



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Individualized Education Programs							
Course Code		CGB359		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	101 (<i>Hours</i>)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		to give skill and knowledge about the preparation of Individualized Educational Programs (IEP) on application level							
Course Content		Determining what the components of teaching program are, what individualized educational program is, when and by whom it is developed, why it is required to create a program and apply existing programs in special education field, the components and improvement of education programs, assessing children, determining current performance level, setting and writing long and short term goals, determining special education and support services, complete service plans, family service plans and transition plans, spreading long and sort term goals through a year							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Problem Solving					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Özyürek, M. (2004). Individualized Training Program. Ankara: Kök Yayıncılık
2	Pekdoğan, S. (2016) (Ed.). Special Teaching Methods in Preschool Education. Ankara: Eğiten Kitap.
3	Gürsel, O. (2006) Development of individualized training programs. Eskişehir: Anadolu üniversitesi açık öğretim fakültesi yayınları.
4	Downing, E.J. ve Eichinger, J. (2003). Creating learning opportunities for students with severe disabilities in inclusive classrooms. Teaching Exceptional Children, 36, 26-31.

Week	Weekly Detailed Course Contents	
1	Theoretical	Early education services and realization of special need children
2	Theoretical	Importance of Individualized Educational Program
3	Theoretical	Team-working for Individualized Education Program
4	Theoretical	Assesment of special needs children
5	Theoretical	Determine the existing level of performance and writing
6	Theoretical	Designating and writing long and short term aims Concept and skill analysis
7	Intermediate Exam	Midterm Exam
8	Theoretical	Complete service plan, Individualized Educational Programs and applications
9	Theoretical	Special education and additional services
10	Theoretical	Coordination between service providers
11	Theoretical	Observing of develepment of children and recording
12	Practice	Observing of develepment of children and recording
13	Theoretical	Switch between programs
14	Practice	Writing of report
15	Theoretical	General Evaluation

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	4	2	84
Midterm Examination	1	5	1	6



Final Examination	1	10	1	11
Total Workload (Hours)				101
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	
2	
3	
4	
5	
6	
7	

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	L7
P1	5	5	5	5	5	5	5
P3	4	4	4	4	4	4	4
P4	4	4	4	4	4	4	4
P6	4	4	4	4	4	4	4
P7	4	4	4	4	4	4	4
P8	4	4	4	4	4	4	4
P9	4	4	4	4	4	4	4
P10	4	4	4	4	4	4	4
P11	5	5	5	5	5	5	5

