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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** | | |
|  | | | | |  | | | | | |  | | | | | |  | | | |  | | |
| **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 | | | | | | | | | | | | Textbook  Chapter 1 | | | | | | ÇUZEM DERS | | | | |
| **2** | Evaluation in special education and Family education | | | | | | | | | | | | Textbook  Chapter 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 | | | | | | | | | | | | Textbook  Chapter 4 | | | | | | ÇUZEM DERS | | | | |
| **5** | Education of mentally retarded students | | | | | | | | | | | | Textbook  Chapter 6 | | | | | | ÇUZEM DERS | | | | |
| **6** | Education of hearing impaired students | | | | | | | | | | | | Textbook  Chapter 7 | | | | | | ÇUZEM DERS | | | | |
| **7** | Education of students with language and speech disorders | | | | | | | | | | | | Textbook  Chapter 10 | | | | | | ÇUZEM DERS | | | | |
| **8** | Education of children with learning difficulties | | | | | | | | | | | | Textbook  Chapter 11 | | | | | | ÇUZEM DERS | | | | |
| **9** | Education of children with emotional and behavioral disorders | | | | | | | | | | | | Textbook  Chapter 12 | | | | | | ÇUZEM DERS | | | | |
| **10** | Education of autistic and hyperactive children | | | | | | | | | | | | Textbook  Chapter 13 | | | | | | ÇUZEM DERS | | | | |
| **11** | Students with multiple disabilities | | | | | | | | | | | | Textbook  Chapter 14 | | | | | | ÇUZEM DERS | | | | |
| **12** | Education of gifted children | | | | | | | | | | | | Textbook  Chapter 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:\Users\asus\Downloads\specialed.about.com\od\...\Special%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:\Users\asus\Downloads\www.kktcozev.com\) | | | | | | | | | | | | | | | | | |  | ÇUZAM DERS |
| **References** | | | | | | Gage, Berliner Educational Psychology , Houghton Mifflin Company, Boston | | | | | | | | | | | | | | | | | |  | ÇUZAM DERS |
|  | | | | | |  | | | | | | | | | | | | | | | | | |  | ÇUZAM DERS |
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| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | |  |  | ÇUZAM DERS |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | ÇUZAM DERS | | | | | | | | | |
| **Midterm Exam** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| **Quizzes** | | | | | | |  | | |  | | | |  | | | | | | | | | |
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| ***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** | |
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| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **150** | |
| **=150/30=5** | |
| **5** | |
| **RECENT PERFORMANCE** | | | | | | | | | | | | | | | | | | | | | | | |
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