master degree		

Doctoral degree		

**Table 6, Evaluation systems of special education degree programs in your university**

Programs	How do you evaluate the educated?	
Bachelor degree	Admission requirements	
	Process evaluation (course learning and tests)	
	Graduation requirements	
Master degree	Admission requirements	
	Process evaluation (course learning and tests)	
	Graduation requirements	
Doctoral degree	Admission requirements	
	Process evaluation (course learning and tests)	
	Graduation requirements	

**Table 1-4-7, Self-evaluation about special education degree programs in your university**

Programs	What are the strengths and main difficulties?	
Bachelor degree	Strengths	
	Main difficulties	
Master degree	Strengths	
	Main difficulties	
Doctoral degree	Strengths	
	Main difficulties	

**Table 1-4-8, Advice about my research**

Your advice	
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**Table 1-5, Educational background of the full-time teachers for basic special education in 2001-2015 Mainland China**

<b>Year</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Total	38,906	40,378	40,853	41,384	42,256
Full-time	28494	29,805	30,349	31,058	31,937
Graduate	30	/	48	77	60
Undergraduate	2,232	/	3,757	5,061	6,621
Associate bachelor	12,280	/	15,023	16,240	17,041
<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Total	43,572	44,862	45,990	47,466	49,249
Full-time	33,396	34,990	36,306	37,945	39,650
Graduate	101	123	219	270	405
Undergraduate	8,425	10,630	12,872	15160	17,479
Associate bachelor	17,679	18,010	17,772	17,697	17,612
<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Total	51,189	53,615	55,096	57,360	59,548
Full-time	41,311	43,697	45,653	48,125	50,334
Graduate	482	614	703	846	957
Undergraduate	20,012	22,480	25,068	27,833	30,244
Associate bachelor	17,335	17,665	17,569	17,473	17,414

**Table 2-0-1, Status of basic special education in 2001-2015 Mainland China**

<b>Year</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Number of special schools	1531	1540	1551	1560	1593
Number of Children with special needs	386400	374500	364700	371800	364400
Number of special education teachers	38906	40378	40853	41384	42256
<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Number of special schools	1605	1618	1640	1672	1706
Number of Children with special needs	362900	413000	417440	428125	425613
Number of special education teachers	43572	44862	45990	47466	49249
<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Number of special schools	1767	1853	1933	2000	2053
Number of Children with special needs	398736	378751	368103	394900	442223
Number of special education teachers	51189	53615	55096	57360	59548

**Table 2-1-1, Focus fields of special education degree programs in Czech universities**

Programs	Focus fields	
<b>Bachelor degree</b>	Application	Special educational intervention; Speech therapy; Special education counseling; Special education for teachers; Special art education; Art therapy; Special education for the individuals with mental disorders/ emotional and behavior disorders; Management of special education resources; Special education communication technology; Drama special education; Special education for the individuals with hearing disorders/ visual disorders; etc.
	Compound	Special Education (English); Secondary special Education; Preschool special education; Special Education (German); Special Education (French); Special Education (Russian); Special Education (Latin); Elementary special education; Special education psychology; Adult special education; etc.
<b>Master degree</b>	Application	Speech therapy; Special education for teachers; Management of special education resources; Special education counseling; Special education rehabilitation; Special education for the individuals with mental disorders/ emotional and behavior disorders; Special education communication technology; Drama special education; Special education for the individuals with hearing disorders; etc.
	Compound	Elementary special education; Special Education (English); Secondary special Education; Special Education (German); Special Education (French/ Russian/ Latin); Special education; Inclusive education; Special education psychology; Adult special education; Vocational special education; etc.
<b>Doctoral degree</b>	Theory	Comparative special education; Special education history; etc.
	Application	Speech therapy; Special education counseling; Special education rehabilitation; Special education for the individuals with mental disorders/ emotional and behavior disorders; Special education communication technology; Drama special education; Special education for the individuals with hearing disorders/ visual disorders/ learning disorders/ physical disorders; etc.
	Compound	Special Education (English/ German/ French/ Russian/ Latin); Special education; Secondary special Education; Elementary special education; Inclusive education; Adult special education; Family special education; Vocational special education; etc.



**Table 2-1-2, Training purposes of special education degree programs in Czech universities**

<b>Programs</b>	<b>Training purposes</b>	
<b>Bachelor degree</b>	Careers	Teachers; Assistant teachers; Managers; Experts; Technicians/ therapists; Social workers; etc.
	Knowledge	Special pedagogy; Preschool special education; Elementary special education; Secondary special education; Inclusive education; Special education laws; Pedagogy; Adult special education; Psychology; Special education psychology; etc.
	Abilities	Special education teaching; Education for individuals with speech disorders; Speech therapy; Communication; Social works; Education for individuals with hearing disorders / mental disorders; Special education assessment and evaluation; Educational rehabilitation; Educational counseling; Professional practice; Reflection; Special education management; Special educational research; Psychological counseling; Problem-solving of special education; Professional adaptability; Individualized education; Early intervention; Cooperation; Foreign languages; Education for individuals with behavioral disorders / visual disorders / sensory disorders; etc.
	Attitudes	Habits on special education/ preschools special education; etc.
	Employers	Special education schools; Kindergartens; Social and health care institutions; Non-profit institutions; Elementary schools; Special educational institutions; Secondary schools; Prisons; Special vocational schools; Counseling and diagnostic institutions; Orphanages; Social service institutions; Boarding institutions; Nursing institutions; Communities; Police station; etc.
<b>Master degree</b>	Careers	Teachers; Experts; Managers; Technicians/ therapists; Social workers; etc.
	Knowledge	Special pedagogy; Preschool special education; Inclusive education; Elementary special education; Special education laws; Secondary special education; Pedagogy; Adult special education; Psychology; Medicine; Modern information technology; etc.
	Abilities	Special education teaching; Special education management; Special education assessment and evaluation; Education for individuals with speech disorders; Speech therapy; Psychological counseling; Educational rehabilitation; Educational counseling; Special educational research; Communication; Social works; Professional practice; Problem-solving of special education; Professional adaptability; Sports activities; Foreign languages; Education for individuals with mental disorders / hearing disorders / behavioral and

		emotional disorders; etc.
	Employers	Elementary schools; Social and health care institutions; Special education schools; Kindergartens; Counseling and diagnostic institutions; Non-profit institutions; Special educational institutions; Secondary schools; Orphanages; Labor institutions; etc.
<b>Doctoral degree</b>	Careers	Researchers; Scientists; Experts; etc.
	Knowledge	Academic career; etc.
	Abilities	Special educational research; Education for individuals with speech disorders/ mental disorders / hearing disorders / behavioral disorders / emotional disorders; Independent innovation; Special education teaching; Professional practice; Special education management; Problem-solving of special education; etc.
	Employers	Academic institutions; Higher schools; etc.

**Table 2-1-3, Course credits of special education degree programs in Czech universities**

Programs	Compulsory courses		Compulsory elective and elective courses		Total	
	credits	%	credits	%	credits	%
<b>Bachelor degree</b>	51	28.3	129	71.7	180	100
	55	30.6	125	69.4	180	100
	58	32.2	122	67.8	180	100
	59	32.8	121	67.2	180	100
	60	33.3	120	66.7	180	100
	61	33.8	119	66.2	180	100
	98	54.4	82	45.6	180	100
	103	57.2	77	42.8	180	100
	105	58.3	75	41.7	180	100
	116	64.4	64	35.6	180	100
	119	66.1	61	33.9	180	100
	137	76.1	43	23.9	180	100
	144	80.0	36	20.0	180	100
	150	83.3	30	16.7	180	100
	158	87.8	22	12.2	180	100
	159	88.3	21	11.7	180	100
	160	88.9	20	11.1	180	100
	167	92.8	13	7.2	180	100
	167	92.8	13	7.2	180	100
	174	96.7	6	3.3	180	100
176	97.8	4	2.2	180	100	
<b>Master degree</b>	235	78.3	65	21.7	300	100
	18	15.0	102	85.0	120	100

	28	23.3	92	76.7	120	100
	33	27.5	87	72.5	120	100
	46	38.3	74	61.7	120	100
	57	47.5	63	52.5	120	100
	68	56.7	52	43.3	120	100
	72	60.0	48	40.0	120	100
	75	62.5	35	37.5	120	100
	76	63.3	44	36.7	120	100
	85	70.8	35	29.2	120	100
	97	80.8	23	19.2	120	100
	102	85.0	18	15.0	120	100
	109	90.8	11	9.2	120	100
	115	95.8	5	4.2	120	100
	117	97.5	3	2.5	120	100
	119	99.2	1	0.8	120	100
<b>Doctoral degree</b>	165	68.8	75	31.2	240	100
	105	43.8	135	56.2	240	100
	/	/	/	/	180	100
	/	/	/	/	180	100

**Table 2-1-4, Compulsory courses of special education degree programs in Czech universities**

Programs	Compulsory courses	
	Subjects	Attributes and Names
Bachelor degree	Professional Courses	<p><b>Knowledge:</b> Introduction to special education; Psychopathology; Inclusive education; History of special education; Preschool special education; Sociology for special education; Foundations of special education psychology; Adult special education; etc.</p>
		<p><b>Abilities:</b> Practice of special education; Bachelor theses; State exam; Special education for individuals with mental disorders/ physical disorders/ hearing disorders/ visual disorders/ emotional and behavioral disorders / specific learning disorders; Speech therapy; Special education diagnostics; Special education for individuals with speech or language disorders; Psychotherapy; Art therapy; Music therapy; Special education for individuals with multiple disorders; Methodology of special education; Philosophy of special education; Communication of individual with dual sensory disorders; Special education supports for people with autism; Guided reflection on special education; Classroom observation at special school; Special education counselling; Diagnostics in communication disorders; Creating individual education plans; Drama therapy; Poetry therapy; Phototherapy; Sign language; Rehabilitation of persons with hearing disabilities; Occupational therapy; Didactics of game in integrative preschool education; Special education for partial disorders; Gifted education; Crisis intervention; etc.</p>
		<p><b>Attitudes:</b> Ethics of special education; Leisure activities in special education; Directed reflection program for special educators; Recognition of expertise ; etc.</p>
	Educational courses	<p><b>Knowledge:</b> General psychology; General pedagogy; Personality psychology; Drama education; Educational sociology; Pre-school education; New trends of education; History of education; Andragogy; Comparative education; Introduction to physical education; Educational law; School management; Psychology of the disability; Human biology and health education; Cultural anthropology and psychology; Neurophysiology; History of Psychology; Theory of psychological research; Work and organizational psychology; Foundation of counseling; Adult psychology; Art reeducation; Music reeducation; Pedagogical evaluation; etc.</p>

		<p><b>Abilities:</b> Social psychology; Developmental psychology; Philosophy of education; Educational psychology; Modern educational technologies; Psychology of children with school age; Psychological statistics; Clinical psychology; Counselling psychology; Personal and educational assistance; Analysis of personality; Social interaction in the learning process; Methodology of physical education; Applied educational research; Methodology of activities in kindergarten; Psychodiagnostics; Art psychology; Educational communication and interaction; Methodology of medicine; Methodology of chemistry; Methodology of engineering technology; Didactics of economics; Methodology of educational sciences; Activating methods of teaching in secondary schools; etc.</p> <p><b>Attitudes:</b> Multicultural education; Teaching ethics; etc.</p>
	Common courses	<p><b>Knowledge:</b> Neurology; Psychiatry; Sociology; Legal protection of the disabled; Social pathology; Pediatrics; Gerontology; Somatopathology; Human biology; Introduction to Law; Foundation of health science/ medical science; Ophthalmology; Anthropology; Basics of linguistics; Somatology; Management; Communication theory; Social policy and social assurance; Disability; Basics of rhetoric; National history; Speech culture; Literature for children and youth; History of philosophy; Art history; Theory of colors; etc.</p> <p><b>Abilities:</b> Alternative and augmentative communication; ENT and phoniarty; Philosophy; Methodology; English; Modern information and communication technologies; Methodology of social research; Foreign language; Applied research; Czech language; Comprehensive services for the disabled; Methodology of leisure; Practical usage of technical aids; Applied teatrology; Working with clients with mental illness; Processing of electronic documents; Methods of games; Sport games; Multimedia for work with the disabled; Social work for the disabled; Training in analysis of art work; Self-experience studio; Art symbolism and symptom; Audio-biographical production and its interpretation; etc.</p> <p><b>Attitudes:</b> Social deviations; Ethics; Minority issues; Developmental and social variability of human; etc.</p>
<b>Master degree</b>	Professional Courses	<p><b>Knowledge:</b> Adult special education; Psychopathology; Gifted education; History of special education; Comparative special education; Inclusive education; Preschool special Education; Special Education for school age; Current trends in special education; Introduction to special education; Internationalization of special education; Secondary special education; Elementary special education; Biomedical / Psychological/ Social foundations of for individuals with special educational needs; Health of special education teacher; etc.</p>

		<p><b>Abilities:</b> Practice of special education; Master theses; State exam; Special education for individuals with hearing disorders/ specific learning disorders/ speech disorders/ mental disorders/ physical disorders/ visual disorders/ emotional and behavioral disorders; Special education diagnosis; Thesis; Speech therapy; Special education for the individuals with multiple disorders; Didactics of special education; Management of special education; Special education counselling; Psychotherapy; Rehabilitation of the individuals with disabilities; Sign language; Medical rehabilitation; Comprehensive rehabilitation; Drama therapy; Special education of the individuals with autism; Case study; Special education intervention; ICT for special education teachers; Professional English; Methodology of special schools; Art therapy; Music therapy; Methodology of special education; Classroom observation; Creating individual education plans; etc.</p>
		<p><b>Attitudes:</b> Ethical foundations for individuals with special educational needs; Ethics of special education; etc.</p>
	Educational courses	<p><b>Knowledge:</b> Personality Psychology; Neuropsychology; General psychology; General pedagogy; General didactics; Psychomotories; Psycholinguistics; School ethnography; School management; Education economics; Environmental education; School policy, system and Legislation; School psychology; Adult education; Pre-school education; History of pre-school education; Global education; Social pedagogy; etc.</p>
		<p><b>Abilities:</b> Educational psychology; Social psychology; Developmental psychology; Didactics of mathematics; Alternative education; Application psychology; Didactics of Czech language; Methodology of primary education; Social education and prevention of risk; Psychology of the disabled; Educational research and statistical methods; Movement games and its didactics; Didactics of athletics; Didactics of swimming; Didactics of physical education; Methodology of musical education; Methodology of visual arts education; Psychological diagnosis; Educational diagnostics; Methodology of adult education; Educational psychology; Career counselling; Computer skills for teachers; Educational guidance; Philosophy of education; Teaching psychology; etc.</p>
		<p><b>Attitudes:</b> Sex Education; Multicultural education; Minority education; etc.</p>
	Common courses	<p><b>Knowledge:</b> Neurology; Legal protection of the disabled; Pediatrics; Somatology; Audiology; Grant policy; Social pathology; Linguistics; Genetics; Rhetoric and speech; Ophthalmology; Gerontology; Orthopedics; Pharmacology; Historical and philosophical context the situation of persons with disabilities; Roma Studies; Human ecology; Theory of Literature; Children's literature; Sociology; Disability and</p>

		sexuality; Criminology; Drug addiction; Family with disabled children; Phonetics; Somatopathology; Introduction to psychiatry; Introduction to social law; History of art; History of music; Law of the disabled; Children sociology; Pathobiology; etc.
		<b>Abilities:</b> Management of non-profit organizations; ENT and phoniatics; Methodology; Czech language; Communication skills of the disabled; Social work; Methodology of reading and literature; Computer technology; Social services; Compensatory and technical aids; Visual arts and methodology; Therapeutic work with ethnic minorities; Pragmatic linguistics; Drawing and graphic art; Methodology of mathematics/ natural sciences; Musical theory and intonation; Painting; Quantitative and qualitative research; New technologies for persons with disabilities; Statistical methods; Alternative and augmentative communication; Early speech stimulation; Foreign language; Rhetoric and vocal expression; Penitentiary and post-penitentiary care; Dentistry and orthodontics; Basic gymnastics; Sculpture, clay modelling and 3D work; etc.
		<b>Attitudes:</b> Ethical problems of human biology; etc.
<b>Doctoral degree</b>	Professional courses	<b>Knowledge:</b> Pathopsychology; Inclusive special education; Adult special education; etc.
		<b>Abilities:</b> State exam; Doctoral theses; Conference activities; Publications; Scientific work; Study abroad; Speech therapy; Philosophy of special education; Methodology of special education; Professional foreign languages; Special education for individuals with mental disorders/ specific learning disorders/ physical disorders/ hearing disorders/ visual disorders/ behavioral disorders/ speech disorders/ severe and multiple disability; etc.
	Educational courses	<b>Abilities:</b> Methodology of education; Philosophy of education; etc.
	Common courses	<b>Knowledge:</b> Sociology; etc.
<b>Abilities:</b> English; Methodology; German; Philosophy; Russian; Latin; etc.		



**Table 2-1-5, Training methods of special education degree programs in Czech universities**

<b>Programs</b>	<b>Training methods</b>	
<b>Bachelor degree</b>	Modes	Cooperative education at home and abroad; Full-time, distance and combined modes; etc.
	Teacher-centered	Lectures (theoretical explanation); Briefing; Demonstration; Multimedia/ Computer-based teaching; Feedback; Case studies; Monitoring; etc.
	Student-centered	Teaching practice; Skills training; Presentations; Written assignment; Distance education; Study abroad; Self-learning; Projection/ Watching videos and movies; Experiment; Observation; Reading; Work with text /book/ textbook or Text study; Individual creative and artistic activities; Self tasks; Class attendance; Field trips; Scientific research; Survey; Problem-solving; Interview; Application; Homeworks; Bookwork; etc.
	Interaction	Discussion; Activating (Simulations, Games, Dramatization, Situational contingency methods, Acting); Brainstorming; Academic communication; Seminars; Interactive e-learning; Dialogue; Individual consultation; On-line consultations; Group work; Workshops; Lifelong learning; etc.
<b>Master degree</b>	Modes	Cooperative education at home and abroad; Full-time, distance and combined modes; Structural (2 years) and non-structure (5 years) mode; etc.
	Teacher-centered	Lectures; Case studies; Demonstration; Reflective analysis; Feedback; Theoretical training; Briefing; Computer-based teaching; etc.
	Student-centered	Teaching practice; Skills training; Distance education; Written Work; Observation; Reading; Work with text/ book/ textbook /Text study; Presentation; Watching movies and videos; (Sensory) exercises; Scientific research; Class attendance; Experiments; Interview; Problem-solving; Study abroad; E-learning; Homework; Bookwork; Self-learning; etc.
	Interaction	Discussion; Academic communication; Activating (Simulations, Games, Dramatization); Brainstorming; Dialogue/ Conversation; Seminar; Group work; Individual counseling; Online learning/ consultations; Workshop; Lifelong learning; etc.

<b>Doctoral degree</b>	Modes	Cooperative education at home and abroad; Full-time, distance and combined modes; etc.
	Teacher-centered	Lectures; Feedback; Case studies; etc.
	Student-centered	Scientific research; Publications; Teaching practice; Skill training; Presentation; Class attendance; Reading; Work with text/ book/ textbook; Written work; Study abroad; Bookwork; Distance education; etc.
	Interaction	Academic communication; Group work; Discussion; Brainstorming; Seminar; Dialogue; Individual counseling; Workplaces; Online learning/ consultation; etc.

**Table 2-1-6, Evaluation systems of special education degree programs in Czech universities**

Programs	Evaluation systems	
<b>Bachelor degree</b>	Admission requirements	Individual application (written or electronic); Diploma of secondary education (average to 1.50 including 100 b., Up 1.60 including 95 b., Up 1.70 including 90 b. Etc); Entrance exam (written/ oral/ electronic exams; 100 credits; max 70-80 points test; 120 min.); Exam content (Learning potential and professional test; logical thinking, verbal thinking, cultural and social overview; Psychology and special education; English B2); No criminal records; etc.
	Process evaluation	Active participation (max. 2 absence; 70-100%); Exam methods (Written exam; Oral examination; Didactic test; Expert commentary; Portfolio; Systematic Observation; Questionnaire; Oral evaluation; On-line; mental analysis); Written works (Written assignment, 5-10 pages; Homework; Thesis or semester paper; Essay, 3-5 pages); Exam content (Performance; Achievements; Skill); Exam standards (Written exam 70-75 %; Oral exams 51-100b ); Credit levels including six ones (excellent, A, 1; very good, B, 1.5; good, C, 2; satisfactory, D, 2.5; sufficient, E, 3.0; failed, F, 4) or two ones (Pass; Fail); etc.
	Graduation requirements	State final examination (oral exam; knowledge and skills of special education; Defense research project, pedagogy and psychology, special education and compulsive elective such as Education for individual with mental / physical disorders); Course credits (180 credits in 3 years); Dissertation (60 pages); etc.
<b>Master degree</b>	Admission requirements	Individual application (Professional portfolio; Thesis project); Diploma (Bachelor degree; Secondary school graduates or undergraduate); Entrance exam (Written exam; max. points 60; 30 min.; Learning Potential Test; Study Test (TSP)); No criminal records; etc.
	Process evaluation	Active participation (max. 1-3 absence from the course or min. 75-100%; 100% participation in practice) ; Exam methods (Written and oral examination or test or quiz; Combined examination; Didactic Test; Expert commentary; Portfolio; Systematic Observation; Practical demonstration of acquired skills; Participatory interviews; On-line; Mental analysis; Verbal evaluation); Written works (Written assignment, 5-10 pages; Homework; Thesis or semester paper; Processing essay); Exams content (Performance; achievements; skills; elaborate seminar work); Credit standards (Written exams, 70-75 %; Oral exams,

		51-100b); Credit levels including six ones (excellent, A, 1; very good, B, 1.5; good, C, 2; satisfactory, D, 2.5; sufficient, E, 3.0; failed, F, 4) or two ones (Pass; Fail); etc.
	Graduation requirements	State final examination(Written or oral exam; knowledge and skills of special education; Speech Therapy, Defense research project, Psychology and special education Hearing disorders); Course credits (120 credits in 2 acadeimc years); Dissertation; Teaching practice; etc.
<b>Doctoral degree</b>	Admission requirements	Individual application (Bibliography, 10 pages); Master degree ; Entrance exam (Discussion of the dissertation; Scientific debate; Lecture); Exam content (Knowledge base, 7-10 points; Foreign language and methodology; A list of published works; Teaching qualification in university; Professional resume; Defense research project, 10 pages); etc.
	Process evaluation	Active participation; Exam types or forms (Online test; Written exams; Oral exams; Practical exam; Dialogue; Year report; Research project); Exam standards (Electronic discussions, 30% points; Midterm test, 30% points; Final written or oral examination, 40%); Credit levels including six ones (excellent, A, 1; very good, B, 1.5; good, C, 2; satisfactory, D, 2.5; sufficient, E, 3.0; failed, F, 4) or two ones (Pass; Fail); etc.
	Graduation requirements	State final examination (oral exam; deep knowledge and skills of special education) ; Courses credits (180-240 credits in 3-4 years) ; Dissertation; Second foreign language and foreign internship; Publications (5 papers in professional journals, 1 about dissertation); Academic activities (Three seminars or conferences; Teaching practice); etc.

**Table 2-2-1, Focus fields of special education degree programs in Chinese**

**Mainland universities**

Programs	Focus fields	
<b>Bachelor degree</b>	Theory	Theory research of special education; Curriculum and instruction of special education; Special education policies and laws; etc.
	Application	Special education rehabilitation; Special education for the individuals with hearing disorders/ visual disorders/ mental disorders/ autism; Speech and hearing rehabilitation Science; Subject instruction for special education; Rehabilitation and therapy for the individuals with visual disorders; Practice of special education; Diagnostics and assessment of children with special needs; Textbooks and methods for special schools; Mathematics/ Chinese instruction for the children with special needs; Early intervention for children with special needs; Speech and communication teaching for the disabled; Special education for the individuals with speech disorders; Special education for the individuals with learning disorders; Gifted education; Sign language; Special education technology; Music performance/ Painting/ Visual communication design / Cartoon for the individuals with hearing disorders; etc.
	Compound	Special education; Physical special education; Special education teachers training; Inclusive education; Psychology and education for children with developmental disorders; Special education psychology; Preschool special education; Development and education for children with special needs; Minority special education; Education for the disabled in rural region; Vocational education/ Higher education for the disabled; etc.
<b>Master degree</b>	Theory	Theory research of special education; Curriculum and instruction of special education; Special education policies and laws; etc.
	Application	Practice of special education; Early intervention for children with special needs; Special education for the individuals with mental disorders; Special education for the individuals with learning disorders; Special education rehabilitation; Clinic research for children with special needs; Art therapy; Diagnostics and assessment of children with special needs; Psychological assessment and consulting of the children with special needs; Special education technology; Special education for the individuals with hearing disorders; Special education for the individuals with visual disorders; Special education for the

		individuals with emotional and behavior disorders; Individual differences and school counselling; Acupuncture and moxibustion for the individuals with visual disorders; etc.
	Compound	Development and education for children with special needs; Inclusive education; Physical special education; Special education; Special education psychology; Vocational education for the disabled; Special education for the individuals with autism; Theory and methods for cognition rehabilitation; Theory and methods for visual rehabilitation; Theory and methods for hearing rehabilitation; Psychology and education for children with developmental disorders; Minority special education; Special education teachers training; Preschool special education; Elementary special education; Secondary special education; Higher education for the disabled; Education and employment for children and adolescent with special needs; etc.
<b>Doctoral degree</b>	Theory	Theory research of special education; etc.
	Application	Clinic research for children with special needs; Special education for the individuals with mental disorders; etc.
	Compound	Theory and methods for cognition rehabilitation; Theory and methods for visual/ hearing rehabilitation; Development and education for children with special needs; Inclusive education; Special education teachers training; Preschool special education; Education and employment for children and adolescent with special needs; etc.

**Table 2-2-2, Training purposes of special education degree programs in Chinese**

**Mainland universities**

<b>Programs</b>	<b>Training purposes</b>	
<b>Bachelor degree</b>	Careers	Teachers; Experts; Applied or comprehensive talents; Rehabilitation technicians; Educational managers; Researchers; Social workers; etc.
	Knowledge	Special pedagogy; Special education psychology; Rehabilitation science; General pedagogy; Medicine; Laws and policies; Humanistic sciences; General psychology; Marxism; Natural sciences; Sign language; Braille; Computer; Linguistics; Statistics and measurement sciences; Brain sciences; Preschool education; Sociology; etc.
	Abilities	Special education teaching; Education research; Educational rehabilitation; Education management; Assessment and evaluation of special needs; Innovation; Educational practice; Communication; Aesthetics; English; Information technology; Physical education; Cooperation; Life-long learning; Problem-solving; Early intervention; Critical thinking; Sports activities; Psychological counselling; Self-adjustment and controlling; Self-reflection; Social adaptability; Social work; Speech disorders and therapy; Hearing disorders and therapy; Individualized education; Labor; etc.
	Attitudes	Vocational morality; Professional feelings; Social responsibility; International visions; Ethics; Civic consciousness; etc.
	Health	Physical health; Psychological health; Life styles and habits; etc.
	Employers	Special education institutions; Rehabilitation institutions; Related institutions; Special education schools; Federation for the disabled; Management institutions; General schools; Elementary schools; Communities; Special education research institutions; Enterprises; Kindergartens; Sports organizations; Medical institutions; etc.
<b>Master degree</b>	Careers	Experts; Educational managers; Teachers; Applied and comprehensive talents; Researchers; etc.
	Knowledge	Special pedagogy; Special education psychology; Computer; linguistics; Rehabilitation science; Medicine; Laws and policies; Humanistic sciences; Brain sciences; Preschool education; etc.
	Abilities	Education research; Special education teaching; English; Education management; Innovation; Educational rehabilitation; Assessment and evaluation of special needs; Communication; Information technology; Physical education; Problem-solving; Educational practice; Cooperation; Early intervention; Aesthetics; Life-long learning; Critical thinking; Sports activities; Labor; etc.
	Attitudes	Professional feelings; Vocational morality; Social responsibility; International visions; etc.

	Health	Physical health; Psychological health; etc.
	Employers	Special education institutions; Related institutions; Rehabilitation institutions; Special education schools; Management institutions; Special education research institutions; Kindergartens; Medical institutions; Higher schools; etc.
<b>Doctoral degree</b>	Careers	Experts; Researchers; Teachers; Applied and comprehensive talents; Educational managers; etc.
	Knowledge	Special pedagogy; Special education psychology; Rehabilitation science; Laws and policies; Linguistics; Preschool education; etc.
	Abilities	Education research; Special education teaching; Educational rehabilitation; Education management; Innovation; Communication; Cooperation; Critical thinking; English; Labor; etc.
	Attitudes	Professional feelings; Vocational morality; Social Responsibility; International visions; etc.
	Health	Physical health; Psychological health; etc.
	Employers	Special education institutions; Higher schools; Special education research institutions; Related institutions; etc.



**Table 2-2-3, Course credits of special education degree programs in Chinese**

**Mainland universities**

Programs	Compulsory courses		Compulsory elective and elective courses		Total	
	credits	%	Credits	%	credits	%
Bachelor degree	139.0	75.14	46.0	24.86	185.0	100
	152.5	82.66	32.0	17.34	184.5	100
	149.0	81.42	34.0	18.58	183.0	100
	135.0	75.84	43.0	24.16	178.0	100
	122.0	69.71	53.0	30.29	175.0	100
	137.0	78.29	38.0	21.71	175.0	100
	138.0	78.86	37.0	21.14	175.0	100
	127.0	74.71	43.0	25.29	170.0	100
	137.0	81.07	32.0	18.93	169.0	100
	134.0	79.76	34.0	20.24	168.0	100
	119.0	72.12	46.0	27.88	165.0	100
	119.0	72.12	47.0	27.88	165.0	100
	122.0	73.94	43.0	26.06	165.0	100
	118.0	72.39	45.0	27.61	163.0	100
	137.0	84.05	26.0	15.95	163.0	100
	143.0	88.82	18.0	11.18	161.0	100
	110.0	68.75	50.0	31.25	160.0	100
	115.0	71.87	45.0	28.13	160.0	100
	116.0	72.50	44.0	27.50	160.0	100
	124.0	77.50	36.0	22.50	160.0	100
	142.0	88.75	18.0	11.25	160.0	100
	125.5	79.43	32.5	20.57	158.0	100
	98.5	62.54	59.0	37.46	157.5	100
	132.5	84.66	24.0	16.34	156.5	100
	124.0	79.49	32.0	20.51	156.0	100
	106.0	68.39	49.0	31.61	155.0	100
	130.0	84.41	24.0	15.59	154.0	100
	72.0	48.00	78.0	52.00	150.0	100
	105.0	70.00	45.0	30.00	150.0	100
	126.0	84.00	24.0	26.00	150.0	100
129.0	86.58	20.0	13.42	149.0	100	
118.0	80.82	28.0	19.18	146.0	100	
84.5	60.36	55.5	39.64	140.0	100	

	/	/	/	/	185.0	100
	/	/	/	/	167.0	100
	/	/	/	/	167.0	100
	/	/	/	/	155.0	100
<b>Master degree</b>	31.0	77.50	9.0	22.50	40.0	100
	30.0	78.95	8.0	26.31	38.0	100
	31.0	81.57	7.0	18.43	38.0	100
	10.0	27.78	26.0	72.22	36.0	100
	34.0	94.44	2.0	5.56	36.0	100
	29.0	82.86	6.0	17.14	35.0	100
	23.0	65.71	12.0	34.29	35.0	100
	23.0	67.65	11.0	32.35	34.0	100
	25.0	73.53	9.0	26.47	34.0	100
	28.0	82.35	6.0	17.65	34.0	100
	31.0	91.18	3.0	8.82	34.0	100
	26.0	78.79	7.0	21.21	33.0	100
	27.0	81.82	6.0	18.18	33.0	100
	22.0	68.75	10.0	31.25	32.0	100
	28.0	87.50	4.0	12.50	32.0	100
	23.0	74.19	8.0	25.81	31.0	100
20.0	66.67	10.0	33.33	30.0	100	
24.0	80.00	6.0	20.00	30.0	100	
<b>Doctoral degree</b>	16.0	72.72	6.0	27.28	22.0	100
	14.0	87.50	2.0	12.50	16.0	100
	11.0	73.34	4.0	26.64	15.0	100

**Table 2-2-4, Compulsory courses of special education degree programs in Chinese Mainland universities**

Programs	Compulsory courses	
	Subjects	Attributes and Names
<b>Bachelor degree</b>	Professional Courses	<p><b>Knowledge:</b> Introduction to special education; Introduction to education rehabilitation for the children with special needs; Medical foundation of special education; Pathology of children with special needs; History of special education; Introduction to inclusive education; Psychology of children with special needs; Curriculum and instruction theory for special education; Family education for children with special needs; Rehabilitation medicine; Physiology and pathology of children with disabilities; Policy and law of special education; Introduction to physical special education; Rehabilitation audiology; Pathopsychology; Theory for preschool special education; Introduction to practical instruction of special education; etc.</p>
		<p><b>Abilities:</b> Professional practice; Theses; Diagnosis and assessment of children with special needs; Sign language; Braille; Individualized education programs; Early intervention of children with special needs; Behavior modification techniques of children with special needs; Psychology and education for the children with mental disorders/ hearing disorders/ autism/ visual disorders; Rehabilitation training of children with special needs; Methodology of special education; Teaching material and methods for special education; Psychology and education for the children with special needs; Sensory and perception integrative training; Speech therapy; Psychology and education for the children with learning disorders; Curriculum and instruction design of special education; Teaching material and methods for Chinese/ mathematics at special schools; Practice of integrative education; Language communication and training of children with special needs; Classroom management for special schools; Special education management; Physical therapy; Orientation mobility; Occupational therapy; Case study of special education; Psychology and education of children with emotion and behavior disorders; Applied behavior analysis; Psychological counseling and guidance of children with special needs; Nursing of children with special needs; Curricular development and practice on special education; Psychology and education for children with speech disorders; Psychology and education for the disabled; Sport</p>

		<p>rehabilitation; Psychological measurement and assessment of children with special needs; Resource room program; Oral-motor therapy; Psychotherapy for children with special needs; Special education technology; Play therapy; Music therapy; Rehabilitation psychology; Assessment and therapy for hearing disorder; Development and study of children with special needs; Cognitive training for the children with special needs; Special education English; Psychology and education for gifted children; Behavior management skills for children with special needs; Course standard and textbook analysis for special education; Assistant technology and environmental design for inclusive education; Psychology and education for children with ADHD; Curriculum and instruction of blind schools/ deaf schools/ schools for mental disorders; Sand spiels and play technique; Cognitive training for children with special needs; Design of educational rehabilitation; Developmental psychology for children with special needs; Piano education/ Dance education/ Art education/ Hand-making for children with special needs; Clinical rehabilitation therapy; Sense and movement training for the children with special needs; Early childhood education for the children with special needs; Acousticon practice; Mass media and special education; Assessment and training for children with hearing disorders/ speech disorders/ emotional disorders/ cognitive disorders/ physical disorders; Technology for physical special education; Positive behavior support for the children with special needs; Assessment for physical special education; Psychological practice for special education; Intelligence test skills for children with special needs; Teaching material and methods for children with hearing disorders/ visual disorders/ mental disorders/ giftedness; Psychological rehabilitation skills for the children with special needs; School hygiene for students with special needs; Diagnosis and counseling on developmental disorders; Family communication skills for children with special needs; Behavior observation of children with special needs; Assessment of rehabilitation; Language training and rehabilitation of children with cerebral palsy; Game teaching of children with special needs; Comparative special education; etc.</p>
		<p><b>Attitudes:</b> Professional guidance and career plans for special education; Professional ethics for special education teachers; Related services for children with special needs; etc.</p>
	<p>Educational courses</p>	<p><b>Knowledge:</b> Introduction to pedagogy; Introduction to psychology; History of Chinese education; History of foreign education; Curriculum and instructional theory; Educational policy and law; Fundamentals of teacher education; Introduction to preschool education; School physical education; Principles of moral</p>

		<p>education; Personality psychology; Introduction to standards for the subject courses ; Introduction to physical education; Child psychology; Preschool hygiene; Curriculum of kindergartens; Psychology of physical education; Educational audiology; Leisure physical education; Introduction to basic education; etc.</p>
		<p><b>Abilities:</b> Physical education; Career plans and guidance for college students; Educational psychology; Developmental psychology; Methodology of education; Educational and psychological statistics; Modern education technology; Oral skills training of teachers; Professional skills training for the teachers; Skills training on handwriting of teachers; Educational and psychological measurement; Education for psychological health; Art education/ Dance education/ Music education for preschool children; Psychological counseling; Instructional design; Classroom management; Piano education for preschool children; Professional development of the teachers; Educational evaluation; Methodology of physical education; Micro-teaching; Experimental psychology; Psychological counseling and guidance for the group; Game for preschool children; Information and practice of instructional design; Design of instructional materials and toys for kindergartens; Statistics of physical education; Comparative education; Teaching materials and methods for general education; Teaching materials and methods of mathematics/ Chinese at elementary schools ; School physical education; Applied psychology; Clinical Child Psychology; Health education for preschool children; Speech for preschool children; Society for preschool children; Science education for preschool children; Environmental design for kindergartens; Painting education for preschool children; Hand-making for preschool children; Contest organization and management for physical education; Psychological development training; Comprehensive practical activities for secondary schools; Psychological guidance and education for the students at secondary schools; Online learning; Self-learning; Class management skills; etc.</p>
		<p><b>Attitudes:</b> Moral education; Entrance education; Professional morality for the teachers; Occupation standard and professional development for the teacher; Positive psychology; Humanistic and local education; etc.</p>
	<p>Common courses</p>	<p><b>Knowledge:</b> Fundamental principles of Marxism; Mao Zedong Thought and theoretical system of socialism with Chinese characteristics; Chinese modern and contemporary history; Fundamentals of computer; Fundamentals of law; Military theory; Current affairs and policies; Anatomical physiology; Contemporary international economy and politics; Advanced mathematics; Sport</p>

		<p>anatomy; Sport health science; Sport physiology; Basis of Speech Science; Clinical phonetics; Pathology; Sport biology; Sports biomechanics; Sports medicine; Physical growth and development; Introduction to rehabilitation; Theory and policy of nationality; Topics on Chinese culture; Topics on world culture; Environmental and auxiliary technology; Children literature; Nutriology; Folk art and culture; Heredity and eugenics; etc.</p> <p><b>Abilities:</b> English; Military training; Modern Chinese; Social practice; Scientific creative activities and practice; Labor; SPSS; Information communication technology; Athletics; Reading &amp; writing; Gymnastics; Swimming; Character writing; Basketball; Introduction to philosophy; Speech development; Volleyball; Badminton; Football; Table tennis; Tennis; Public art; Logic; Dance; Information instructional design and practice; Music; Japanese; Children observation and assessment; Quantitative research methods; Qualitative research methods; Statistics; Sports programs and rules for the disabled; Uyghur; etc.</p> <p><b>Attitudes:</b> Art foundation and appreciation; Music foundation and appreciation; etc.</p>
<p><b>Master degree</b></p>	<p>Professional Courses</p>	<p><b>Knowledge:</b> Introduction to special pedagogy; Curriculum and instructional theory of special education; Introduction to inclusive education; Psychology for the children with special needs; Frontier issues of special education; Policy and law for special education; Cognitive psychology for children with special needs; Curriculum reform of special education schools; Health education of individuals with special needs; Teacher education for children with special needs; Special vocational education; Pathological studies on children with special needs; Child pathopsychology; Higher special education; Famous books for special education; Introduction to rehabilitation for the children with special needs; etc.</p> <p><b>Abilities:</b> Thesis; Practice of special education; Academic activities of special education; Education for children with learning disorders; Assessment and evaluation of children with special needs; Theories and practices of early childhood intervention; Research practice for special education; Special education management; Psychological development and assessment for the children with special needs; Psychological measurement for the children with special needs; Literature analysis on special education; Early childhood education for the children with special needs; Education for children with mental disorders; Education for children with developmental disorders; Education for children with dyslexia; Education for children with autism; Resource room</p>

		<p>program; Individualized education plan; Clinical psychology of children with special needs;          Language development of children with special needs; Braille;          Positive behavior support for the children with special needs;          Professional English; Effective instruction of children with special needs; Speech therapy; Assessment and therapy of cognition for children with special needs; Developmental mode for special education; Methodology of special education; Psychotherapy for children with special needs; Psychological health education for children with special needs; Social practice for special education; Instructional design for special education; Rehabilitation training for the children with special needs; Case study on children with special needs; Speech development and rehabilitation; Behavior assessment skills for the children with special needs; Comparative special education; etc.</p>
		<p><b>Attitudes:</b> Vocational education for special schools; etc.</p>
	Educational courses	<p><b>Knowledge:</b> Educational theory; Curriculum and instructional theory; Principle of educational sociology; Educational economics; Cognitive development and education for children; Theory of child development; Development of contemporary education; Introduction to physical education; Schools of educational thought; History of education; etc.</p>
		<p><b>Abilities:</b> Methodology of education; Educational psychology; Teaching psychology; Psychological development and education for adolescence and youth; Management foundation of education; Reading and writing of educational literature; Philosophical foundation of education; Developmental psychology; Human culture and education; Qualitative research methodology in education; etc.</p>
	Common courses	<p><b>Knowledge:</b> Politics; Computer; etc.</p>
<p><b>Abilities:</b> English; Dialectics of natural science; Methodology; Research methods of social sciences; Quantitative research methods; Qualitative research methods; Experimental design and data analysis; Multivariate statistics; etc.</p>		
<b>Doctoral degree</b>	Professional courses	<p><b>Knowledge:</b> Instruction to special education; Frontier of cognition of children with special needs; Cognitive psychology of children with special needs; Trends and issues in special education; etc.</p>
		<p><b>Abilities:</b> Thesis; Academic activities of special education; Rehabilitation on children with speech disorders/ hearing disorders; Psychotherapy of the children with special needs; Teaching practice for special education; Works publication of special education; Study aboard; Social practice for special</p>

		education; Development and education of children with special needs; Instructional research of special education; etc.
	Educational courses	<b>Knowledge:</b> Frontier on educational research; Curriculum and instructional theory; Cognitive psychology; Educational theory; etc.
		<b>Abilities:</b> Cognitive experiment paradigms; Research methods of education; Experiment report; etc.
	Common courses	<b>Knowledge:</b> Politics; Modern speech audiology; etc.
		<b>Abilities:</b> English; Quantitative research methods; Qualitative research methods; etc.



**Table 2-2-5, Training methods of special education degree programs in Chinese**

**Mainland universities**

<b>Programs</b>	<b>Training methods</b>	
<b>Bachelor degree</b>	Modes	Cooperative education at home and abroad; “3+1” mode; “1.5+2.5” mode; “2+2” mode; “1+3” mode; etc.
	Teacher-centered	Lectures; Academic lectures; Multimedia/ computer teaching; Case studies; Demonstration; Evaluation; etc.
	Student-centered	Homework; Educational practice; Class observation; Research practice; Social practice; Scientific and technical activities; Skill training; Experiment; Contest; Self-learning; Online learning; Micro-teaching; Investigation; Labour; Projection; Interview; Visiting; Distance education; etc.
	Interaction	Discussion; Seminar; Academic communication; Individual and group guidance; Activating instruction; Participatory instruction; Inquiry instruction; Question-based instruction; Debating; Peer instruction; Scenario simulation; Cooperative learning; etc.
<b>Master degree</b>	Modes	Cooperative education at home and abroad; “4+2” mode; etc.
	Teacher-centered	Lecture; Academic lectures; Case study; etc.
	Student-centered	Educational practice; Research practice; Study abroad; Thematic studies; Experiment; Social practice; Self-learning; Field observation; Micro-teaching; Homework; Online learning; Innovative activities; Projection; Investigation; Scenario simulation; Visiting; Distance education; etc.
	Interaction	Seminars; Discussion; Academic communication; Activating instruction; Individual and group guidance; Anticipative instruction; Inquiry; Cooperative learning; Peer instruction; Problem-based instruction; etc.
<b>Doctoral degree</b>	Modes	Cooperative education at home and abroad; etc.
	Teacher-centered	Lectures; Thematic studies; Academic lectures; etc.
	Student-centered	Research practice; Educational practice; Social practice; Study abroad; Self-learning; Field observation; Experiment; etc.
	Interaction	Discussion; Seminars; Academic communication; Individual and group guidance; etc.

**Table 2-2-6, Evaluation systems of special education degree programs in Chinese**

**Mainland universities**

<b>Programs</b>	<b>Evaluation system</b>	
<b>Bachelor degree</b>	Admission requirements	Individual application and documents; Senior secondary education diploma; State admission exam (written test); Independent exam (written test, 60%; oral test, 40%); etc.
	Process evaluation	Attendance and active participation (more than 2/3); Exam types (written test, oral test, paper, experiment; and structured, quasi-structured and unstructured exams); Exams for compulsory courses (final written test, 50-70%; daily work/ activities, 30-50%); Tests for non-compulsory courses (final test, 20-70%; daily work/activities, 30-70%); standards (A, 90-100 scores; B, 80-89 scores; C, 70-79 scores; D, 60-69 scores; F, less than 60 scores); etc.
	Graduation requirements	Credits (140-185 credits; deviation is 65 scores); Successful Defense research project; Dissertation (3,000-15,000 words); Professional knowledge, abilities and attitudes; English (4-level exam, 355); Computer; etc.
<b>Master degree</b>	Admission requirements	Individual application and documents; Bachelor degree and equivalent diploma; master and doctor; State admission exam (written test including English, Politics and education; oral test including spoken English and professional courses); etc.
	Process evaluation	Attendance and active participation (more than 2/3-4/5); Mid-term test (course learning and credits); Exams for compulsory or degree courses (Final written test, 75 scores; daily work/activities; etc.); Exams for non-compulsory or degree courses (final test, 60; daily work/activities); Exam standards (A, 90-100 scores; B, 80-89 scores; C, 70-79 scores; D, 60-69 scores; F, less than 60 scores); Exam types (written test, oral test, paper, experiment; and structured, quasi-structured and unstructured exams); etc.
	Graduation requirements	Credits (30-40 credits; deviation is 10 scores); Successful Defense research project; Dissertation (15,000-50,000 words); Professional knowledge, abilities and attitudes; English (4-level exam); Works (1-2 papers); etc.
<b>Doctoral degree</b>	Admission requirements	Individual application and documents; Master degree and equivalent diploma, and doctor; State admission exam (written test including English and education; oral test including spoken English and education); etc.
	Process	Attendance and active participation; Mid-term test (course learning

	evaluation	and credits); Exams for compulsory or degree courses (Final written test; daily work/activities); Exams for non-compulsory or degree courses (daily work/activities); Exam standards (A, 90-100 scores; B, 80-89 scores; C, 70-79 scores; D, 60-69 scores; F, less than 60 scores); Exam types (written test, oral test, paper, experiment; and structured, quasi-structured and unstructured exams); etc.
	Graduation requirements	Credits (15-22 credits; deviation is 7 scores); Works (1-2 core or CSSCI papers connected to doctor dissertation); Successful Defense research project; Dissertation (80,000-200,000 words); Professional knowledge, abilities and attitudes; English; etc.

**Table 4-1, Self-evaluation of special education degree programs in Czech universities**

<b>Programs</b>	<b>Attributions</b>	<b>Strengths</b>	<b>Weakness</b>
<b>Bachelor degree</b>	Internal	Theory with practice; Multiple and transparent evaluation system; Wide fields; Open and creative study programs; High-quality academic publication; Many foreign students; Communicated abilities; Equal chance for admission; Sufficient study guidance; High-quality theses; etc.	Insufficient study resources; Less guidance; Lower success rate in university grant agency; Lacking of cooperation and innovation; Less creative dissertation; Lower employment; Fewer students for Erasmus; Less guidance about practice and research; etc.
	External	Academic cooperation inside and outside; Effective management; Sufficient and high-quality teachers; Cooperative research; Favorable external circumstances; Leisure and Resocialization; Technic support; etc.	Insufficient instructional space; Insufficient educators; Low salaries; Worse economic condition; Great workload; Insufficient professional development for teachers; etc.
<b>Master degree</b>	Internal	Theory with practice; Wide fields; Open and creative study programs; Multiple and transparent evaluation system; High-quality academic publications; Communicated abilities; Equal chance for admission; Many foreign students; Sufficient study guidance; etc.	Insufficient study resources; less guidance; Lower success rate in university grant agency; Lacking of cooperation and innovation; Lower employment; Fewer students for Erasmus; Less creative dissertation; etc.
	External	Academic cooperation inside and outside; Effective management; High quality teacher; Cooperative research; Favorable external circumstances; Leisure and Resocialization; etc.	Insufficient instructional space; Insufficient educators; Low salaries; Great workload; Worse economic condition; etc.

<b>Doctoral degree</b>	Internal	Wide fields; Theory with practice; Diverse and creative study programs; High-quality academic publications; Social studies; Equal chance for admission; Transparent evaluation system; Diverse employee options; Independent research abilities; etc.	Insufficient study resources; Lower success rate in university grant agency; less guidance; etc.
	External	Academic cooperation at home and abroad; Effective management; Favorable external circumstances; High-quality teachers; etc.	Insufficient educators; Insufficient instructional space; Low salaries; Great workload; etc.

**Table 4-2, Self-evaluation of special education degree programs in Chinese**

**Mainland universities**

<b>Programs</b>	<b>Attributions</b>	<b>Strengths</b>	<b>Weakness</b>
<b>Bachelor degree</b>	Internal	Particular fields (rehabilitation, physical special education, medicine, etc.) ; Practical abilities (in subject and special education) ; Deeper educational and psychological theory; Richer course resources; Better employment; Theory with practice; Deeper professional feeling and identity; Better adaptability; Stronger research abilities; Cooperative training; etc.	Fewer practical choices; Worse research abilities; Insufficient characteristics in fields; Worse practical abilities; Incomplete degree plan; Fewer practical courses and instruction; Poorer professional feeling and identity; Shortage of international view; etc.
	External	Better practical environment; Sufficient educators in special education; Rich experiences; Favorable internal mechanism; Based on hometown; Freshmen with better quality; Better subject foundation; Cooperation at home; Serious and pragmatic attitudes; many conferences and lectures; Sufficient funding; Better infrastructure; etc.	Insufficient educators in special education; Insufficient teaching device; Incomplete practical environment; Insufficient social support; Less investment; Insufficient internal support; Less social concern; Less employment option; Insufficient professional books or textbooks; etc.
<b>Master degree</b>	Internal	Particular fields; Better research abilities; Theory with practice; Deeper educational theory; Better adaptability; Practical abilities; Better employment; etc.	Fewer professional courses; Worse practical abilities; Far from practice; Worse research abilities; Incomplete training purpose; Simple training mode and methods; etc.
	External	Better subject foundation; Many practical choices; Richer conferences and lectures; Richer academic support inside and outside; etc.	Insufficient educators in special education; Enrollment in lower quality; Insufficient internal support; Lacking of research feature; Sufficient theoretical innovation; insufficient investment; etc.

<b>Doctoral degree</b>	Internal	Rich course resources; Better research abilities; Interaction instruction; etc.	Shortage of international view; Simple field; etc.
	External	Richer conferences and lectures; Sufficient funding; etc.	Insufficient educators in special education; Less enrollment; etc.