GUIDANCE AND SPECIAL EDUCATION

1	Course Title:	GUIDANCE AND SPECIAL EDUCATION
2	Course Code:	İÖMB4006
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	4
6	Semester:	8
7	ECTS Credits Allocated:	6.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Doç. Dr. MEHMET ŞANVER
15	Course Lecturers:	Prof.Dr. M.Emin AY, Prof. Dr. M. Akif KILAVUZ, Prof. Dr. İsmail SAĞLAM, Doç.Dr. Turgay GÜNDÜZ, Dr. Öğr. Üyesi Ümmügül Betül KANBUROĞLU ERGÜN
16	Contact information of the Course Coordinator:	1-Doç. Dr. Mehmet ŞANVER mehmetsanver@hotmail.com 60114, Cep.: 0532 207 56 31 2-Doç. Dr. Naci KULA mnacikula@uludag.edu.tr
17	Website:	
18	Objective of the Course:	The main purpose of the guidance course; To help prospective teachers who will work at different educational levels gain the necessary knowledge, skills and attitudes about personal, educational and vocational guidance. Within the scope of this course, student personality services and the place of guidance in these services, the definition of guidance, the purpose of its types, guidance services in schools (psychological counseling, orientation, getting to know the individual, information gathering and dissemination, orientation and placement, monitoring and evaluation, consultation), basic principles of guidance Topics such as educational guidance, personal guidance, vocational guidance and individual recognition techniques are discussed.
19	Contribution of the Course to Professional Development:	Contribution to academic development
20	Learning Outcomes:	
	1	Learning the definition of guidance, understanding its place and importance in education.
	2	To be able to comprehend the understanding of RPD in schools and misunderstandings in RPD.
	3	To know the role and importance of the teacher in RPD at every education level.
	4	To be able to explain the purpose of educational, personal and guidance services and the services to be provided in these areas.
	5	To be able to explain what individual recognition techniques are and how they are applied.
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21	Course Content:		

	Course Content:		

Week	Theoretical		Practice
1	The place and importance of student personality services in contemporary education. Student Personality Services		
2	Purpose, basis and principles of guidance. Guidance services in schools.		
3	Guidance services in the education process. Guidance services in preschool education.		
4	Guidance services in primary education. Guidance services in secondary education.		
5	Developmental guidance approach and comprehensive developmental guidance programs.		
6	Types of guidance: Personal guidance.		
7	Personal guidance services in the education process		
8	Types of guidance: Educational guidance.		
9	Midterm		

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	3.00	42.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	14	3.00	42.00
Homeworks	0	0.00	0.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	2.00	2.00
Others	0	0.00	0.00
Final Exams	1	96.00	96.00
Total Work Load			182.00
Total work load/ 30 hr			6.07
ECTS Credit of the Course			6.00

(overlapping text: 11 Types of guidance: Vocational guidance / 12 Vocational guidance services in the education / 13 Recognition techniques / 22 Textbooks, References and/or Other -YEŞİLYAPRAK, B. (2009). Eğitimde Rehberlik Hizmetleri / -KUZGUN, Y. (Ed.). (2001). İlkogretimde Rehberlik, Nobel Yay. / Nobel Yay. / 23 Assessment / TERM LEARNING ACTIVITIES NUMBER WEIGHT)

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade	40.00	
Contribution of Final Exam to Success Grade	60.00	
Total	100.00	
Measurement and Evaluation Techniques Used in the Course	Measurement and evaluation is carried out according to the priciples of Bursa uludag University Associate and Undergraduate Education Regulation.	

24	**ECTS / WORK LOAD TABLE**

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK2	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK3	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
ÖK4	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0
ÖK5	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low		3 Medium		4 High			5 Very High						