



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Introduction to Special Education							
Course Code		CGB102		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	5	Workload	73 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		The aim of this course is, Definition of basic concepts in the field of special education, explanation of the basic principles of special education, provide introductory information about the different groups of children with special needs, to obtain information about development supporting programs in order to eliminate the needs of individuals with special needs							
Course Content		Definition of special education, basic principles of special education, hereditary, biological and environmental factors that cause special needs, identification of individuals with special needs, diagnosis classes according to DSM V diagnostic criteria, medical diagnosis, educational diagnosis, Individualized Education Plan, developmental support programs that should be applied in the field of special education, law and regulations for special education in the world and Turkey, social, economic, psychological, educational and cultural problems experienced by families who have special needs children, organizations and institutions serving in the field of special education in the world and Turkey, hospital schools, the historical process of hospital schools.							
Work Placement		No							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	55
Attending Lectures	1	15

Recommended or Required Reading

1	Baykoç, N., (2011) Children with Special Needs and Special Education. Educator Publications, Ankara.
2	Diken, H.İ., (2012) Children with Needs in Special Education and Special Education. Pegem Academy Publications, Ankara. Edt.
3	Greenspan, I.S., Wieder, S., Simons, R. (2004) Special Needs Child (Trans. Ismail Ersevım) Free Publications, Istanbul. Edt.
4	Doğru, S.Y., Saltalı, N.D., (2011) Special Education in Early Childhood. Maya Academy, Ankara. Edt.
5	Metin, N., (2018) Children with Special Needs. Anı Publishing, Ankara.

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic Terms about special education
2	Theoretical	Special education in the historical process.
3	Theoretical	Purposes and principles of special education
4	Theoretical	Development of children who are at risk and classification in special education.
5	Theoretical	Families of children with special needs
6	Theoretical	Children with Mental Retardation
7	Intermediate Exam	Midterm
8	Theoretical	Children with Autism
9	Theoretical	Hearing Impaired Children
10	Theoretical	Visually Impaired Children
11	Theoretical	Children with Learning Disabilities
12	Theoretical	Physically Handicapped Children
13	Theoretical	Gifted Children
14	Theoretical	Specific Programs for Special Needs Children
15	Theoretical	Preparation for Final exam



Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	5	1	6
Final Examination	1	10	1	11
Total Workload (Hours)				73
[Total Workload (Hours) / 25*] = ECTS				3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Defines the basic concepts related to different diagnoses.
2	Explain the diagnostic criteria (such as DSM V and ICD).
3	List the possible causes of diagnoses (mental retardation, pervasive developmental disorder, language-speech disorders, hearing impairment, visual impairment, learning disability, attention deficit hyperactivity disorder, gifted).
4	Summarize the developmental characteristics of children specific to different diagnosis groups.
5	It develops an early intervention program by considering risks and protective factors.
6	Explain the principles and stages of developmental diagnostics.
7	Tells the relevant specialist healthcare team that children with special needs should be guided
8	Discuss services and policies for individuals with developmental risks and developmental problems.
9	Evaluates the historical process of special education in the world and in Turkey.

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P3	4	4	4	4	4
P4	3	3	3	3	3
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P9	3	3	3	3	3
P10	4	4	4	4	4



P11	4	4	4	4	4
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