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| ***ÇAĞ UNIVERSITY******FACULTY OF ART-SCIENCES*** ***DEPARTMENT OF ENGLISH LANGUAGE TEACHING*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| ELT 417 | **Special Education** | (2-0) 2 | 5 |
| **Prerequisites** | **None** |
| **Language of Instruction** | Turkish | **Mode of Delivery**  | **Online** |
| **Type and Level of Course** | Main / Undergraduate |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Hülya Ceylan |  |  | **hceylan@cag.edu.tr** |
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| **Course Objective**  | Students will be able to understand what special needs offers. |
| **Learning Outcomes of the Course** |  | Students who have completed the course successfully should be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | define basic concepts and principles of special education | 8 | 4 |
| 2 | tell to educate physically impaired children | 8,9 | 5,4 |
| 3 | explain what individualized education program is | 8 | 2 |
| 4 | learn adolescent problems | 8 | 4 |
| 5 | tell how counseling for special education works in Turkey | 1 | 5 |
| 6 | discuss what schools can do for gifted children | 4 | 5 |
| 7 | recall the educational needs of mentally impaired children | 8,7 | 4 |
| 8 | discuss what school can do for hearing impaired children | 8,7 | 5,4 |
| **Course Description:** The aim of this course is to define the basic principles of special education, the causes of impairment; the importance of early diagnosis and treatment; the education of physically, mentally and visually impaired children; children with emotional behavior disorder, children with learning and speaking disabilities, autistic and hyperactive children, the education of gifted children, how special education institutions work in Turkey. |
| **Course Contents:( Weekly Lecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **Teaching Methods** |
| **1** | Basic concepts and principles of Special Education and definition of children who need special education | TextbookChapter 1 | ÇUZEM DERS |
| **2** | Evaluation in special education and Family education | TextbookChapter 2-5 | ÇUZEM DERS |
| **3** | Preparation of an individualized education program (BEP) and individualization of education | Textbook Chapter 3 | ÇUZEM DERS |
| **4** | Inclusive and support special education services | TextbookChapter 4 | ÇUZEM DERS |
| **5** | Education of mentally retarded students | TextbookChapter 6 | ÇUZEM DERS |
| **6** | Education of hearing impaired students | TextbookChapter 7 | ÇUZEM DERS |
| **7** | Education of students with language and speech disorders | TextbookChapter 10 | ÇUZEM DERS |
| **8** | Education of children with learning difficulties | TextbookChapter 11 | ÇUZEM DERS |
| **9** | Education of children with emotional and behavioral disorders | TextbookChapter 12 | ÇUZEM DERS |
| **10** | Education of autistic and hyperactive children | TextbookChapter 13 | ÇUZEM DERS |
| **11** | Students with multiple disabilities |  Textbook Chapter 14 | ÇUZEM DERS |
| **12** | Education of gifted children | TextbookChapter 15 | ÇUZEM DERS |
| **13** | Counceling works in Turkey | Different internet links | ÇUZEM DERS |
| **14** | General repetition of general topics | - | ÇUZEM DERS |
| **REFERENCES** |  |  | ÇUZAM DERS |
| **Textbook** | İbrahim Diken, Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim, Pegem Academy; Ankara, 2020. ISBN: 9786055885267 |  | ÇUZAM DERS |
| **Related links** | [**special**ed.about.com/od/.../**Special**101.htm](file:///C%3A%5CUsers%5Casus%5CDownloads%5Cspecialed.about.com%5Cod%5C...%5CSpecial%20101.htm)[Önbellek](http://webcache.googleusercontent.com/search?q=cache:KtFbYP61rSsJ:specialed.about.com/od/idea/a/Special101.htm+special+education&cd=3&hl=tr&ct=clnk&gl=tr) - [Benzer](http://www.google.com.tr/search?hl=tr&qscrl=1&nord=1&rlz=1T4PRFA_trTR414&biw=998&bih=503&site=webhp&q=related:specialed.about.com/od/idea/a/Special101.htm+special+education&tbo=1&sa=X&ei=67z9TrPsA8rm4QT_18iNCA&ved=0CEcQHzAC)[www.meb.gov.tr/.../2CurrentSituationinFor](http://www.meb.gov.tr/.../2CurrentSituationinFor)[www.kktcozev.com/](file:///C%3A%5CUsers%5Casus%5CDownloads%5Cwww.kktcozev.com%5C) |  | ÇUZAM DERS |
| **References** | Gage, Berliner Educational Psychology , Houghton Mifflin Company, Boston |  | ÇUZAM DERS |
|  |  |  | ÇUZAM DERS |
|  |  |  | ÇUZAM DERS |
| **ASSESSMENT METHODS** |  |  | ÇUZAM DERS |
| **Activities** | **Number** | **Effect** | ÇUZAM DERS |
| **Midterm Exam** | **1** | **40%** |  |
| **Quizzes** |  |  |  |
|  |  |  |  |
| ***Effect of The Activities*** |  |  |  |
| ***Effect of The Final Exam*** |  | **60%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | **14** | **2** | **28** |
| **Hours out Classroom** | **14** | **4** | **56** |
| **Midterm Exam** | **1** | **25** | **30** |
| **Project** | **-** | **-** | **-** |
| **Final Exam** | **1** | **30** | **36** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total****Total / 30****ECTS Credit** | **150** |
| **=150/30=5** |
| **5** |
| **RECENT PERFORMANCE** |
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