



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Special Education and Integration							
Course Code		EBB452		Couse Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	76 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, the students; 1) Know basic concepts related to special education 2) Make causal explanations for special education needs 3) Know the classification of special needs 4) Recognize the importance of multi-dimensional evaluation for individuals with special needs. 5) Know the intervention of processes and principles for special needs. 6) Know the principles and processes of inclusive / mainstreaming in the special education process 7) Know the role and responsibilities of planning and implementing inclusive / mainstreaming processes 8) Plan and conduct personal-social guidance and counseling services for individuals and all stakeholders involved in the inclusive / mainstreaming process. 9) Know the responsibilities of planning and monitoring the educational and vocational guidance services for the individuals involved in the inclusive / mainstreaming process							
Course Content		basic concepts related to special education, causal explanations for special education needs, the classification of special needs, the importance of multi-dimensional evaluation for individuals with special needs, the intervention of processes and principles for special needs, the principles and processes of inclusive / mainstreaming in the special education process, the role and responsibilities of planning and implementing inclusive / mainstreaming processes, personal-social guidance and counseling services for individuals and all stakeholders involved in the inclusive / mainstreaming process, the responsibilities of planning and monitoring the educational and vocational guidance, services for the individuals involved in the inclusive / mainstreaming process,							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Problem Solving					
Name of Lecturer(s)		Lec. Nilgün KIRIŞÇI							

Assessment Methods and Criteria

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

Recommended or Required Reading

1	Sucuoğlu, B., ve Kargın, T. (2006) İlköğretimde Kaynaştırma uygulamaları-yaklaşımlar-yöntemler teknikler. İstanbul: Morpa Kültür Yayınları
2	MEB (2010). Okullarımızda neden nasıl niçin kaynaştırma. Yönetici-öğretmen-aile kılavuzu
3	Sucuoğlu, B., Bakkaloğlu, H. (2007) Etkili kaynaştırma uygulamaları) Elementary Education Online, 6(2), k:10-11

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic Concepts in Special Education and Inclusion; Special Needs, Disability, Giftedness, Individualized Education Programs, Special Education, Support Services and Historical Process
2	Theoretical	Special Education in Turkey, Mainstreaming / Inclusion and Legal Issues, All Individuals Who Are Parties to the Issue and Inter-Institutional Cooperation
3	Theoretical	Classifications Related to Needs For Special Education, Recognition and Recognition Processes, Sharing Between Individuals, Families, Educational Institutions and Responsibility Distributions
4	Theoretical	Physical Disability-Orthopedic (Congenital / Acquired) and Inclusion; Educational, Personal and Social Guidance Services
5	Theoretical	Physical Disability-Orthopedic (Congenital / Acquired) And Inclusion; Educational, Personal and Social Guidance Services
6	Theoretical	Physical Disability-Orthopedic (Congenital / Acquired) And Inclusion; Educational, Personal and Social Guidance Services
7	Theoretical	Neurodevelopmental Difficulties -Analytic Disability and Cohesion; Educational, Personal and Social Guidance Services
8	Intermediate Exam	Midterm



9	Theoretical	Neurodevelopmental Disorders-ADHD / Autism / Asperger and mainstreaming; Educational, Personal and Social Guidance Services
10	Theoretical	Neurodevelopmental Disorders Otism And Inclusion; Educational, Personal and Social Guidance Services
11	Theoretical	Neurodevelopmental Disorders Asperger and Inclusion; Educational, Personal and Social Guidance Services
12	Theoretical	Neurodevelopmental Disorders Specific Learning Impairment and Inclusion; Educational, Personal And Social Guidance Services
13	Theoretical	Neurodevelopmental Disorders Specific Learning Impairment and Inclusion; Educational, Personal And Social Guidance Services
14	Theoretical	Gifted and Special Education Needs; Educational, Personal And Social Guidance Services
15	Theoretical	Gifted and Special Education Needs; Educational, Personal And Social Guidance Services
16	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	2	70
Midterm Examination	1	2	1	3
Final Examination	1	2	1	3
Total Workload (Hours)				76
[Total Workload (Hours) / 25*] = ECTS				3

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Know basic concepts related to special education
2	Make causal explanations for special education needs
3	Know the classification of special needs
4	Recognize the importance of multi-dimensional evaluation for individuals with special needs
5	Know the intervention of processes and principles for special needs
6	Know the principles and processes of inclusive / mainstreaming in the special education process
7	Know the role and responsibilities of planning and implementing inclusive / mainstreaming processes
8	Plan and conduct personal-social guidance and counseling services for individuals and all stakeholders involved in the inclusive / mainstreaming process.
9	Know the responsibilities of planning and monitoring the educational and vocational guidance services for the individuals involved in the inclusive / mainstreaming process

Programme Outcomes (Social Studies Teacher Education)

1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process.
3	To be able to gain skills of the teaching profession in the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process.
5	To be able to comprehend contemporary approaches of education and the philosophies they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter.
7	To be able to become individuals faithful to the Principles and Revolutions of Atatürk, be modern democratic, secular, protecting and developing one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture.
9	To be able to become individuals believing in lifelong learning.
10	To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems.

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	L8	L9
P1									4
P2							4		



P3						4				
P4					4			5		
P5				4						
P6				4						
P7			5							
P8		4								
P9	5									
P10	4									

