



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Integration							
Course Code		CGB405		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	55 (<i>Hours</i>)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		In this course; students are aimed to comprehend the main principles and benefits of mainstreaming, to appropriately guide children compatible with the developmental diagnoses, to gain the skills of educating and guiding parents and teachers about the mainstreaming programs.							
Course Content		Definition of mainstreaming, special education in law, basic concepts related to mainstreaming, principles and aims of mainstreaming programs; normal development of the practice of inclusion, special needs children, parents and teachers to the benefits of mainstreaming in Turkey and other countries, mainstreaming types and models, merger application to the preparatory work, the factors that led to success, to integrate, planning the teaching of mainstreaming applications, individualized education program (IEP) adaptation to inclusion environment, teaching methods and development, mainstreaming behavior management applications, the development of social interaction among children in mainstream applications, the role of teachers in mainstream education, mainstream applications and problems in Turkey, case discussions regarding the merger application, type of participation in mainstreaming programs, educational organizations in mainstreaming classes, interaction between normal and special needs children, mainstreaming Scientific researches on applications and evaluation of their results.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Assoc. Prof. Ayhan BULUT							

Prerequisites & Co-requisites

Prerequisite	CGB214
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Salend, S. (1998) Effective Mainstreaming, Creating Inclusive Classroom. Prentice Hall, New Jersey.
2	Metin, N. (2012) Children with Special Needs (Editor: N. Metin) Maya Akademi Publishing House, Ankara
3	Sucuoğlu, B. Kargin, T. (2006) Inclusion in primary education. Morpa Publications, Istanbul
4	Aral, N. (2011) Inclusion in Preschool Education. Morpa Publications, Istanbul
5	Diken, H.İ. (2015). Mainstreaming in Primary Education. Ankara: Pegem Academy. III. Printing.

Week	Weekly Detailed Course Contents	
1	Theoretical	Definition, principles and purposes of integration; normal and disabled children, family and teacher benefits
2	Theoretical	Preparatory studies for integration applications,
3	Theoretical	Preparatory studies for integration applications,
4	Theoretical	Types of participation in mainstreaming programs
5	Theoretical	Educational organization in mainstreaming class,
6	Theoretical	Educational organization in inclusion class, (BEP)
7	Theoretical	Interaction between normal and special needs children
8	Theoretical	Interaction between normal and special needs children (Midterm)
9	Theoretical	Effects of integration programs on children's development
10	Theoretical	Physical arrangements in integration classes
11	Theoretical	Preparing typically developing children in inclusive classrooms
12	Theoretical	Role and responsibilities of teacher in mainstreaming classes
13	Theoretical	Attitudes towards integration
14	Theoretical	Presentations



15	Final Exam	Final exam
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Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42
Assignment	1	5	1	6
Midterm Examination	1	2	1	3
Final Examination	1	3	1	4
Total Workload (Hours)				55
[Total Workload (Hours) / 25*] = ECTS				2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Explain the basic concepts of inclusion / integration.
2	List the aims and benefits of inclusion.
3	Explains inclusion models and discusses the preparation process for inclusion.
4	He knows how to fuse the appropriate regulation of the educational environment.
5	Evaluates the suitability of the child with special needs for inclusive education.
6	Knows the application principles of behavior management in the inclusive environment.

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	L6
P1	5	5	5	5	5	
P2						4
P3	4	4	4	4	4	
P4	4	4	4	4	4	
P6	4	4	4	4	4	5
P7	3	3	3	3	3	
P8	3	3	3	3	3	
P9	3	3	3	3	3	



P10	4	4	4	4	4	5
P11	4	4	4	4	4	5

