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AUTHOR	Yun, Xu; And Others
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ABSTRACT

This paper provides an overview of the policies, process, and practice of special education in the People's Republic of China. Individual sections address the following topics: historical perspectives; legislative highlights (especially China's 1986 compulsory education law and the law on the protection of people with disabilities passed in 1991); the purpose of special education; the legal definition of disability; classification and prevalence of disabilities (concluding that 4.9 percent of the total population is disabled); service delivery options (special schools, special classes, and regular class placement); number of children receiving services (fewer than 200,000 out of about 8 million children with disabilities are receiving special education services); curricula perspectives (which adhere to a national model and stress group instruction); personnel preparation (only 5 of 1,075 universities train special educators); adult services (emphasis is on enhancing employment opportunities); and family education (some parent education efforts are underway). The tremendous growth of special education in China over the past 15 years is noted. Four tables provide incidence figures of children with disabilities and trends since 1980, and course requirements in teacher preparation programs. Contains nine references. (DB)

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Running head: SPECIAL EDUCATION IN CHINA

Special Education in the People's Republic of China: Characteristics and Practices

Xu Yun
Hangzhou University
Hangzhou, People's Republic of China

Yongxin Piao
Beijing Normal University
Beijing, People's Republic of China

Richard M. Gargiulo
University of Alabama at Birmingham

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Abstract

China has the world's largest population of individuals with disabilities-- almost 52 million people. As a socially and economically developing country, China is confronted with the monumental task of providing services to its citizens with disabilities; including 8.2 million children younger than age 14. This paper provides an overview of the dramatic growth in Chinese special education. Selected topics include key legislation, classification and prevalence data, service delivery options, curricula perspectives, and personnel preparation as well as other practices and policies.

Special Education in the People's Republic of China: Characteristics and Practices

China is an enormously vast country with a population in excess of 1.2 billion people. Approximately 22% of the world's inhabitants are Chinese. China has the world's largest population of children. It also has more individuals with disabilities than any other nation on the globe. Nearly 4.9% of China's population exhibits some type of disability. As a socially and economically developing country, China is confronted with the monumental task of providing services to its citizens with disabilities. The purpose of this paper is to provide an overview of the policies, process, and practice of special education in the People's Republic of China. Selected topics and issues will be examined, and, as appropriate, comparison with American viewpoints will be noted.

Historical Perspectives

China has a long and rich history extending almost 5000 years. Reference to exceptionality can be found in several ancient documents. Writings from the fourth century B.C. discuss possible etiological factors of hearing impairment. The *Book of Rights,* a second century B.C. codification of Confucianism, mentions that individuals with disabilities are deserving of special care in addition to being an obligation of society (Piao, 1987). Several other ancient Chinese scholars, ideologists, and physicians also spoke to the etiology of exceptionality, prevention, and the importance of a positive attitude toward persons with disabilities (Yang & Wang, 1994). According to Yun (1994), understanding, respecting, caring, and assisting citizens with disabilities are traditional virtues of China's society. Unfortunately, despite ancient foundations, discrimination and extreme social stigma are commonplace in present day China.

Special education in China's modern era began in the latter part of the nineteenth

century. Prior to this date there was little evidence of services for children with disabilities. The first school for children with visual impairments was established in Beijing in 1874. It was followed in 1887 by a school for children with hearing impairments in Shandong province. Many of the earliest endeavors at educating children with disabilities were the direct result of efforts by missionaries. A philanthropic industrialist, Zhang Jian, was instrumental in helping to establish the first school for children who were both deaf and blind. This school was located in Jiangsu province. While these early efforts are highly commendable they never met the actual need for services. Prior to 1949 there were only 42 special schools for children with disabilities with an enrollment of 2,000 students (Piao, 1994).

With the founding of the People's Republic of China in October 1949 a progressive program in special education was inaugurated. In 1951 resolutions from the central government decreed that governments, at all levels, were to establish special schools for educating children and adults with disabilities. It was at this time that special education was formally introduced into the national education system (Yun, 1994). As a result, services for children with disabilities began to slowly improve. Special education was devoted to children with sensory impairments and students with communication disorders. By 1960, 479 schools were operating serving 26,701 pupils with special needs. It was during this era that the first school for children with mental retardation was founded in Liaoning province (Yang & Wang, 1994). Unfortunately, this school only existed for four years. For a variety of reasons, many other schools serving youngsters with disabilities also closed. In 1965 the number of special schools was reduced to 266 with an accompanying enrollment decline to 22,850 students (Mao, 1993).

During the ten year period of the Cultural Revolution (1966-1976), special education services came to a virtual standstill throughout China due to the political turmoil. Since the end of the Cultural Revolution, China has rededicated itself to the

development of special education services. Significant progress has been made. Special schools and special classes have been established in the major provinces and cities. Special education in China has entered a new phase. Giving priority to special education is an important component of China's education program (Yun, 1994). The expansion of special education services has been aided by grants from UNICEF for construction of schools and program development. In addition, the visionary leadership exhibited by Deng Pufang (son of Deng Xiaoping), as chairman of the China Disabled Persons' Federation has helped to minimize discrimination, increase resources, and enhance the overall quality of life for China's estimated 52 million citizens with disabilities.

Legislative Highlights

Legislative enactments have also fostered the development of special education. Article 45 of the Chinese Constitution provides the foundation for two major pieces of contemporary legislation. According to this Article, which was enacted in 1982, the state and society have a joint responsibility for the education, employment, and livelihood of citizens with disabilities (Piao, 1987). This mandate gave emphasis to the passage in April 1986 of the *Law of Compulsory Education of the People's Republic of China*. This legislation represents the first compulsory education law enacted in China. By the year 2000 nine years of compulsory education (first - 9th grade) will be required of all students including those with disabilities. Pupils with disabilities will be allowed twelve years to complete the national curriculum. An education is provided without cost to the student. The Act also stipulates that governments, at all levels, should plan for and systematically develop strategies for delivering services to children with disabilities.

The second major piece of legislation affecting special education is the *Law of the People's Republic of China on the Protection of Disabled Persons*. Passed in December 1990 this comprehensive law became effective in May 1991. This legislation

ensures the civil rights of citizens with disabilities and guarantees their full and equal participation in all aspects of society. Chapter III, Article 18 specifically addresses the issue of education. According to this law:

> The state shall guarantee the right of disabled persons to education.
>
> People's governments at various levels should make education of disabled persons a component of the state educational programme, include it in their over-all planning and strengthen leadership in this respect.
>
> The state, society, schools and families shall provide compulsory education for disabled children and juveniles.
>
> The state shall exempt disabled students who accept compulsory education from tuition and reduce sundry fees or exempt them from such fees according to actual situations. The state shall set up grant-in-aid to assist students who are poor and disabled. (p. 10)

In addition, much like the *Americans with Disabilities Act* (PL 101-336), this legislation is far reaching in the protection of the rights of individuals with disabilities. Discrimination on the basis of disability is prohibited (Chapter IV, Article 34); public transportation and accommodations must be accessible (Chapter VI, Article 44); and buildings are to become barrier free (Chapter VII, Article 46). The enactment of this legislation is a significant step in the advancement of the rights for millions of Chinese citizens with disabilities.

Purpose of Special Education

Special education is an important component in China's emerging educational system; as such, it receives priority. A national policy regarding special education is

presently being developed. The basic thrust of this policy evolves around two themes, (1) the integration of students with disabilities with their typical peers, and (2) increasing the self-reliance of the individual with disabilities in an effort to minimize the burden on family and society. Compulsorary education and vocational training are the two primary vehicles for accomplishing this task. According to one Chinese expert (Yun, 1994), the guiding principle in developing special education is anchored in the general education policy which is:

> to enable students to develop in an all-around way-- morally, intellectually, and physically. Meanwhile, the characteristics of disabled persons must be fully discussed and considered. Each special school should make vocational and technical education a focal point, while conducting moral, cultural, intellectual, physical, and mental compensational [sic] education to create conditions for the participation of disabled persons in social life and their adaptation to future social needs. (p. 169)

The Chinese approach to special education, therefore, embraces a "whole child" approach while emphasizing independence and the individual's contribution to the overall welfare of society.

Definition of Disability

The *Law of the People's Republic of China on the Protection of Disabled Persons* offers a legal interpretation of disability. As promulgated in this legislation (Chapter I, Article 2):

> A disabled person refers to one who suffers from abnormalities or loss of a certain organ or function, psychologically or physiologically, or in anatomical structure and has lost wholly or in part the ability to perform an activity in the way to be considered normal.

> The term "disabled persons" refers to those with visual, hearing, speech or physical disabilities, mental retardation, mental disorder, multiple disabilities and/or other disabilities. (p. 1)

This enactment also addresses the obligations of citizens with disabilities. Article 10 (Chapter I) stipulates that:

> Disabled persons must abide by laws, carry out their due obligations, observe public order and respect social morality.
>
> Disabled persons should display an optimistic, and enterprising spirit, have a sense of self-respect, self-confidence, self-strength and self-reliance, and make contributions to the socialist construction. (pp. 5-6)

These statements reflect one of the two themes evidenced in China's evolving national special education policy.

Classification and Prevalence of Disabilities

Recent survey data gleaned from the First National Sampling Survey of the Handicapped (State Statistics Bureau, 1987) suggests that 51.64 million people in China are disabled. The statistic represents about 4.9% of the total population. Approximately 18% of the households surveyed (n = 369,816; respondents = 1,579,314) reported a family member with a disability. Six categories of exceptionality are recognized in China. Sampling data indicates 7.55 million individuals with visual impairments; 10.17 million citizens with mental retardation; 17.7 million people exhibit hearing or speech impairments; 7.55 million individuals manifest physical disabilities; 6.73 million people are multiply disabled; and 1.94 million citizens are categorized as mentally ill.

The sampling survey also provided projections as to the number of children with disabilities. At the time of the survey there were an estimated 307,500,000 children

under 14 years of age in China. Analysis of the data suggests that approximately 8,170,000 children are disabled. This represents 2.66% of the entire child population and 15.82% of individuals with disabilities (Piao, 1994). Table 1 portrays the categories and prevalence of disability for children under 14 years of age.

Insert Table 1 about here

The national survey included 460,618 children, 238,645 boys and 221,973 girls. The number of youngsters identified as disabled included 6,798 boys (2.85%) and 5,444 girls (2.45%) for a total of 12,242 children (2.66%) considered disabled (Yun, 1994).

Service Delivery Options

Despite having the largest primary education system in the world, special education services in China are in their infancy. Only within the past fifteen years has systematic attention been paid to children with disabilities.

A three prong approach is utilized in delivering special education services. The first thrust is the establishment of special schools for children with specific disabilities (e.g., schools for the blind). Special schools are the backbone of special education in China (Yun, 1994). For over a century these schools were the only means of providing special education services (Yang & Wang, 1994). Incomplete statistics indicate that by the end of 1993 there were 1,123 special schools in operation serving 80,314 students with disabilities (Piao, 1994). Many of these schools have a residential component allowing students from great distances to attend. Table 2 shows the development of special schools in China. From 1980-1994 the number of special schools increased 325%.

Insert Table 2 about here

Since the early 1980s special education classes affiliated with regular schools have played a vital role in the education of children with disabilities. Approximately 40,000 pupils receive special education services in a self-contained setting. The Department of Civil Affairs operates 2,000 classes while 1,805 classes are managed by education authorities.

The final component of China's three part system is a strategy whereby children with special needs are educated in regular classrooms alongside their typical classmates. Approximately 70,000 students are educated in this fashion-- primarily pupils with sensory impairments and children with mental retardation (Piao, 1994). It is expected that this thrust will eventually serve the largest number of students. This strategy does not necessarily reflect allegiance to the concept of integration; rather, it more accurately reflects a shortage of personnel, limited fiscal resources and facilities in addition to geographical considerations. In fact, the idea of mainstreaming is viewed, at least by one Chinese expert (Mao, 1993), as presently not workable but instead, a desirous goal for the future.

Number of Children Receiving Services

At the present time less than 200,00 pupils are receiving special education services. Almost 43% of special education students attend regular schools while approximately 48% are enrolled in special schools. It is estimated that approximately 2.15 million children with disabilities are not enrolled in any type of program (Yun, 1994). The majority of these unserved children reside in rural or remote areas. Over 80% of youngsters with disabilities live in villages, less than 5% reside in cities.

Fewer than 20% of students with sensory impairments are receiving services, the rate is even lower for children with mental retardation (China Disabled Persons' Federation, 1991). These data represent a major concern for Chinese authorities. Compulsorary education is considered the primary vehicle for increasing the percentage of children served. The development of special education is the responsibility of the local government with the central government serving a coordinating role (Yun, 1994).

Curricula Perspectives

Special education curricula in China adheres to a national model. It closely follows the pedagogical emphasis for typical learners which stresses basic academic skills. It is believed that, for children with special needs, academic instruction should be linked with moral and physical education in addition to vocational training and skills for independent living (China Disabled Persons' Federation, 1991). This curricular emphasis is in concert with the traditional assumption of the inherent ability of every child to learn in addition to being compatible with the purpose of special education-- the development of the pupil's independence and self-reliance. Although the special education curricula is centrally designed and administered, specific instructional methodology is not specified. Special educators are told *what* to teach, not *how* to teach. It is not unusual for teachers to have about forty students in their classroom; consequently individualization is not the norm and the concept of an individualized education program (IEP) is nonexistent. Instruction is highly teacher directed and focuses on large group activities. Being part of a group is an important component of Chinese culture. This is in direct contrast, however, to the intense personal attention children receive as a result of the 4-2-1 syndrome (four grandparents and two parents focusing attention on one child).

There appears to be little relationship between assessment data and the student's curriculum. Some popular Western psychological tests such as the Wechsler scales,

Stanford-Binet, and other instruments have adapted for use in China. Informal assessment techniques consisting of classroom observation and teacher opinion are more typical, especially in rural and remote areas. Data gleaned from evaluations are primarily used for placement recommendations rather than influencing instructional strategies.

Vocational preparation is a major aspect of special education curriculum in the People's Republic of China. Vocational training goals are specifically included in the *Work Programme for Disabled Persons During the Period of the 8th Five-Year National Development Plan (1991-1995)* (1992). One of these goals calls for the creation of thirty vocational training schools for individuals with disabilities. Specific career paths are established for persons with disabilities. Training is part of the students' secondary education. Customary vocational courses for adolescents with visual impairment include massage training and piano tuning; instruction in porcelain carving and woodworking is typical for persons labeled deaf mutes; while carpentry and tailoring is common for students with hearing impairments. Citizens with mental retardation are often employed in special government factories. Access to a university education with subsequent government employment or other career opportunities has been available to individuals with disabilities since 1985.

Personnel Preparation

Special education teacher preparation is viewed as the key to developing and improving special education in China (Yun, 1994). Unfortunately, prior to the 1980s, there were no formal special education teacher preparation programs. Teachers in special schools were selected from the faculty of regular schools. Special education teaching skills were developed via apprenticeship and mentoring from experienced professionals (Yang & Wang, 1994). In the last ten years the training of special educators has changed dramatically. Presently two avenues of training are available-- at normal universities and secondary normal schools. There are 1,075 universities throughout China; yet, only five train special educators. The first university preparation

program was established in the Fall of 1986 at Beijing Normal University. Since that time four additional training programs have been established in Shanghai, Wuhan, Xian, and Chongqing. Preparation is available at both the graduate and undergraduate level. Four years of coursework is required for a bachelor's degree (see Table 3 for course listing) with an additional three years of study for the master's degree. Tuition, room, and board are paid by the government in an effort to encourage students to become teachers. Despite this fact, the five universities combined produce less than 100 graduates each year. One of the main deterrents to increasing the number of graduates is the absence of faculty and lack of teaching materials and textbooks. (Texts are written by the faculty as needed.) University graduates are typically employed in secondary normal schools, special schools, or as administrators.

Insert Table 3 about here

The first normal school for special education was established in Nanjing in 1985. These training institutes are similar to high schools in the United States. Presently twenty four such schools exist in various provinces, autonomous regions, and municipalities across China. Training lasts for four years and is without cost to the students. Students prepare to become teachers of children with sensory impairments or mental retardation. The school year consists of two semesters, each term is twenty weeks long. Required courses constitute 80% of the curriculum as mandated by the State Education Commission. Some cross categorical training occurs although there is no differentiation between elementary and secondary curricula. Field experiences commence with the first year of training. A student teaching experience occurs in the fourth year of preparation. Preservice teachers are required to live and work at the practicum training site for eight weeks. Upon successful completion of a teaching

competency test, modeled after state education guidelines, students receive a diploma. They are required to return to their home province and teach children with special needs.

Despite the impact of these two training models there is a severe shortage of qualified special educators in the People's Republic of China. It is estimated that China will require 388,000 special education teachers by the year 2000. Training programs will need to produce almost 40,000 graduates each year to meet this goal. Unfortunately, normal schools graduate only 3,000 teachers annually and, as previously observed, universities only provide 100 professionals yearly (Yang & Wang, 1994). Contained in the *Work Programme for Disabled Persons During the Period of the 8th Five-Year National Development Plan (1991-1995)* (1992) are goals for increasing the number of normal universities and teacher training schools. Table 4 looks at the growth in the number of special education teachers in China.

Insert Table 4 about here

In-service training is vitally important to increasing the number of qualified special education professionals. Several options are available for upgrading the pedagogical skills of regular and special educators. Options include distance education via television and radio broadcasts, correspondence courses, mentoring experiences, and short-term training courses. In addition, normal schools for regular educators have added coursework in the field of special education in response to legislative mandates (Article 25, *Law of the People's Republic of China on the Protection of Disabled Persons).*

Finally, teaching in China, as elsewhere in the world, is considered a profession of dedication. Teacher salaries are the third lowest of all professions in China. The typical special educator has, on the average, over 25 years experience and earns between 500-

600 Yuan ($ 59-71 U.S.) monthly. In comparison to regular education teachers, special educators receive a 15% salary differential.

Adult Services

Work is viewed as a basic need of people. As a result, various government agencies and organizations have committed their resources to enhancing the employment opportunities available to individuals with disabilities. The China Disabled Persons' Federation has been at the forefront of these efforts.

Adults with disabilities are classified into two groups: those who have working ability and those who have lost working ability. For those with the ability to work two avenues of employment are possible, sheltered employment and self-employment. Sheltered employment consists primarily of government subsidized (welfare) factories. Presently 50,000 welfare factories serve approximately 800,000 workers. The government provides factories with tax incentives to employ workers with disabilities. If at least 30% of the work force is disabled, factories are exempt from paying a portion of the taxes due. If half of the workers are disabled, factories receive a total tax exemption. Quite a number of individuals with disabilities are self-employed. Various government policies (e.g., reduced fees and taxes, financial incentives) encourage citizens with disabilities to be self-reliant and seek out self-employment possibilities. Despite a variety of tactics, only 51% of the urban population with disabilities are employed; in contrast, 61% of adults with disabilities residing in rural regions are in employed, typically in farming or construction (China Disabled Persons' Federation, 1991).

Of the 80 million citizens living in poverty (income less than 400 Yuan annually [$47 U.S.]) 24% are individuals with disabilities. Most of these persons are mentally retarded.

The *Law of the People's Republic of China on the Protection of Disabled Persons* specifically protects the right of the disabled individual to work. The legislation

also requires that state organs, enterprises, institutions, and collectives employ a certain proportion of disabled persons (Chapter IV, Article 30). In May 1992 a quota system was inaugurated, on a pilot basis, in nine cities. Since its inception the rate of employment of adults with disabilities has increased approximately 2%. To assist in this task 600 employment services agencies were established across the country. The agencies are responsible for registering, training, and placement of workers who are disabled. Employers who fail to meet their quota are required to pay the government the equivalent of one worker's annual salary for every disabled worker below quota.

Employment of Chinese citizens with disabilities is also addressed in the most recent Five-Year Plan. One of the goals included in the *Work Programme for Disabled Persons' During the 8th Five-Year National Development Plan (1991-1995)* (1992) calls for a 10% increase in the rate of employment of persons with disabilities in both rural and urban areas. A barrier to this effort, however, is the social stigma and discrimination frequently encountered by people with disabilities.

Family Education

As we noted earlier, there are over 8 million children with disabilities in China. Approximately three in every 100 families with children have a disabled son or daughter, some 2.5 million families have more than one youngster who is disabled (Piao, 1994). Parent involvement, therefore, is an important component in the special education service delivery network. Unfortunately, many parents and other primary caregivers, such as grandparents, do not traditionally evidence a positive view of the child with a disability nor do they possess the requisite skills and knowledge to be effective change agents. Piao (1994) explains that in some families a child with a disability is ignored or in other situations parents overemphasize the child's disability and exhibit excessive care and concern to overcompensate for their "mistake." Neither strategy focuses on the youngster's ability or aids in the development of independence and self-reliance. Generally, urban families demonstrate too much attention while poor and rural families

neglect the education and needs of disabled children.

This situation has attracted the attention of the government at all levels. As a participant in the World Summit for Children in 1990, China has embarked on a course of modernization which aims to improve the quality of life for all children starting with their education. Education outside of schools is an important element of this plan. Out-of-school activities for children such as playgrounds, parks, libraries, and museums have been established in every city, province, and in over 90% of the counties across China. But perhaps of greater importance is a requirement that parents of children under 14 years of age are obliged to learn about child development and care. A variety of out-reach tactics have been developed to educate and inform parents; who, after all, are the child's first teacher. Some of these educational strategies (Piao, 1994) specifically aimed at parents of children with disabilities include:

- enhancing awareness, through radio and television broadcasts of the importance of pre- and post-natal care
- regular newspaper columns providing parenting hints, suggestions and activities for children
- special radio and television programming focusing on children with special needs
- establishing training schools and classes for parents, e.g., speech training for deaf children, teaching techniques for children who are mentally retarded (offered via lectures, radio broadcasts or correspondence courses)
- establishing family education counseling and instruction stations
- telephone hotlines for parents
- sidewalk booths and exhibitions providing Sunday strollers with information and advice about children with special needs
- parent organizations and committees providing mutual support and education

- recognizing the third Sunday in May as National Day of Assisting Disabled Persons

Education is looked upon as the key to improving the lives of children with disabilities. The authorities are attempting to integrate the family, school, and society in an effort to build a better future for children with special needs.

A Final Thought

The past fifteen years have witnessed the tremendous growth of special education in China. Greater numbers of children are receiving services, parent education is expanding, vocational training is growing, curriculum and teaching materials are being developed, while society's attitude toward citizens with disabilities is slowly improving. While this progress cannot go unnoticed, problems still remain. Areas of concern include the lack of sufficient numbers of special educators, the large number of citizens with disabilities who are unemployed, the virtual absence of early intervention services, and the need for additional schools and facilities. It is believed that many of these difficulties will gradually be alleviated as economic growth and expansion occurs. Various international agencies and organizations like UNICEF are also actively involved in providing assistance. The future looks bright. The government, at all levels, is committed to developing special education. Perhaps the motto of the China Disabled Persons' Federation best expresses the goals of the country, Equality• Participation• Friendship• Progress.

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Table 1

Number of Chinese Youth with Disabilities Ages 0-14

Category	Number	Percent of Disabled Children
Mental Retardation	5,390,000	65.94
Physically Handicapped	620,000	7.60
Hearing and Speech Impaired	1,160,000	14.19
Visually Impaired	182,000	2.20
Mentally Ill	14,000	0.17
Multihandicapped	807,000	9.90
TOTAL	8,170,000	100.00

Source. Research Center for Special Education, Beijing Normal University

Table 2

Number of Schools for Children with Disabilities in China

Year	Schools for the Blind	Schools for the Deaf	Schools for the Deaf & Blind	Schools for the Mentally Retarded	Total
1980	9	242	41		292
1981	9	251	42		302
1982	13	257	42		312
1983	11	264	44		319
1984	11	274	41	4	330
1985	15	295	40	25	375
1986	15	328	44	36	423
1987	18	350	46	90	504
1988	21	372	43	123	559
1989	24	418	41	179	662
1990	25	474	50	191	740
1991	24	550	77	235	886
1992	26	642	86	273	1,027
1993	26	714	84	299	1,123
1994	22	729	120	370	1,241

Source. Research Center for Special Education, Beijing Normal University.

Table 3

Baccalaureate Course Offerings in Special Education

Required Courses in Special Education Division (60 credits)
Introduction to Special Education (2 credits)
Psychology of the Exceptional Child (4 credits)
Pedagogy of the Exceptional Child (4 credits)
Practicum in Special School (3 credits)
Foundations of Child Neuropsychology (3 credits)
Speech and Language Pathology (2 credits)
Assessment on the Exceptional Child (3 credits)
Teaching Methods and Curricula in Special School (2 credits)
Management of Special School (3 credits)
Early Intervention with the Handicapped Child (2 credits)
History of Special Education (2 credits)
Qualitative Research for Education (2 credits)
Foundations of Rehabilitation (2 credits)
Education of the Physically Handicapped, Gifted and other Exceptional Children (2 credits)
Educational Audiology (4 credits)
English Specialized in Special Education I (2 credits)
English Specialized in Special Education II (2 credits)
Practicum in Hearing-Speech Clinic (2 credits)
Internship in Special Education (6 credits)
Bachelor's Thesis (8 credits)

Table 3

Baccalaureate Course Offerings in Special Education (cont'd.)

Required Courses in Psychology Division and Other Departments (36 credits)
Physiology and Anatomy of Human Body I (4 credits)
Physiology and Anatomy of Human Body II (2 credits)
Advanced Mathematics (4 credits)
General Psychology (4 credits)
Psychological Statistics (4 credits)
Psychological Measurement (4 credits)
Cognitive Psychology (4 credits)
Social Psychology (3 credits)
Educational Psychology (4 credits)
Abnormal Psychology (3 credits)
Elective Courses (31 credits)
Sex Education for College Students (3 credits)
Foundations of Electronic Techniques (2 credits)
Mental Health (2 credits)
Theories and Techniques of Counseling (2 credits)
Counseling and Guidance in School (2 credits)
School Psychology (2 credits)
Intelligence and Its Measurement (2 credits)
Education-Social Psychology (2 credits)
Differential Psychology (2 credits)
Psycholinguistics (2 credits)
Development and Assessment of Child Language (2 credits)

Source. East China Normal University, Shanghai, People's Republic of China.

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Table 4

Growth in the Number of Special Education Teachers

Year	Number of Special Educators	Year	Number of Special Educators
1930	80	1985	11,482
1935	169	1986	13,013
1940	60	1987	14,483
1945	226	1988	16,056
1953	797	1989	17,932
1960	4,345	1990	20,267
1965	3,722	1991	23,338
1973	4,915	1992	26,978
1978	6,930	1993	29,555
1980	8,002	1994	33,189

Source. Research Center for Special Education, Beijing Normal University.