



İZMİR UNIVERSITY OF ECONOMICS

**Vocational School Of Health Services
Child Development**

CG 103 - Special Education I

COURSE INTRODUCTION AND APPLICATION INFORMATION

Course Name	Special Education I
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Code	Semester	Theory (hour/week)	Application/Laboratory (hour/week)	Local Credits	ECTS
CG 103	Fall	3	0	3	6

Prerequisites	None
Course Language	Turkish
Course Type	Required
Course Level	Short Cycle
Mode of Delivery	-
Teaching Methods and Techniques	-
Course Coordinator	* Öğr. Gör. Songül Yasemin ÖZGÜN
Course Lecturer(s)	* Öğr. Gör. Songül Yasemin ÖZGÜN
Course Assistants	-

Course Objectives	The aim of this course is to make the students understand special education, special training in Turkey and World, have knowledge about children with visual impairment, hearing disability and language and speech disorders.
Course Learning Outcomes	The students who succeeded in this course; <ul style="list-style-type: none">* Describe the basic concepts related to special education.* List the special trainings in Turkey and World.* Describe the properties and needs of visually impaired children.* Describe the properties and needs of children with hearing disability.* Describe the properties and needs of children with language and speech disorder.

Course Description	<p>Terms, Definitions and Classification of Special Education, Principles of Special Education, Importance of Special Education, Factors Causing Disability, Avoidance from Disability and Early Diagnosis, Classification in Special Education, Actions to Be Done For Special Education, Current Position of Special Education in Turkey and World, Definition About Visually Impaired Person, Causes of Visually Impairment, Avoidance from Visually Impairment and Early Diagnosis, Education of Children with Visual Impairment, Definition About Hearing Disability, Avoidance from Hearing Disability and Early Diagnosis, Causes of Hearing Disability, Education of Children with Hearing Disability, Definition and Classification of Language and Speech Disorders, Avoidance of Language and Speech Disorders and Early Diagnosis, Causes of Language and Speech Disorders, Education of Children with Language and Speech Disorder.</p>
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Course Category	Core Courses	X
	Major Area Courses	
	Supportive Courses	
	Media and Managment Skills Courses	
	Transferable Skill Courses	

WEEKLY SUBJECTS AND RELATED PREPARATION STUDIES

Week16	Subjects	Related Materials
1	Terms, Definitions and Classification of Special Education	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:32-45
2	Principles of Special Education and Characteristic of Private Schools.	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:44-45
3	Importance of Special Education	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.
4	Factors Causing Disability	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.s:78
5	Avoidance from Disability and Early Diagnosis	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:141-145
6	Classification in Special Education and Actions to Be Done For Special Education	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:62-74.
7	Current Position of Special Education in Turkey and world	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.s:57-62.
8	Midterm Exam	

9	Definitions and Classifications About Visually Impaired Person, Causes of Vsually Impaired	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:397-405.
10	Avoidance of Visually Impaired and Early Diagnosis, Education of Children with Visual Impairment	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:409-433.
11	Definition About Hearing Disability, Causes of Hearing Disability	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök. s:441-450.
12	Avoidance of Hearing Disability and Early Diagnosis, Education of Children with Hearing Disability	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.s:450-467
13	Definition and classification of Language and Speech Disorders, Causes of Language and Speech Disorders	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.283-292.
14	Avoidance from Language and Speech Disorders and Early Diagnosis, Education of Children with Language and Speech Disorders	Akçamete, A.G (2010). Genel Eğitim Okullarında Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara:Kök.293-306.
15	Evaluation	
16	Final Exam	

SOURCES

Course Notes / Textbooks	Diken, İ.H (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken, İ.H), PegemA Akademi, Ankara.\Prof. Dr. Gönül Kırcaali-İftar -Prof. Dr. Elif Tekin-İftar-Prof. Dr. Sema Kaner -Dr. Hatice Bakkaloğlu-Editör: Prof. Dr. Bülbin Sucuoğlu. (2013) Zihin Engelliler ve Eğitimleri\ın
Suggested Readings/Materials	

EVALUATION SYSTEM

Semester Activities	Number	Percentage of Grade
Participation	16	5
Laboratory / Application	-	-
Field Work	-	-
Quiz/Studio Critic	-	-
Portfoilo	-	-
Homework Assignment	5	20
Presentation/Jury	1	10
Project	-	-
Seminar/Workshop	-	-
Oral Exam	-	-
Midterm	1	30
Final	1	35
Total	24	100

WEIGHTING OF SEMESTER ACTIVITIES ON THE FINAL GRADE	-	65
WEIGHTING OF END-OF-SEMESTER ACTIVITIES ON THE FINAL GRADE	-	35
Total	0	100

ECTS / WORKLOAD TABLE

Semester Activities	Number	Duration (Hours)	Total Workload
Course Hours (Including Exam Week: 16 x Total Hours)	16	3	48
Laboratory / Application Hours	-	-	-
Study Hours Out of Class	15	3	45
Field Work	-	-	-
Quiz / Studio Critique	-	-	-
Portfolio	-	-	-
Homework / Assignment	5	4	20
Presentation / Jury	1	15	15
Project	-	-	-
Seminar / Workshop	-	-	-
Oral Exam	-	-	-
Midterm	1	15	15
Final	1	19	19
		Total Workload	162

THE RELATIONSHIP BETWEEN COURSE LEARNING OUTCOMES AND PROGRAM QUALIFICATIONS

#	Program Qualifications / Outcomes	* Level of Contribution				
		1	2	3	4	5
1	To have the required contemporary theoretical and practical knowledge in his/her field				X	
2	To use the material and technology related to his/her field, and make their maintenance, use the information and communication technologies at basic level				X	
3	To have the competency to recognize the problems in his/her field, analyze them, develop evidence-based solutions and have the ability to share their suggestions with others			X		
4	To be aware of legal responsibilities, conduct basic studies in her/his field independently				X	
5	To communicate with patients, relatives and colleagues properly, comprehensively, honestly and explicitly, transfer his/her thoughts and knowledge through written and oral communication				X	
6	To take responsibility as an active team member during the practices in his/her field			X		
7	To commentate and evaluate the scientific information with a critical approach by the help of knowledge gained in his/her field		X			
8	To comprehend the importance of lifelong learning, to determine and meet her/his learning needs, to develop herself/himself by monitoring the development in science and technology				X	
9	To act by considering the universal ethical values, social and cultural characteristics			X		
10	To know the concepts of occupational safety, patient safety, environmental protection and quality, and fulfill the requirements		X			
11	To be able to follow information in his field and communicate with colleagues in English at least a level of European Language Portfolio A2 General Level					
12	To have the skills of improving the development and learning of children with special needs					X
13	To plan and carry out activities for development of people under their responsibility					X

*1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest