Lock Haven University of Pennsylvania  
Lock Haven, Pennsylvania  
Department of Special Education  
Comparative Special Education

I. Introductory Information

A. Department Name: Special Education  
B. Department Catalog Number: SPEC335  
C. Course Title: Comparative Special Education  
D. Semester Hours of Credit: 3  
E. Clock Hours Per Week: 3  
F. Overlays: None  
G. Restrictions Upon Student Registration: Prerequisites – SPEC105 or SPEC204 or permission of the instructor.

II. Description of the Course

Provides students with an observation and field experience by traveling to another country or region in the U.S. to tour, observe, and participate in area schools. A comparison will be made between U.S. special education laws and regulations, and the implementation of special education services in pre-k through secondary education classrooms, and another country or region. These field experiences will provide students with the opportunity to compare the delivery of special education services.

III. Exposition

A. Objectives:

Upon successful completion of this course, students will be able to do the following:

1. Analyze and compare the issues and trends in education and other human services as they relate to persons with disabilities in the country or region selected and the United States.

2. Explain why Special Education services may be delivered differently in various regions or countries based on cultural perspectives, and the institutional systems and processes controlling Special Education.

3. Evaluate the distinctive features of the main variants of Special Education systems in the contemporary world.

4. Explain the similarities and differences in educational systems between the United States and the country or U.S. region selected for study.
5. Synthesize the observation experiences in order to lead a discussion on recommendations for improving special education services in the U.S. or abroad (PDE ELL I.B. 6).

6. Analyze the impact of the dominant culture on shaping schools and the individuals who study and work in them (CEC:CC1K9).

7. Analyze and synthesize the variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling (CEC:CC3K3).

8. Explain cultural perspectives influencing the relationships among families, schools, communities as related to instruction (CEC:CC3K4).

B. Activities and Requirements:

1. Attend all course meetings and events.

2. Lead and participate in-group discussions both prior to and after the trip.

3. Read selected handouts, assigned readings, and view audiovisuals.

4. Maintain a journal of all experiences.

5. Share personal reflections from experiences with persons with disabilities gained.

6. Complete all written and oral assignments and evaluations.

C. Major Units and Time Allotted: (45 hours)

1. Pre-trip introductions, overview, planning and orientation (4 hours)
   a. Introduction to culture of country or region
   b. Introduction of educational system in country or region

2. Site introductions, overview and orientation (5 hours)
   a. Overview of the school system(s) being visited
   b. Meet school personal and tour facility
   c. Get classroom observation assignments

3. Comparative study of special education in country or region selected and the United States (5 hours)
   a. Features of school and community culture
   b. Delivery of special education services

4. Visitations, observations and participations (25 hours)
   a. Observations
b. Daily discussion and reflection  
c. Comparing educational systems  
d. Comparing delivery of special education

5. Evaluations, wrap-up and debriefing  
   a. Influences on educational systems  
   b. Evaluating the system  
   c. Conclusions

D. Materials and Bibliography:

1. **Suggested textbooks:** No textbook is needed as this is an experiential course.
2. **Other materials:** http://www.lhup.edu/international_studies/
3. **Bibliographic support:**


IV. Standards

Student learning outcomes will be assessed and grades will be awarded in a manner consistent with University policy, and will be based upon student demonstration of mastery of the course objectives through such means as written papers, in-class presentations, completed assignments, and exams.

V. Rationale and Impact:

A. This course will provide students with the opportunity to explore the delivery of special education in other U.S. regions or in another country. Partial financial support for travel will be provided to the students enrolled in this course through the Mary Alice Smith Estate managed by the Lock Haven University Foundation. Revisions are necessary to address current special education content and theory.

B. The course is designed for all education majors who want to broaden their understanding of Special Education.

C. This course will have no impact on other departments.

VI. Cost and Staff Analysis:

A. There will be no additional costs or staff. Travel costs will be supplemented through the Mary Alice Smith Estate managed by the Lock Haven University Foundation.

B. This course will be offered during intersession, spring semester or during the summer session as determined by student interest and faculty availability.

VII. Relationship among Course, Program, and University Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes (Objectives)</th>
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<th>University Student Learning Outcomes</th>
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