

COURSE SYLLABUS
Vocational School

Course Code	Course Name	Credit	ECTS Value	
CGP 222	Special Education	(1-1-2)	5	
Prerequisite Courses:	None			
Course Language:	Turkish	Course Delivery Method:	In-person	
Course Type and Level:	Required/ Spring Semester/ Associate Degree			
Instructor's Title, First Name, and Last Name	Course Hours	Office Hours	Contact	
Lecturer Elif GÜRHAN DURAN	2	Monday-Wednesday 10:00-13:00	elifgurhan@cag.edu.tr	
Course Coordinator:	Lecturer Elif GÜRHAN DURAN			
<p>Course Objective: The objective of this course is for child development students to understand the developmental characteristics of children with special needs and to recognize early To ensure that they understand the importance of diagnosis and intervention, learn an inclusive education approach, and are able to plan supportive practices in educational settings.</p>				
Course Learning Outcomes	Students who successfully complete this course will be able to:		Relationships	
			Program Outcomes	Net Contribution
	1	Explains the concept of special education and its basic principles.	1,2	4
	2	Distinguishes between types of special needs.	1,5	4
	3	Identifies early signs of developmental delays.	2,4	4
	4	Explains inclusion/integration education.	5,8	5
	5	Gains basic knowledge about the Individualized Education Program (IEP).	3,5,10	5
	6	Develops communication skills with children with special needs.	3,5	4
	7	Plans supportive adaptations within the classroom.	5,6	4
	8	Explains the importance of collaboration with families.	3,4	4
9	Recognizes ethical and professional responsibilities.	8,9	5	
Course Content:	Definition of special education, its historical development, types of special needs (intellectual disability, autism, learning difficulties, attention deficit and hyperactivity, visual and hearing impairments, physical disabilities, giftedness), early intervention, inclusive education, the process of preparing an Individualized Education Program (IEP), classroom adaptations, family education, and the role of the child development specialist.			
Course Content: (Weekly Lesson Plan)				
Week	Topic	Preparation	Teaching Methods and Techniques	
1	Introduction, sharing expectations regarding the course	Students expressing their expectations regarding the course in writing and verbally	Oral and written presentation techniques	

2	Introduction to special education: Basic concepts and principles	Conducting a brief research on special education.	Presentation, audio-visual method, classroom discussion
3	The development of special education and legal regulations in Turkey Developmental Risk and Early Diagnosis Indicators	Article research, concept mapping	Presentation, concept map
4	Intellectual disability and educational approaches Autism Spectrum Disorder (ASD)	Resource sharing	Presentation, question-and-answer
5	Learning difficulties, attention deficit/hyperactivity Language and speech disorders	Article to be read	Article analysis
6	Visual and hearing impairments Physical impairments and chronic illnesses	Resource sharing	Narration, case study
7	Gifted children Inclusion and inclusive education practices	Resource sharing	Presentation, question-and-answer, role playing
8	Midterm exam		
9	Midterm Exam		
10	Individualized Education Program (IEP) Family education and interdisciplinary collaboration		Presentation, case study, problem solving
11	Case studies and general evaluation	Preparing questions for the instructor	Case presentation, Q&A, seminar
12	Student Presentation		
13	Student Presentation		
14	Student Presentation		
15	Student Presentation		
16	Student Presentation		
17	Final Exam		
18	Final Exam		

Course Resources

Textbook:	Akçamete, G. – Students with Special Needs in General Education Schools Cavkaytar, A. – Basic Concepts in Special Education
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Recommended Resources:	Batu, S. & Kircaali-İftar, G. – Special Education MEB Special Education Services Regulation
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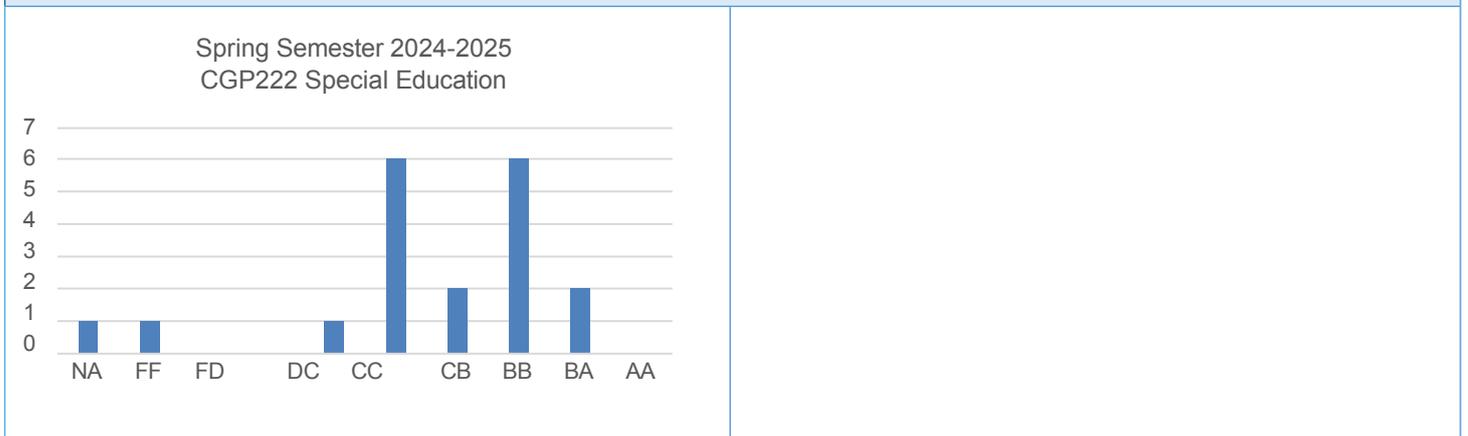
Course Assessment and Evaluation

Activities	Number	Contribution	Notes
Midterm Exam	1	30	Written exam
Classroom Discussion and Participation	1	20	Active participation in discussions, group work, and in-class activities
Final	1	50	Presentations prepared and delivered by students

ECTS Table

Content	Number	Hours	Total
Course Duration	14	2	28
Out-of-Class Work	14	2	28
In-Class Discussion and Participation	14	2	28
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	1	24	24
Final Assignment (Assignment Preparation Time + Final Presentation Preparation)	14	3	42
Total:			250
Total / 30:			150 ÷ 30 ≈ 5
ECTS Credit:			5

Past Achievements



In-Class Discussion and Participation Rubric (0–100 Points)

Scope: In-class participation
 Term Evaluation Weight: 20%

Criteria	Description	Points Range (%)
1. Participation Frequency	The student attends class regularly and actively participates in discussions.	0–25
2. Quality of Ideas and Contributions	Contributions are constructive, relevant to the topic, and conceptually grounded; offering new perspectives.	0–35
3. Listening and Collaboration	Listens carefully to other students' opinions and responds respectfully responds to discussions; cooperates in group work.	0–20
4. Questioning and Critical Thinking	Asks questions that deepen the discussion and encourages critical thinking	0–20

Final Rubric (0–100 Points)

Scope: Final Assessment
 Weight in Term Assessment: 50%

Criterion	Description	Points Range (%)
1. Presentation Content	The student prepares content with a minimum of 20 presentation pages, and the content must be appropriate for the selected topic.	0–40
2. Presentation Skills	The student uses presentation skills to the maximum extent.	0–15
3. Presentation Format	Prepares presentation content in accordance with language rules.	0–15
4. Use of Sources	Uses a minimum of 10 sources related to the presentation they prepare.	0–10
5. Course Interactivity	Listens carefully to other students' opinions and participates in discussions.	0–10
6. Attitude	Communicates respectfully throughout the term and manages classroom communication skills appropriately.	0–10

