

# FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATION



## English Language Teaching Program Course Outline

Course Code	Course Title	Course Type	Weekly Course Hours	Total Credit	ECTS	Pre-requisite	Language of Instruction
EDCT401	Special Education	Faculty Core	2 0 2	2	4	None	English
<b>Course Description</b>		Definition of special education; basic principles related to special education; reasons causing disability; importance of early diagnosis and treatment; a historical look into disability; the characteristics and education of autistic and gifted children and the children having mental, sensory, hearing handicaps and impairment, physical, language and communication disorders, prolonged illness, learning disorders, hyperactive and attention deficit disorders; the education of children with different developmental characteristics through games; the reactions observed in families having children with disabilities; the existing situation of special education in our country and the institutions and associations established for this mission.					
<b>General objective of the course</b>		The general purpose of this course is to enable students to know the basic concepts of special education, to recognize the individuals in need of special education in various diagnostic groups, to comprehend the evaluation and orientation of individuals in these groups, to create and implement an individualized education plan and curriculum according to the individual needs of individuals in various diagnosis groups, to comprehend and discuss the development of special education in the world from past to present and its <u>current situation within the historical process of education.</u>					
<b>Learning Outcomes</b>		More specifically, on successful completion of this course the students will					<b>P.O.</b>
		1. explain the basic concepts and principles of special education.					PO1, PO9
		2. explain the identification, evaluation and placement processes in special education.					PO1, PO9
		3. discuss various diagnostic groups that need special education and distinguish the developmental characteristics of individuals in these diagnostic groups.					PO1, PO9
		4. explain the prevalence levels in society of various diagnostic groups that need special education.					PO1, PO9
		5. discuss the general roles and responsibilities of education and health experts and all personnel, working in special education, explains the multidisciplinary team formation.					PO1, PO9
		6. discuss the services related to special education in the world and the structure of the institutions that provide these services.					PO1, PO9
		7. list the programs for individuals in various diagnosis groups who need special education and explains the implementation of programs that support the development of these individuals.					PO1, PO9
<b>Textbook</b>		Barik, N. and Mayurbhanj, B. (2019). Special education. Ibn Khuldoon National School.					
<b>Secondary</b>		Gargiulo, R. M. (2015). Special education in contemporary society (5th ed.).					

**textbooks and other materials** Sage Publications.  
Power point outputs prepared for the course.

**CONTENT & WEEKLY SCHEDULE**

<b>WEEK</b>	<b>Topics</b>	<b>L.O.</b>	<b>Assessment</b>
Week 1	Meeting and introduction to the course.	1	Class discussion
Week 2	Concept and nature of special education.	1	Midterm, Quiz
Week 3	Individuals With Emotional or Behavioral Disorders	2, 3, 4	Midterm, Quiz
Week 4	Individuals With Attention Deficit Hyperactivity Disorder.	2, 3, 4	Midterm, Quiz
Week 5	Parents, Families, and Exceptionality.	2, 3, 4	Midterm, Quiz
Week 6	Misunderstood Minds	2, 3, 4	Midterm, Quiz
Week 7	Disabilities – types, causes & prevention, Quiz I	2, 3, 4	Midterm, Quiz
Week 8	<b>Midterm Exams</b>		
Weeks 9	Functional Behavioral Assessment	5, 6, 7	Final, Quiz, Project
Week 10	Educating Peter	5, 6, 7	Final, Quiz, Project
Week 11	Graduating Peter	5, 6, 7	Final, Quiz, Project
Week 12	Individualized Education Plan	5, 6, 7	Final, Quiz, Project
Week 13	Presentation	1, 2, 3, 4, 5, 6, 7	Final, Quiz, Project
Week 14	Presentation, Quiz II	1, 2, 3, 4, 5, 6, 7	Final, Quiz, Project
Week 15	Revision. Information about the final exam.	1, 2, 3, 4, 5, 6, 7	Final, Quiz, Project
Week 16	<b>Final Exams</b>		

**TEACHING -** Importance will be given to acquiring conceptual knowledge in the course. While the topics

**REQUIREMENTS FOR SUCCESS**

In this course the students should:

- attend all classes (Students with attendance less than 75% will receive an NG grade and will not be

- take all examinations and receive minimum required scores.☒
- come to class prepared to demonstrate effective participation in class discussions.☒
- not take or give their work to anyone.
- complete any given assignments promptly.☒

**TIME SPENT FOR THE COURSE AND ECTS CREDIT CALCULATION**

<b>Activity</b>	<b>Number</b>	<b>Time (hour)</b>	<b>Total time (hour)</b>
Lecture time (Including exam week: 16xperiods per week)	14	2	28
Out of class Study time (16xstudy time per week)	14	3	42
Time spent studying for the quiz			
Time spent studying for the midterm exam	1	8	8
Assignments	1	6	6
Project/workshop/training			
Lab			0
Time spent studying for the final exam	1	16	16
Total time spent			100
Total time spent / 25(hours)			4
ECTS Credits			4

**METHODS OF ASSESSMENT**

Student success will be evaluated as the following:

<b>Type of assessment</b>	<b>Number</b>	<b>Weight (%)</b>	<b>Total (%)</b>
Midterm Exam	1	30	30
Assignments	0	0	0
Quiz	2	5	10
Project	1	20	20
Workshop	0	0	0
Lab	0	0	0
Training	0	0	0
Attendance	0	0	0
Final Exam	1	40	40
Grand Total			100