|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE DESCRIPTION** | | | | | |
| **Course** | *Code* | *Semester* | *L+P Hour* | *Credit* | *ECTS* |
| Inclusive and Individualized Education | EPO 523 | 1/2 | 0+0 | 0 | 6 |

|  |  |
| --- | --- |
| **Prerequisites and Co-requisities** | - |

|  |  |
| --- | --- |
| **Language of Instruction** | English |
| **Level of Course Unit** | Graduate |
| **Type of Course Unit** | Compulsory |
| **Coordinator of the Course** | - |
| **Name of Lecturer(s)** |  |
| **Assistants of the Course** | Res. Asist. Eren Özyiğit, Res. Asist. Merve Baykal, Res. Asist.. Burcu Dok |
| **Aim** | This course provides students with basic knowledge about special education and inclusion |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Evaluation Techniques** |
| 1) will be able to make efinition and history of special education and inclusion, basic principles | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| 2) will be able to make physical, learning arrangements | 1, 2,3,8 | 1,2,3,4,5,6 | 1,2,3 |
| 3) will be able to prepare IEPs | 1, 2,3,8,12,13 | 1,2,3,4,5,6 | 1,2,3 |
| 4) will be able to do studies related to social acceptance | 1, 2,3,12,13,15 | 1,2,3,4,5,6 | 1,2,3 |
| 5) will know the family of handicapped people, to gain the skills to make the family join in the educational process of the handicapped individual. | 1, 2,3,12,13,15 | 1,2,3,4,5,6 | 1,2,3 |

|  |  |
| --- | --- |
| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study ork |
| **Evaluation and Assessment Techniques:** | 1. Written exam, 2. multiple-choice test, 3. Space-filling, 4. Right-Wrong type, 5. Oral examination, 6. Portfolio |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Having knowledge of past, basic though and principles of the PCG, and implementing PCG |  |  |  | X |  |  |
| 2 | Comprehending meaning and importance of the coordination, consultation/consulting and supervision in the PCG field, and implementing them |  |  |  | X |  |  |
| 3 | Having knowledge of ethical rules accepted by national and international PCG associations, and implementing them |  |  | X |  |  |  |
| 4 | Learning to accept everyone as they are / with all kind of features by the multicultural approach |  |  |  |  |  |  |
| 5 | Learning theories/information about cultural awareness, cultural social justice, solution of conflicts, and other cultural behaviors; for development and health of human soul, mind and body, and implementing them |  |  |  |  |  |  |
| 6 | Learning theories related to the development, learning and personality development so as to facilitate positive development and wellness of individual for his/her life time, and implementing them |  |  |  |  |  |  |
| 7 | Understanding the environmental factors affecting normal and abnormal behaviors, psychopathology, disability conditions and crisis during his/her development process, |  |  |  |  |  |  |
| 8 | Learning and implementing the career consulting, processes, techniques and sources, career development and decision-making model so as to include those applied to certain groups in the global economy |  |  |  | X |  |  |
| 9 | Learning psychological consulting theories, being aware and use of intervention techniques suitable for counselees in practice |  |  |  |  |  |  |
| 10 | Learning group process, roles and behaviors of group members, group working, therapeutic factors, and principles and techniques of group dynamics containing developmental stages |  |  |  |  |  |  |
| 11 | Learning varieties and skills of being group leader and implementing them |  |  |  |  |  |  |
| 12 | Gaining understanding to assess individual and group approaches within framework of multicultural society |  |  | X |  |  |  |
| 13 | Comprehending and implementing standardized and non-standardized tests containing the environmental assessment, performance assessment, individual and group assessments and inventory methods, psychological testing, and behavioral observations, as well as basic concepts of other assessment techniques |  |  | X |  |  |  |
| 14 | Learning qualitative and quantitative scientific research methods, comprehending importance to make research in the field of PCG and to present results in written, and implementing them |  |  |  |  |  |  |
| 15 | Learning how to use internet and technology for accessing information, sharing information, professional development and data analysis |  |  |  |  | X |  |
| 16 | Sticking to confidentiality principle in the PCG services, believing that benefiting from the PCG services is open to everyone for their life time on voluntarily basis |  |  |  |  |  |  |
| 17 | Understanding the barriers before education of students who need special education and supporting students in these fields |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **WEEKLY DETAILED COURSE CONTENTS** | | |
| **Week** | **Topics** | **Preparation** |
| 1 | Inclusion, basic concepts, basic principles |  |
| 2 | Attitudes and inclusion |  |
| 3 | Class arrengements |  |
| 4 | Educational Assessment |  |
| 5 | IEP preparation |  |
| 6 | IEP preparation |  |
| 7 | Special education supports |  |
| 8 | Midterm |  |
| 9 | Assessment in inclusion |  |
| 10 | Additional problems, childhood depression, problems caused by developmental disabilities |  |
| 11 | Social Acceptance |  |
| 12 | Counselling in inclusion |  |
| 13 | To comprehend the educational guidance, cooperation family and school |  |
| 14 | Final Exam |  |

|  |  |
| --- | --- |
| **READING TEXT** | |
| **Required Reading** |  |
| **Recommended Reading** | 1-Bireyselleştirilmiş Eğitim Programlarının Geliştirilmesi, Fiscus, E.D., Mandell, C.J. (1997) (Çev: Şenel, H.G.-Tekin, E.). Ankara  2-Farklı Gelişen Çocuklar, Kulaksızoğlu, A. (ed.)(2003). Epsilon Yay. Istanbul.  3-Effective Mainstreaming, Creating Inclusive Classrooms Salend, S.J. (1998). New Jersey, Colombus, Ohio. 5. Edition  4-Ilköğretimde kaynaştırma Uygulamaları:Yaklaşımlar, Yöntemler, Uygulamalar, Sucuoğlu,B ve Kargın,( 2011), Ankara:Morpa Yayınları  5- Genel Eğitim Okullarında Özel gereksinimi olan Öğrenciler ve Özel Eğitim. Akçamete.G. (2009). (ed). Ankara: Kök Yayınları |

|  |  |
| --- | --- |
| **MATERIAL SHARING** | |
| **Materials** |  |
| **Homeworks** |  |
| **Exams** |  |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT** | | |
| **TERM LEARNING ACTIVITIES** | **NUMBER** | **WEIGHT, %** |
| Homework | 2 | 40 |
| Mıd-Term | 1 | 20 |
| Final | 1 | 40 |
| **Total** |  | **100** |
| **Contribution of Final Exam to Success Grade** |  | 40 |
| **Contribution of Term (Year) Learning Activities to Success Grade** |  | 60 |
| **Total** |  | **100** |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CATEGORY** | Lecture on Specialized Field | | |
| **ECTS / WORK LOAD TABLE** | | | |
| Activities | Number | Duration (Hour) | Total Work Load (Hour) |
| Duration (hour) | 15 | 3 | 45 |
| Prestudy | 15 | 4 | 60 |
| Homework | 2 | 5 | 10 |
| Mid-Term | 1 | 7 | 7 |
| Final | 1 | 6 | 6 |
|  |  |  |  |
| **Total Workload** |  |  | 130 |
| **Total Workload / 25 (h)** |  |  | 5.6 |
| **ECTS Credit** |  |  | 6 |