



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Ataturk's Principles and History of Turkish Revolution I	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	This course is part of the overall culture of the special education teachers to gain information about Ataturk's principles and institutions of our republic period.
Short Course Content	Concepts, definitions, methods and definition of source, the Industrial Revolution and the French Revolution, the Ottoman Empire (XIX. Century), administrative reforms, I. and II. Constitutional Monarchy, Tripoli and Balkan Wars, World War I, Armistice Agreement, Wilson Principles, Paris Conference, M. Kemal's arrival in Samsun and Anatolia, Amasya Circular, the National Congress, Opening of the Chamber of Deputies, Parliament Organization and insurrections Organization to constitution, establishment of regular army, I. İnönü, II. İnönü, Kütahya-Eskişehir, Sakarya Wars and Grand Attack, agreements during the War of Independence, the Treaty of Lausanne, Abolition of the Sultanate.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Knows the foundation of the Republic of Turkey.	6, 8	1, 5, 11	A, D
2 Tells Ataturk's principles and revolutions.	6, 8	1, 5	A
3 Explains treaties.	6, 8	1, 5	A, F
4			
5			
6			
7			
8			
9			
10			

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Turan R. (2014). Atatürk İlkeleri ve İnkılap Tarihi, Yargı Yayınevi: Ankara.
Supporting References	---
Necessary Course Material	---

Course Schedule	
1	Concepts, definitions
2	Course methods and definition of source
3	Industrial Revolution and the French Revolution, the Ottoman Empire (XIX. Century)
4	Administrative reforms, I. and II. Constitutional Monarchy, Tripoli and Balkan Wars
5	I. World War Armistice Agreement, Wilson Principles, Paris Conference
6	Amasya Circular, the National Congress
7	the National Congress
8	Mid-Term Exam
9	Opening of the Chamber of Deputies, Parliament of the Organization and Uprisings
10	Organization to constitution, foundation of the Army
11	I. İnönü, II. İnönü Battles
12	Kütahya-Eskişehir and Battle of Sakarya
13	Great Attack, agreements during the War of Independence
14	Treaty of Lausanne, Abolition of the Sultanate
15	Abolition of the Sultanate
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework	1	2	2
Quiz Exam	0	0	0
Studying for Quiz Exam	0	0	0
Oral exam	0	0	0
Studying for Oral Exam	0	0	0
Report (Preparation and presentation time included)	1	4	4
Project (Preparation and presentation time included)	0	0	0
Presentation (Preparation time included)	0	0	0
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	4	4
Final Exam	1	1	1
Studying for Final Exam	1	6	6
		Total workload	60
		Total workload / 30	2
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1
19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Development in Infancy and Childhood	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	This aim of this course is to provide foundational information about 0-6 year child development for special education teacher candidates.
Short Course Content	Basic concepts: development, growth, maturation; prenatal development and factors affecting prenatal development; physical development, definition and importance; physical development characteristics of children age 0-6; physical and physiological characteristics of adolescence; cognitive development, definition and importance; concepts of cognitive development; language development, definition and importance; characteristics of language development period; factors affecting language development; social-emotional development, definition and importance; social-emotional developmental characteristics according to period; moral development, definition and importance; moral development and characteristics; sexual development and education; sexual development process; sex education; self-care skills, the development of self-care skills and self-care skills according to developmental stage.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Describe basic concepts of development.	1	1;2;5;7;8;11	A; D; E
2 Defines basic concepts of physical, cognitive and linguistic development.	2	1;2;5;7;8;11	A; D; E
3 Learns about social-emotional and moral development.	2	1;2;5;7;8;11	A; D; E
4 Knows the basic concepts and processes associated with sexual development.	1	1;2;5;7;8;11	A; D; E

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Berk, L. E. (2013). Çocuk Gelişimi. İmge Kitabevi Yayınları: Ankara
Supporting References	San Bayhan, P. & Artan, İ. (2012). Çocuk Gelişimi ve Eğitimi. Morpa Yayıncılık.
Necessary Course Material	

Course Schedule	
1	Basic concepts: development, growth, maturation
2	The principle of development; prenatal development and factors affecting prenatal development
3	Physical development of children age 0-6; physical and physiological characteristics of adolescence
4	Cognitive development of children age 0-6, concepts of cognitive development
5	Language development of children age 0-6, definition and importance
6	Social-emotional development of children age 0-6, definition and importance; social-emotional developmental characteristics
7	Social-emotional development of children age 0-6, definition and importance; social-emotional developmental characteristics
8	Mid-Term Exam
9	Moral development of children age 0-6, definition and importance
10	Sexual development and education of children age 0-6
11	Concepts related to sexual development of children age 0-6
12	Factors affecting sexual development of children age 0-6
13	Sexual development process; sex education of children age 0-6
14	Self-care skills of children age 0-6, the development of self-care skills and self-care skills according to developmental stage
15	Self-care skills of children age 0-6, the development of self-care skills and self-care skills according to developmental stage
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	3	3	9
Homework	2	5	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	5	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			124
Total workload / 30			4,1
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4

20	Uses arts, games and sports activities in the teaching process.	4
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LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Information Technologies	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	3	0		5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	The purpose of this course is to equip will special education teacher candidates witt the computer skills they will use for academic activities.
Short Course Content	Information technologies, basic concepts related to software and hardware, operating systems, word processing, spreadsheet program, presentation of data, Internet use in education, information technology and its impact on social structure and place in education, information systems security and related ethical issues.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Performs basic operations that can be done with the computer.	4,6, 8, 15	1, 2, 3, 5, 10, 11, 12, 15	A, D, E
2			
3			
4			
5			
6			
7			
8			
9			
10			

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	---
Supporting References	---
Necessary Course Material	---

Course Schedule	
1	Information technologies
2	Basic concepts related to software and hardware
3	Operating systems
4	Word processing
5	Spreadsheet program
6	Presentation of data
7	Presentation of data
8	Mid-Term Exam
9	Internet use in education
10	Internet use in education
11	Information technology and its impact on social structure and place in education
12	Information technology and its impact on social structure and place in education
13	Information technology and its impact on social structure and place in education
14	Information systems security and related ethical issues
15	Information systems security and related ethical issues
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	14	3	42
Homework	1	14	14
Quiz Exam	0	0	0
Studying for Quiz Exam	0	0	0
Oral exam	0	0	0
Studying for Oral Exam	0	0	0
Report (Preparation and presentation time included)	1	10	10
Project (Preparation and presentation time included)	0	0	0
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	15	15
Final Exam	1	1	1
Studying for Final Exam	1	15	15
		Total workload	150
		Total workload / 30	5
		Course ECTS Credit	5

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1
19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Introduction to Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to provide special education teacher candidates with basic knowledge about educational sciences and pedagogy.
Short Course Content	Basic concepts of education, the relationship and functions of education with other sciences (philosophical, social, legal, psychological, economic, political foundations of education), historical development of educational science, trends in educational science in the 21st century, research methods in educational science, structure and characteristics of the Turkish National Education System. , the role of the teacher in the education system, the characteristics of the teaching profession, practices and developments in the field of teacher training.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Basic concepts of education	1,2,4,11,12,13	1	A,C,G
2 The relationship and functions of education with other sciences	1,2,4,11,12,13	1	A,C,G
3 Historical development of educational science	1,2,4,11,12,13	1,11,12	A,C,G
4 Research methods in educational science	1,2,4,11,12,13	1,11,12	A,C,G
5 Structure of the Turkish National Education System	1,2,4,11,12,13	1,11	A,C,G
6 Features of the Turkish National Education System	1,2,4,11,12,13	1,11,12	A,C,G
7 The role of the teacher in the education system	1,2,4,11,12,13	1	A,C,G
8 Characteristics of the teaching profession	1,2,4,11,12,13	1,11,12	A,C,G
9 Practices in the field of teacher training	1,2,4,11,12,13	1,11,12	A,C,G
10 Developments in the field of teacher training	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Basic concepts of education
2	The relationship and functions of education with other sciences
3	Historical development of educational science
4	Trends in educational science in the 21st century
5	Research methods in educational science
6	Research methods in educational science
7	Structure of the Turkish National Education System
8	MIDTERM EXAM
9	Structure of the Turkish National Education System
10	Features of the Turkish National Education System
11	The role of the teacher in the education system
12	Characteristics of the teaching profession
13	Practices in the field of teacher training
14	Developments in the field of teacher training
15	Developments in the field of teacher training
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	14	14
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25
Final Exam	1	1	1
Studying for Final Exam	1	30	30
Total workload			133
Total workload / 30			4,3
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	2
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	2

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Effective Communication and Professional Ethics	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	
Objectives of the Course	The aim of this course is to provide effective communication skills, professional and ethical general competencies that special education teachers should have.
Short Course Content	The importance of effective communication, communicating with peers, communicating with faculty members, the importance and characteristics of special education teaching, general competencies that special education teachers should have, personal and professional development in special education, following and applying scientifically based practices, the definition and importance of ethics, general ethical principles and application areas, conceptual introduction to ethics, ethical theory, special education teaching and ethics, students with special education needs and ethics, families of students with special education needs and ethics, ethical principles in special education, supporting students with special education needs and their families. , knowledge acquisition, preservation and sharing, cooperation, respect for socio-cultural differences, respect for gender, following, learning and sharing scientific knowledge.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the importance of effective communication.	2, 3, 5, 9,13, 15	1, 2	A
2 Explains the importance of communicating effectively with peers and faculty members.	2, 3, 5, 9,13, 15	1, 2	A
3 Explains the importance of communicating effectively with individuals with special needs, their families and experts.	2, 3, 5, 9, 12, 13, 15	1, 2, 15	A
4 Defines the basic concepts regarding the importance and characteristics of special education teaching.	1	1, 2	A, D
5 It tells the general competencies that special education teachers should have.	1, 3, 5, 13	1, 2	A, D
6 Explains the definition and importance of ethics.	1, 15	1, 2, 15	A
7 Explains the importance of effective communication.	1, 15	1, 2, 15	A

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	
Supporting References	
Necessary Course Material	

Course Schedule	
1	The importance of effective communication
2	Communicating effectively with peers and faculty members
3	Communicating effectively with individuals with special needs, their families and experts
4	General competencies, personal and professional development that special education teachers should have
5	Following and applying scientifically based practices
6	Definition and importance of ethics and general ethical principles and application areas
7	Definition and importance of ethics and general ethical principles and application areas
8	Mid-Term Exam
9	Conceptual introduction to ethics, ethical theory
10	Special education teaching and ethics
11	Students with special education needs and ethics
12	Families of students with special education needs and ethics
13	Ethical principles in special education: supporting students with special education needs and their families
14	Information acquisition, preservation and sharing, cooperation
15	Respect for socio-cultural differences, respect for gender, following, learning and sharing scientific knowledge
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	2	28
Homework	1	10	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	14	14
Final Exam	1	2	2
Studying for Final Exam	1	14	14
Total workload			108
Total workload / 30			3,6
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	5
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1
19	Plans and conducts the teaching process according to the individual characteristics of the students.	1

20	Uses arts, games and sports activities in the teaching process.	1
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LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:19.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
English I	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
1	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	This course is designed to enable students carry out all kinds of activities in a foreign language in their own academic reading, speaking, listening and writing skills in a particular activity. In this course, by creating interesting contexts, giving exercises to increase the legibility of the language, demonstrating the use of the language in real communication skills linguistic and communicative skills of the students will be developed and their proficiency in a foreign language will be increased.
Short Course Content	The aim of this course is to have special education teacher candidates gain the language skills they will use in all kinds of academic activities.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Speaks in a foreign language	8, 10, 15	1, 2, 11, 12,15	A, D
2 Writes in a foreign language.	8, 10, 15	1, 2, 11, 12,15	A, D
3 Reads in a foreign language.	8, 10, 15	1, 2, 11, 12,15	A, D
4			
5			
6			
7			
8			
9			
10			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Course notes and reading texts
Supporting References	--
Necessary Course Material	--

Course Schedule	
1	Grammar
2	Grammar
3	Vocabulary
4	Vocabulary
5	Reading
6	Reading
7	Reading
8	Mid-Term Exam
9	Listening
10	Listening
11	Speaking
12	Speaking
13	Writing
14	Writing
15	Writing
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework	1	2	2
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	12	12
Final Exam	1	1	1
Studying for Final Exam	1	12	12
		Total workload	70
		Total workload / 30	2,3
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	5
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1

19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Special Education 1	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	4	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of the course is to provide information about the basic subjects and concepts related to Special Education and the types of disabilities that are frequently encountered.
Short Course Content	Within the scope of this course, the basic concepts of Special Education, the principles of special education, its history, common types of disability; its definition, prevalence, evaluation, and issues related to training programs will be discussed.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains fundamental concepts related to special education.	1,2,3,4	1	A,C,G
2 Lists the principles of special education.	1,2,3,4	1	A,C,G
3 Explains assessment steps and principles in special education.	9,10	1,11,12	A,C,G
4 Gains knowledge about individualized education programs (IEPs).	5	1,11,12	A,C,G
5 Gains knowledge about inclusive education practices.	6,7	1,11	A,C,G
6 Explains intellectual disability.	11,12	1,11,12	A,C,G
7 Explains Autism Spectrum Disorder (ASD).	1,2,3,4	1	A,C,G
8 Explains students with Specific Learning Disabilities (SLD).	5	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture Notes
Supporting References	--
Necessary Course Material	--

Course Schedule	
1	Fundamental concepts of special education
2	Fundamental concepts of special education
3	Assessment in special education
4	Individualized education program (IEP)
5	Inclusive education practices
6	Intellectual disability
7	Intellectual disability
8	Mid-Term Exam
9	Autism spectrum disorder (ASD)
10	Autism spectrum disorder (ASD)
11	Specific learning disability (SLD)
12	Specific learning disability (SLD)
13	Attention deficit hyperactivity disorder (ADHD)
14	Attention deficit hyperactivity disorder (ADHD)
15	General review
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	28	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	4
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25
Final Exam	1	1	1
Studying for Final Exam	1	30	30
		Total workload	132
		Total workload / 30	4,4
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	2

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Health and First Aid	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
1	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	This course aims to teach the basic concepts, skills and knowledge in health information and first aid for special education teacher candidates.
Short Course Content	Definition of First Aid and generalization, respiratory system and things to do in an emergency, the circulatory system and things to do in an emergency, cardiac arrest and things to do in emergencies, bleeding and things to do in emergencies, burns and things to do in emergencies, injuries, fractures and things to do in emergencies, poisoning and emergency situations Things to do, loss of consciousness and first aid, epileptic seizures, things to do during and after the seizure.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts related to health information and first aid.	3, 16	1, 2, 11, 12,15	A, D
2 Tells what to do in an emergency.	3, 16	1, 2, 11, 12,15	A, D
3 Explains what to do in first aid, loss of consciousness and seizures.	3, 16	1, 2, 11, 12,15	A, D
4 Tells what to do in the aftermath of an emergency.	3, 16	1, 2, 11, 12,15	A, D
5			
6			
7			
8			
9			
10			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Erdil, F., Bayraktar, N. ve Çelik, S. Ş. (2012). Temel İlk Yardım. Efil Yayınevi: Ankara.
Supporting References	--
Necessary Course Material	--

Course Schedule	
1	Description of first aid and basic concepts
2	Respiratory and things to do in an emergency
3	Circulatory system and things to do in an emergency
4	Cardiac arrest and things to do in an emergency
5	Bleeding and things to do in an emergency
6	Burns and things to do in an emergency
7	Burns and things to do in an emergency
8	Mid-Term Exam
9	Injuries and breaking and things to do in an emergency
10	Poisoning and things to do in an emergency
11	Loss of consciousness and first aid
12	Epilepsy
13	Things to do during seizures
14	Things to do after seizure
15	General review
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,....)	14	1	14
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	8	8
Final Exam	1	1	1
Studying for Final Exam	1	8	8
Total workload			60
Total workload / 30			2
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1

19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Turkish 1: Oral Expression	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
1	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	As a teacher candidate; To understand the features of Turkish, to use it correctly and effectively, to improve speaking and writing skills and to use Turkish proficiently at a high level throughout the education period.
Short Course Content	Features of Turkish, basic speaking and writing skills, correct and effective speaking skills, writing types and techniques, and speaking and writing practices

	Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	Language, mother tongue, alphabet, written language, spoken language and its features	1,2,4,11,12,13	1	A,C,G
2	Spelling and punctuation rules, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1	A,C,G
3	Characteristics, criteria, good and bad examples and applications of oral expression	1,2,4,11,12,13	1,11,12	A,C,G
4	Creating paragraphs and paragraph types (introduction-body-conclusion paragraphs) and their applications	1,2,4,11,12,13	1,11,12	A,C,G
5	Types of written expression (explanation, discussion, narrative, description) and their applications	1,2,4,11,12,13	1,11	A,C,G
6	Applications of ways to develop thinking (definition, exemplifying, witnessing, comparing, etc.)	1,2,4,11,12,13	1,11,12	A,C,G
7	Text writing (drafting, writing, editing, sharing) and its applications	1,2,4,11,12,13	1	A,C,G
8	Sound events, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1,11,12	A,C,G
9	Expression disorders, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1,11,12	A,C,G
10	Informative, Explanatory, Narrative, Descriptive text writing and applications	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Gifted and talented identification textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Language, mother tongue, alphabet, written language, spoken language and its features
2	Spelling and punctuation rules, their reflections on spoken and written language (theory and practice)
3	Sound events, their reflections on spoken and written language (theory and practice)
4	Expression disorders, their reflections on spoken and written language (theory and practice)
5	Characteristics, criteria, good and bad examples and applications of oral expression
6	Characteristics, criteria, good and bad examples and applications of oral expression
7	Creating paragraphs and paragraph types (introduction-body-conclusion paragraphs) and their applications
8	MIDTERM EXAM
9	Types of written expression (explanation, discussion, narrative, description) and their applications
10	Applications of ways to develop thinking (definition, exemplifying, witnessing, comparing, etc.)
11	Text structure (structural features of the text, introduction-body-conclusion sections) and application.
12	Textuality features (cohesion, consistency, situationality, informativeness, intertextuality) and their applications
13	Text writing (drafting, writing, editing, sharing) and its applications
14	Informative, Explanatory, Narrative, Descriptive text writing and applications
15	Informative, Explanatory, Narrative, Descriptive text writing and applications
16,17	End of semester exams

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	1	4
Homework	1	10	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	7	7
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	5	5
Final Exam	1	1	1
Studying for Final Exam	1	10	10
Total workload			71
Total workload / 30			2,36
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	5
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Ataturk's Principles and History of Turkish Revolution II	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created.
Short Course Content	Basic concepts about Atatürk Principles and Revolution, Atatürk Principles and Revolutions.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains Principles of Atatürk and main concepts related to Revolution history.	6, 8	1, 5, 11	A, D
2 Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State	6, 8	1, 5	A, D
3 Explains the developments at Ottoman Empire before Turkish Revolution.	6, 8	1, 5	A, F
4 Describes the World War I and its results.	6, 8	1, 5	A, D
5 Explains Turkish War of Independence.	6, 8	1, 5	A, D
6 Recognizes Turkish Revolution.	6, 8	1, 5	A, D
7 Remembers the main principles of Turkish foreign politics	6, 8	1, 5, 11	A, D, F
8 Explains Principles of Atatürk and their importance	6, 8	1, 5	A, D
9 Explains Revolutions of Atatürk and their importance	6, 8	1, 5	A, D
10 Explains the effects of the developments at Europe and World on Turkish Republic.	6, 8	1, 5, 11	A, D, F
11 Explains the effects of European and World politics on Turkey and the results of them.	6, 8	1, 5	A, D
12 Describes the effects of Capitalism/Emperialism on Turkey.	6, 8	1, 5	A, D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Turan, Şerafettin (1995). Türk Devrim Tarihi, 3. ve 4. Kitap
Supporting References	Timur, Taner. (1997). Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi.
Necessary Course Material	---

Course Schedule	
1	Basic qualities of Revolutions & Turkish Revolution
2	Currents of Affecting the Turkish Revolution
3	Democratic State of Law
4	Establishment of the Turkish Law System
5	Establishment of the Turkish Education System
6	Restructuring of the Turkish Economy
7	Restructuring of the Turkish Economy
8	Mid-Term Exam
9	Nature of the General Principle of Principles and Republicanism
10	Nationalism Policy
11	Principles of Populism and Statism
12	Laicism Policy
13	Policy Revolution
14	Criticisms and Responses Against Atatürk
15	Criticisms and Responses Against Atatürk
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework	1	2	2
Quiz Exam	0	0	0
Studying for Quiz Exam	0	0	0
Oral exam	0	0	0
Studying for Oral Exam	0	0	0
Report (Preparation and presentation time included)	1	4	4
Project (Preparation and presentation time included)	0	0	0
Presentation (Preparation time included)	0	0	0
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	4	4
Final Exam	1	1	1
Studying for Final Exam	1	6	6
		Total workload	60
		Total workload / 30	2
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1
19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Braille Literacy	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
2	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to provide special education teacher candidates with the basic concepts of Braille reading and writing.
Short Course Content	Braille writing system; tools and materials used in Braille writing system; reading and writing with Braille alphabet, reading and writing using single letter, two letters, syllable and word root abbreviations; relief maths and science symbols.

Learning Outcomes of the Course		Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	Defines the basic concepts of Braille literacy in special education.	3, 9, 16, 17	1, 2, 11, 12,15	A, D
2	Explains the teaching practices related to Braille literacy in special education.	3, 9, 16, 17	1, 2, 11, 12,15	A, D
3	Plans teaching with Braille literacy in special education.	3, 9, 16, 17	1, 2, 11, 12,15	A, D
4				
5				
6				
7				
8				
9				
10				

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Course notes.
Supporting References	--
Necessary Course Material	--

Course Schedule	
1	Braille writing system
2	Braille writing system
3	Braille writing system
4	Reading and writing in Braille
5	Reading and writing in Braille
6	Reading and writing in Braille
7	Reading and writing in Braille
8	Mid-Term Exam
9	Embossed maths symbols
10	Embossed maths symbols
11	Embossed science symbols
12	Embossed science symbols
13	Application examples
14	Application examples
15	Application examples
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework	1	2	2
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	12	12
Final Exam	1	1	1
Studying for Final Exam	1	12	12
		Total workload	70
		Total workload / 30	2,3
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	3

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	3

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.082024



COURSE INFORMATION FORM

Course Name	Course Code
Education psychology	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	3	0	0	4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The main purpose of this course is to teach the nature of learning, factors affecting learning, learning theories and learning psychology, and also to examine the physical, mental, emotional and social development that occurs during childhood.
Short Course Content	Definition and functions of educational psychology, basic concepts related to learning and development, physical, cognitive, emotional, social and moral development, factors affecting learning, learning theories, reflections of learning theories on the teaching process, factors affecting learning.

	Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	The importance of Educational Psychology for teachers and students, the nature of development,	1,2,4,11,12,13	1	A,C,G
2	Cognitive development	1,2,4,11,12,13	1	A,C,G
3	Recognizing areas of development	1,2,4,11,12,13	1,11,12	A,C,G
4	The role of educational institutions and teachers in facilitating the development of children and adolescents	1,2,4,11,12,13	1,11,12	A,C,G
5	The role of educational institutions and teachers in facilitating the development of children and adolescents	1,2,4,11,12,13	1,11	A,C,G
6	Nature of learning	1,2,4,11,12,13	1,11,12	A,C,G
7	Behaviorist Theories in Learning	1,2,4,11,12,13	1	A,C,G
8	Social Learning Theory	1,2,4,11,12,13	1,11,12	A,C,G
9	Humanistic Learning Theory	1,2,4,11,12,13	1,11,12	A,C,G
10	General evaluation	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, course book
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	The importance of Educational Psychology for teachers and students, the nature of development,
2	Physical and Motor development
3	Cognitive development
4	Language development
5	Personality development
6	Moral Development
7	Moral Development
8	MIDTERM EXAM
9	The role of educational institutions and teachers in facilitating the development of children and adolescents
10	Nature of learning
11	Behaviorist Theories in Learning
12	Social Learning Theory
13	Humanistic Learning Theory
14	General evaluation
15	Current problems and solutions in the identification of special talents
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	14	14
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25
Final Exam	1	1	1
Studying for Final Exam	1	30	30
Total workload			133
Total workload / 30			4,3
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Development in Adolescence and Adulthood	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	The aim of this course is to provide special education teacher candidates with basic information about the period between the ages of 6-12, the adolescence period after the age of 12 and the development of adulthood.
Short Course Content	Basic concepts: physical, cognitive, language, social-emotional, self-care development and characteristics between the ages of 6-12; Physical, cognitive, language, social-emotional and self-care development and characteristics in adolescence after 12 years of age; characteristics of the adult period and moral development and characteristics according to the periods; sexual development and education; concepts related to sexual development; factors affecting sexual development; sexual development process according to developmental periods.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts of development.		Expression	Exam
2 Defines the basic concepts of physical, cognitive and linguistic development related to the 6-12 age period, adolescence and adulthood.		Question-Answer	Homework
3 Explains social-emotional development characteristics;		Expression	Exam
4 Have knowledge about moral development.		Expression	Exam
5 Knows the basic concepts and processes related to sexual development.		Expression	Homework
6			
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecturer notes
Supporting References	
Necessary Course Material	

Course Schedule	
1	Physical development in the period of 6-12 years; physical and physiological characteristics
2	Cognitive development and its characteristics in the 6-12 age period
3	Language development in the period of 6-12 years; Language development characteristics according to periods, factors affecting language development
4	Social-emotional development in the period of 6-12 years, social-emotional development characteristics according to periods
5	Physical development and characteristics in adolescence and adulthood
6	Cognitive development and characteristics in adolescence and adulthood
7	Cognitive development and characteristics in adolescence and adulthood
8	Mid-Term Exam
9	Language development and features in adolescence and adulthood
10	Social-emotional development and characteristics in adolescence and adulthood
11	The development and characteristics of self-care skills in the period between the ages of 6-12, adolescence and adulthood
12	Moral development, definition and importance in the period between the ages of 6-12, adolescence and adulthood; moral development process and its characteristics
13	Sexual development and education in the period between the ages of 6-12, adolescence and adulthood; concepts related to sexual development
14	Factors affecting sexual development between the ages of 6-12, adolescence and adulthood
15	The sexual development process in the period between the ages of 6-12, adolescence and adulthood; sex education
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)	1	10	10
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			111
Total workload / 30			3,7
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	35
Quiz	25
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2

16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Universal Values and Individual Differences	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of the course is to develop knowledge, awareness, and attitudes that will enable pre-service teachers to respect the individual differences and rights of all students they will encounter in their professional lives, and thus make more effective teaching practices.
Short Course Content	The course includes: the scientific study of human behavior; an examination of psychological schools that explain the differences between individuals and within the individual, and the causes and consequences of differences; the issues of examining individual differences within universal values and human rights framework.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Knows that human behavior should be examined with scientific methods.	7, 16,19	1, 12, 15	A-D
2 Knows the differences between individuals and within individuals.	2, 16, 19	1, 12, 15	A-D
3 Knows the approaches of different psychological schools to individual differences.	13, 16, 19	1, 12, 15	A-D
4 Defines the concept of universal value.	13, 19	1, 12, 15	A-D
5 Knows universal values and their meanings.	13, 19	1, 12, 15	A-D
6 Understands behaviors and practices that are compatible with universal values.	6, 19	1, 12, 15	A-D
7 Explains the relationship between special education and universal values.	6, 19	1, 12, 15	A-D
8 Explains the relationship between special education, respect for individual differences and human rights.	6, 19	1, 12, 15	A-D
9 Explains the importance of individual differences in special education.	1, 19	1, 12, 15	A-D
10 Understands that special education should be carried out within the framework of respect for individual differences and human rights.	1,3, 19	1, 12, 15	A-D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	--
Supporting References	Universal Declaration of Human Rights Modern Psikoloji Tarihi - Duane P. Schultz, Sydney Ellen Schultz Bireysel Farklılıkları İnceleme Yaklaşımları – Mehmet Özyürek Eğitimde Bireysel Farklılıklar – Yıldız Kuzgun ve Deniz Deryakulu
Necessary Course Material	--

Course Schedule	
1	The scientific approach to individual differences: what is science, how is the scientific method, and how should individual differences be studied scientifically?
2	The foundations of the science of psychology: the emergence of psychology as a separate scientific discipline, separating from philosophy.
3	Psychology schools and their treatment of human behavior: Structuralism, Functionalism, Behaviorism
4	Psychology schools and their treatment of human behavior: Gestalt Psychology, Psychoanalytic Approach, Humanistic and Cognitive Psychology
5	Universal values: respect for truth and fairness
6	Universal values: respect for personal integrity and human dignity
7	Universal values: respect for personal integrity and human dignity
8	Mid-Term Exam
9	Universal values: service and love
10	Historical development of human rights and the Universal Declaration of Human Rights
11	Homework presentations
12	Homework presentations
13	Homework presentations
14	Homework presentations
15	Homework presentation
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	5	2	10
Homework	2	5	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	2	4
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	2	2	4
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	11	11
Final Exam	1	1	11
Studying for Final Exam	1	11	11
		Total workload	90
		Total workload / 30	3
		Course ECTS Credit	3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	2
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 01/08/2024



COURSE INFORMATION FORM

Course Name	Course Code
English 2	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
2	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of foreign language teaching is to teach the basic rules of the foreign language, to develop foreign language vocabulary, to understand what they read and hear in a foreign language and to express themselves orally or in writing.
Short Course Content	Present Perfect ,Present Perfect Continuous , Adjectives , Adjectives & Adverbs , Adjectives & Adverbs , Passives , Passives , Conditionals , Relative Clause , Relative Clause , Noun Clause (49), Reported Speech (50), Gerunds And Infinitives .

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Reads and understands different social topics in English.	8, 10, 15	1, 2, 11, 12,15	A, D
2 Gains the ability to read topics related to daily life.	8, 10, 15	1, 2, 11, 12,15	A, D
3 Gains the ability to write on topics related to daily life.	8, 10, 15	1, 2, 11, 12,15	A, D
4 Gain the ability to talk about themselves.	8, 10, 15	1, 2, 11, 12,15	A, D
5			
6			
7			
8			
9			
10			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain
Supporting References	Arslan, A. 2009; English Panorama, Key Publishing, Ankara
Necessary Course Material	--

Course Schedule	
1	Near past tense
2	Adjectives
3	Adjectives and adverbs
4	Adjectives and adverbs
5	Sentences with passive voice
6	Sentences with passive voice
7	Sentences with passive voice
8	Mid-Term Exam
9	Conditionals
10	Conditionals 2
11	Relative Clause ,
12	Noun Clause
13	Noun Clause 2
14	Reported Speech, Gerunds And Infinitives .
15	Conditionals
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework	1	2	2
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	12	12
Final Exam	1	1	1
Studying for Final Exam	1	12	12
	Total workload		70
	Total workload / 30		2,3
	Course ECTS Credit		2

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	1
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	5
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	1
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	1
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	1

19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Special Education II	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	3	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of the course is to provide information about basic issues and concepts related to special education and rare types of disabilities.
Short Course Content	Within the scope of this course, basic issues and concepts related to special education, principles of special education, its history, rare types of disabilities; Issues related to its definition, prevalence, evaluation, and training programs will be discussed.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the basic concepts about special education.	1,2,3,4	1	A,C,G
2 List the principles of special education.	1,2,3,4	1	A,C,G
3 Explains the steps and principles of evaluation in special education.	9,10	1,11,12	A,C,G
4 Have information about the individualized education program.	5	1,11,12	A,C,G
5 Have knowledge about inclusive education practices.	6,7	1,11	A,C,G
6 Explains Hearing Impairment.	11,12	1,11,12	A,C,G
7 Explains Visual Impairment.	1,2,3,4	1	A,C,G
8 Explains physical and multiple disabilities.	5	1,11,12	A,C,G
9 Explains the definition of special talent and special talent.	5	1,11,12	A,C,G
10 Explains the twice exceptional children	11,12	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Special Education textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Basic concepts about special education
2	Basic concepts about special education
3	Evaluation in special education
4	Individualized education plan
5	Inclusive education practices
6	Hearing Impairment
7	Hearing Impairment
8	Midterm Exams
9	Visual Impairment
10	Visual Impairment
11	Special Talent
12	Students with Special Abilities
13	Identification of Special Talent
14	Physical and Multiple Disabilities
15	Twice Exceptional Students
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	4	1	4
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	10	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	20	20
Total workload			103
Total workload / 30			3,4
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	2

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Observations in Special Education Institutions	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	1	4		5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	---
Objectives of the Course	The aim of this course is to provide special education teachers information and experience about special education institutions.
Short Course Content	Gaining school and class experience in special education institutions; observation of institutions and classrooms, to observe behavioral and developmental applications; observe the behavior of academic and non-academic behavior of children; observations and discussions; discussion recommendations about the issues that can be encountered in institutions and in the classroom.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Observes special education institutions.	1, 3, 5, 9, 13, 16	6, 7, 15	E, K
2 Discuss notes on observations in special education institutions.	1, 3, 5, 9, 13, 16	2, 6, 7, 15	E, K
3 Solves problems encountered in special education institutions.	1, 3, 5, 9, 13, 16	6, 7, 10, 15	E, K
4			
5			
6			
7			
8			
9			
10			

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	---
Supporting References	---
Necessary Course Material	---

Course Schedule	
1	Institutions observation
2	Institutions observation
3	Classroom observation
4	Classroom observation
5	Classroom observation
6	Classroom observation
7	Classroom observation
8	Mid-Term Exam
9	Classroom observation
10	Classroom observation
11	Classroom observation
12	Discussions about the observations and solutions
13	Discussions about the observations and solutions
14	Discussions about the observations and solutions
15	Discussions about the observations and solutions
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	5	70
Classroom Studying Time (review, reinforcing, prestudy,...)	14	2	28
Homework	0	0	0
Quiz Exam	0	0	0
Studying for Quiz Exam	0	0	0
Oral exam	0	0	0
Studying for Oral Exam	0	0	0
Report (Preparation and presentation time included)	14	2	28
Project (Preparation and presentation time included)	0	0	0
Presentation (Preparation time included)	0	0	0
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	11	11
Final Exam	1	1	1
Studying for Final Exam	1	11	11
	Total workload		150
	Total workload / 30		5
	Course ECTS Credit		5

Evaluation	
Activity Type	%
Mid-term	50
Quiz	
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Turkish 2: Written Expression	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
2	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	As a teacher candidate, To understand the features of Turkish, to use it correctly and effectively, to improve speaking and writing skills and to use Turkish proficiently at a high level throughout the education period.
Short Course Content	Features of Turkish, basic speaking and writing skills, correct and effective speaking skills, writing types and techniques, and speaking and writing practices

	Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	Language, mother tongue, alphabet, written language, spoken language and its features	1,2,4,11,12,13	1	A,C,G
2	Spelling and punctuation rules, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1	A,C,G
3	Characteristics, criteria, good and bad examples and applications of oral expression	1,2,4,11,12,13	1,11,12	A,C,G
4	Creating paragraphs and paragraph types (introduction-body-conclusion paragraphs) and their applications	1,2,4,11,12,13	1,11,12	A,C,G
5	Types of written expression (explanation, discussion, narrative, description) and their applications	1,2,4,11,12,13	1,11	A,C,G
6	Applications of ways to develop thinking (definition, exemplifying, witnessing, comparing, etc.)	1,2,4,11,12,13	1,11,12	A,C,G
7	Text writing (drafting, writing, editing, sharing) and its applications	1,2,4,11,12,13	1	A,C,G
8	Sound events, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1,11,12	A,C,G
9	Expression disorders, their reflections on spoken and written language (theory and practice)	1,2,4,11,12,13	1,11,12	A,C,G
10	Informative, Explanatory, Narrative, Descriptive text writing and applications	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Gifted and talented identification textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Language, mother tongue, alphabet, written language, spoken language and its features
2	Spelling and punctuation rules, their reflections on spoken and written language (theory and practice)
3	Sound events, their reflections on spoken and written language (theory and practice)
4	Expression disorders, their reflections on spoken and written language (theory and practice)
5	Characteristics, criteria, good and bad examples and applications of oral expression
6	Characteristics, criteria, good and bad examples and applications of oral expression
7	Creating paragraphs and paragraph types (introduction-body-conclusion paragraphs) and their applications
8	MIDTERM EXAM
9	Types of written expression (explanation, discussion, narrative, description) and their applications
10	Applications of ways to develop thinking (definition, exemplifying, witnessing, comparing, etc.)
11	Text structure (structural features of the text, introduction-body-conclusion sections) and application.
12	Textuality features (cohesion, consistency, situationality, informativeness, intertextuality) and their applications
13	Text writing (drafting, writing, editing, sharing) and its applications
14	Informative, Explanatory, Narrative, Descriptive text writing and applications
15	Informative, Explanatory, Narrative, Descriptive text writing and applications
16,17	End of semester exams

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	1	4
Homework	1	10	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	7	7
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	5	5
Final Exam	1	1	1
Studying for Final Exam	1	10	10
Total workload			71
Total workload / 30			2,36
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	5
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Measurement and Evaluation in Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	Understanding the importance of measurement and evaluation in education and training, knowledge of the basic concepts of measurement and evaluation, developing and applying measurement tools appropriate to their characteristics, applying basic statistical procedures.
Short Course Content	The place and importance of measurement and evaluation in education, basic concepts related to measurement and evaluation, features sought in measurement tools, measurement tools and their properties used in education, basic statistical operations on measurement results, evaluating learning outcomes, grading, developing measurement tools related to the field.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the place and importance of measurement and evaluation in education.	2,3	1,2,5,13	A
2 Explains the basic concepts of measurement and evaluation.	2,3	1,2,5,13	A
3 Explains the features sought in measuring instruments.	19	1,2,5,13	A
4 Explains the measurement tools used in education and their properties.	11	1,2,5,13	A
5 Explains the basic statistical operations performed on measurement results.	7	1,2,5,13	A
6 Learns to evaluate learning outcomes.	7	1,2,5,13	A
7 Learns to give notes.	6	1,2,5,13	A
8 Develops measurement tools related to the field.	7	1,2,5,13	A
9			
10			
Main Textbook	Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi.		
Supporting References	M. Fuat Turgut, Yaşar Baykul, Eğitimde Ölçme ve Değerlendirme, Pegem Akademi Yayıncılık.		

Necessary Course Material	Textbook, lecture notes and computer
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Course Schedule	
1	Introducing
2	Place and importance of measurement and evaluation in education.
3	Basic terms (measurement, types of measurement, types of scales and their properties, evaluation).
4	Error in measurement, techniques to determine reliability of a psychometric instrument.
5	Validity, techniques to determine validity of a psychometric instrument. Usefulness.
6	Psychometric instruments that use in education and their properties, essay questions, oral exams and short-answered questions.
7	Matching items, true/false items, and multiple choice tests.
8	Mid-Term Exam
9	Performance assessment.
10	Test statistics, distribution statistics
11	Test statistics, distribution statistics
12	Item statistics
13	Item statistics
14	Item statistics
15	Performance assessment.
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	16	16
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	24	24
Total workload			110
Total workload / 30			3,66
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Early Childhood Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	3	0	0	4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	The aim of this course is to teach the basic concepts of early childhood special education to special education teachers. Through this course teachers candidates will begin to have gained basic concepts related to early childhood special education and basic skills related to the area.
Short Course Content	Basic concepts; identification of early childhood special education; law and early childhood special education; specialist in early childhood special education; family involvement; assessment in early childhood special education; intervention programs in early childhood special education; institute, home and institute-home based intervention; transition in early childhood special education; main themes in early childhood special education; play and developmentally appropriate intervention; natural instruction and family based intervention

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines basic concepts related to early childhood special education.	1/2	1;2;5;7;8;11	A; D; E; F
2 Explain the characteristics of children with special needs in early childhood.	1/2	1;2;5;7;8;11	A; D; E; F
3 Explain the importance of early childhood special education.	1/2	1;2;5;7;8;11	A; D; E; F
4 Explains the evaluation processes in early childhood special education.	1/2/7/9	1;2;5;7;8;11	A; D; E; F
5 Tells the steps of determining needs for the child and family in early childhood special education.	1/2/7/9	1;2;5;7;8;11	A; D; E; F
6 Tells about early childhood special education intervention programs.	1/2/7	1;2;5;7;8;11	A; D; E; F

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Bakkaloğlu, H., Çelik, S., & Tomris, G. (2022). Araştırmadan Uygulamaya Erken Çocukluk Özel Eğitimi El Kitabı. Vize Yayıncılık.
Supporting References	---
Necessary Course Material	

Course Schedule	
1	Basic concepts
2	Identification of early childhood special education
3	Theoretical foundations of early childhood special education
4	Law and early childhood special education
5	Family involvement
6	Assessment in early childhood special education
7	Assessment in early childhood special education
8	Mid-Term Exam
9	Intervention programs in early childhood special education
10	Institute, home and institute-home based intervention
11	Transition in early childhood special education
12	Main themes in early childhood special education
13	Play and developmentally appropriate intervention
14	Naturalistic teaching interventions
15	Family based intervention
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,....)	6	2	12
Homework	2	5	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	5	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Total workload	118
		Total workload / 30	3,9
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	3

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Principles and Methods of Teaching	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	To develop knowledge and skills regarding the planning of teaching activities, the learning approaches used in organizing student-centered teaching-learning processes, teaching strategies and the application of teaching methods and techniques in order to achieve effective teaching.
Short Course Content	The scope of this course includes basic concepts related to education and training, the curriculum development process and the elements that make up this process, planning of teaching, teaching principles, different teaching strategies, methods and techniques and topics related to their implementation.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Knows the basic concepts related to education and training.	2,3	1,2,5,13	A
2 Analyzes the program development process.	2,3	1,2,5,13	A
3 Recognizes program development elements.	19	1,2,5,13	A
4 Questions the relationships between the elements of the program development process.	11	1,2,5,13	A
5 Explains teaching principles.	7	1,2,5,13	A
6 Examines different learning approaches.	7	1,2,5,13	A
7 Determines teaching strategies appropriate to the purpose, content and student characteristics.	6	1,2,5,13	A
8 Uses different teaching methods and techniques	7	1,2,5,13	A
9 Plans teaching activities effectively. Explains the types of plans used in teaching.	11,19	1,2,5,13	A
10 Plans teaching in accordance with the field by using appropriate teaching strategies, methods and techniques.	11,19	1,2,5,13	A
Main Textbook	Duman, B. (2011). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık		
Supporting References	Demriçel, Ö. (2011). Öğretim İlke ve Yöntemleri "Öğretme Sanatı". Ankara: Pegem Akademi Yayıncılık. Hesapçıoğlu, M. (2011). Öğretim İlke ve Yöntemleri. Ankara: Nobel Yayın Dağıtım. Sönmez, V. (2010). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.		

Necessary Course Material	Textbook, lecture notes and computer
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Course Schedule	
1	Basic concepts
2	Program to analyze the development process
3	Examination of elements of the program development process
4	Planning of the teaching process
5	Approaches to learning
6	Teaching strategies
7	Teaching strategies
8	Mid-Term Exam
9	Teaching methods and techniques
10	Teaching methods and techniques
11	Teaching tools and equipment
12	The duties and responsibilities of the teacher to improve the quality of instruction
13	Teacher competencies
14	Planning teaching activities
15	Teaching methods and techniques
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	2	4	8
Homework	1	20	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Toplam iş yükü	114
		Toplam iş yükü / 30	3,8
		Dersin AKTS Kredisi	4

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Assessment in Special Education	172013021

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	1	2		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None
Objectives of the Course	The aim of this course is to provide pre-service special education teachers with the basic concepts of assessment in special education and the ability to develop appropriate assessment tools for students with special needs.
Short Course Content	Basic concepts; legal and philosophical foundations of assessment; aims of assessment; medical, developmental, psychological and educational assessment; assessment process: screening, diagnosis, placement, programming and evaluation of the programme; pre-referral process in assessment; referral and detailed assessment process; formal assessment methods; informal assessment methods; curriculum-based assessment; observation; skills analysis; criterion-referenced tests; work sample analysis; performance assessment; reporting of the assessment process; developing measurement tools: preparing, implementing, interpreting and using the data obtained to determine the performance and development of students in various teaching areas.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts related to evaluation in special education.	1	1,5	A
2 Explains the methods used in evaluation in special education.	2	1,5, 10	A
3 Prepares assessment tool in special education.	3	6	A,D
4 Applies the prepared assessment tool.	1	1,4,6,	G
5 Interpret the data obtained in the evaluation.	3	1,6,7	D

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Sola-Özgüç, C. (2023). Özel Eğitimde Değerlendirme. Vize Yayıncılık: Ankara
Supporting References	Lecture notes.
Necessary Course Material	Computer and projector.

Course Schedule	
1	Basic concepts
2	Basic concepts
3	Basic concepts
4	Types of assessment
5	Types of assessment
6	Methods used in the evaluation
7	Methods used in the evaluation
8	Mid-Term Exam
9	Measurement tools development
10	Measurement tools development
11	Measurement tools development
12	Application of measurement tools
13	Application of measurement tools
14	Data analysis
15	Reporting data
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	52
Classroom Studying Time (review, reinforcing, prestudy,...)	2	3	6
Homework	5	4	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	2	2
Studying for Final Exam	1	15	15
		Total workload	95
		Total workload / 30	3.16
		Course ECTS Credit	3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:0.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Methods in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	2	2		5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None.
Objectives of the Course	Special education teacher candidates learn the general characteristics of teaching methods and techniques to be used in teaching academic and non-academic skills to students with special education needs. They will be able to plan and apply teaching practices in special education.
Short Course Content	Teaching principles, learning principles, effective teaching and effective teacher, selection of teaching method, direct teaching, errorless teaching methods – methods based on response hints, natural teaching methods, video assisted teaching, planning the effective teaching, use of teaching methods

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 To be able to list teaching and learning principles.	16	1, 5	A, B
2 To be able to discuss the conditions to be considered in the selection of teaching method.	5, 16, 18, 19	2, 5	A, B
3 To be able to explain the general features of direct instruction.	1, 3, 5, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
4 To be able to list the steps of direct education.	1, 3, 5, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
5 To be able to plan teaching using the direct teaching method.	1, 2, 3, 5, 6, 14, 16, 17, 18, 19, 20	11, 15	A, B, D
6 To be able to teach by using the direct teaching method	1, 2, 3, 5, 14, 16, 17, 18, 19, 20	6	D
7 To be able to explain the general characteristics of errorless teaching.	1, 3, 5, 14, 16, 17, 18, 19, 20	1,5,8	A, B
8 To be able to define the basic concepts of errorless teaching.	1, 3, 5, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
9 To be able to plan teaching by using errorless teaching methods.	1, 2, 3, 5, 6, 14, 16, 17, 18, 19, 20	11, 15	A, B, D
10 To be able to teach by using errorless teaching methods.	1, 2, 3, 5, 14, 16, 17, 18, 19, 20	6	D
11 To be able to explain the general characteristics of natural education.	1, 3, 5, 12, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

12	To be able to plan teaching using natural teaching methods.	1, 2, 3, 5, 6, 12, 14, 16, 17, 18, 19, 20	11, 15	A, B, D
13	To be able to teach by using natural teaching methods.	1, 2, 3, 5, 12, 14, 16, 17, 18, 19, 20	6	D
14	To be able to explain the general features of video-assisted teaching.	1, 3, 4, 5, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
15	To be able to list the steps of video-assisted teaching.	1, 3, 4, 5, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
16	To be able to plan teaching using video-assisted teaching method.	1, 2, 3, 4, 5, 6, 14, 16, 17, 18, 19, 20	11, 15	A, B, D
17	To be able to teach by using video assisted teaching method.	1, 2, 3, 4, 5, 14, 16, 17, 18, 19, 20	6	D

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Aykut, Ç. ve Olçay, S. (Ed). (2022). Özel gereksinimli bireyler için etkili öğretim yöntemleri. Vize Akademik Yayıncılık
Supporting References	Tekin-İftar, E. ve Kırcaali-İftar, G. (2001). Özel eğitimde yanlışsız öğretim yöntemleri. Vize Akademik Yayıncılık. Sazak, E. (Ed.) (2022). Yanlışsız öğretim yöntemleri. Pegem Akademi Yayıncılık.
Necessary Course Material	To present content: Computer, projektor, teaching material samples (Lego, Picture cards, toys and etc.) For students: White A4 papers, colorfull pens and pencils.

Course Schedule	
1	Teaching principles, learning principles
2	Effective teaching, effective teacher
3	Choosing teaching method and instruction planning
4	Instruction planning
5	Features of direct instruction and basic concepts
6	Direct instruction method
7	Features of systematic instruction and basic concepts. Simultaneous prompting
8	Mid-Term Exam
9	Systematic instruction – Time delay
10	Systematic instruction – Most-to-least prompting
11	Systematic instruction – Graduated-guidance
12	Features of video-based instruction
13	Video-based instruction
14	Naturalistic teaching
15	Naturalistic teaching
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	12	1	12
Homework	7	2	14
Quiz Exam	6	10 mins	1
Studying for Quiz Exam	6	1	6
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	14	14
Final Exam	1	2	2
Studying for Final Exam	1	28	28
Total workload			135
Total workload / 30			4,5
Course ECTS Credit			5

Evaluation	
Activity Type	%
Mid-term	20
Quiz	12
Homework	28
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:17.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Turkish Sign Language	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
3	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None
Objectives of the Course	The aim of the course is to enable students to acquire the historical development process of Turkish Sign Language, current sign language resources, basic Turkish Sign Language words, daily conversations and to gain basic sign language communication skills.
Short Course Content	Development and use of sign languages in the world and in Turkey, usage features of Turkish Sign Language, hand-finger alphabet, grammatical features of Turkish Sign Language, Turkish Sign Language dictionary and scope and teaching of daily communication language in Turkish Sign Language

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Can express the historical development process of Turkish Sign Language.	1, 15	1	A, C
2 Can express the use of different sign languages in the world in educational environments and educational policies based on sign language.	1, 15	1	A, C
3 Can express the principles to be considered in the use of Turkish Sign Language.	1, 6	1	A, C
4 Can use the hand finger alphabet in accordance with the rules.	1, 3, 13	1, 5, 6	C
5 Can express the grammatical features of Turkish Sign Language.	1	1, 11	C
6 Can show the basic concepts of emotions, professions, food and drinks with Turkish Sign Language.	1	1, 5	C
7 Can show expressions related to pronouns, actions and question concepts with Turkish Sign Language.	1	1, 5	C
8 Can express numbers and colors in Turkish Sign Language.	1	1, 5	C
9 Can express time concepts with Turkish Sign Language.	1	1, 5	C
10 Can communicate using daily speech words in Turkish Sign Language.	1, 2, 3, 5, 13, 16	1, 2, 6	A, C
11 Can make simple sentences using Turkish Sign Language in accordance with the rules.	1, 2, 3, 5, 13, 16	1, 2, 6	A, C

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Ministry of National Education, 2015.Turkish Sign Language Dictionary
Supporting References	Ministry of Family and Social Policies, 2015. Turkish Sign Language Grammar
Necessary Course Material	-

Course Schedule	
1	Historical development of Turkish Sign Language
2	Uses of sign languages around the world
3	Usage features of Turkish Sign Language
4	Hand-Finger Alphabet and its uses
5	Everyday vocabulary in Turkish Sign Language
6	Pronouns, verbs and question concepts in Turkish Sign Language
7	Pronouns, verbs and question concepts in Turkish Sign Language
8	Mid-Term Exam
9	Numbers and time concepts in Turkish Sign Language
10	Colors and adjectives in Turkish Sign Language
11	Health concepts and emotions in Turkish Sign Language
12	Home, family concepts and clothes in Turkish Sign Language
13	Animals and plants in Turkish Sign Language
14	Occupations and vehicles in Turkish Sign Language
15	Food and drinks in Turkish Sign Language
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	3	2	6
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam	3	2	6
Studying for Oral Exam	3	15	15
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	2	2
Studying for Final Exam	1	20	15
Total workload			72
Total workload / 30			2,4
Course ECTS Credit			2

Evaluation	
Activity Type	%
Oral Exam	20
Oral Exam	20
Oral Exam	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terms, methods, techniques, principles and theories related to special education.	5
2	Evaluates the level of students before starting teaching and shares the results with parents and administrators; prepares and uses individualized education and transition plans according to these	3
3	Uses the knowledge and skills related to the field in his/her profession and daily life within the framework of legal and ethical rules.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Driving License Advanced Level) information technologies for teaching	1
5	Develops solutions when faced with unforeseen situations in applications related to special education and teaching profession.	3
6	Uses learning to learn, self-regulation, critical thinking, creative thinking skills for the purpose.	3
7	Examines scientific products related to special education and teaching profession and/or creates new products.	1
8	Participates in seminars, conferences, workshops, etc. related to the field by exhibiting positive attitudes and behaviors towards lifelong learning.	2
9	To be able to follow new developments in the field of special education and teaching profession and work in collaboration with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language knowledge to access the information he / she needs about his / her field.	1
11	Prepares, implements and manages plans and projects according to the socio-cultural and economic characteristics of the environment where students live in special education studies.	1
12	Defines family education and guidance.	1
13	Uses effective communication skills in working with individuals with special needs, their families and other specialists.	4
14	Uses his/her knowledge and skills efficiently to provide communication and social skills to individuals with special needs and to increase their social acceptance.	3
15	Has sufficient awareness of the universality of social rights, social justice, quality culture and protection of cultural values, environmental protection, occupational health and safety and uses	3
16	Makes arrangements in line with all the characteristics (additional disabilities, health problems, etc.) and needs of the students.	4
17	Understands the processes for applied behavior analysis.	1
18	Analyzes the process of preparing individuals with special needs for independent living.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	2
20	Uses art, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Fundamentals of Applied Behavior Analysis	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
3	2	2	5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to bring knowledge and skills to students in; applied behavior analysis and basic concepts; identifying, defining, and recording target behaviors; increasing appropriate behaviors and teaching new behaviors; reading and interpreting research based on applied behavior analysis. In addition, this course will enable the students to practice in simulations or authentic settings within the framework of the topics included in the content.
Short Course Content	Fundamentals, history, definition, purpose, and basic concepts of applied behavior analysis; ethics in applied behavior analysis, description, and principles; identifying and defining target behaviors; behavioral goal writing; recording target behaviors and calculating reliability; graphing and analyzing data, data-based decision making; positive, negative, and automatic reinforcement; types, schedules, and use of reinforcement; types and use of prompts; stimuli shaping and behavior shaping; chaining and usage.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the applied behavior analysis.	1,2,3	2,5,6	A,B,D
2 Counts the principles of applied behavior analysis.	4,11,13	2,5,6	A,B,D
3 Determines the target behavior.	2,3,12	2,5,6	A,B,D
4 Defines target behavior.	5,8,15	2,5,6	A,B,D
5 Writes behavioral goal.	4,10,12	2,5,6	A,B,D
6 Records target behaviors.	2,3	2,5,6	A,B,D
7 Calculates inter-observer reliability and application reliability.	6,3,4	2,5,6	A,B,D
8 Graphs the collected data.	4, 7, 8	2,5,6	A,B,D
9 Analyzes data and makes data-based decisions.	2,8	2,5,6	A,B,D
10 Defines reinforcement, and lists types.	9,18,15	2,5,6	A,B,D
11 Identifies effective reinforcers.	11,19	2,5,6	A,B,D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

12	Defines prompting, and counts types.	18,14,17	2,5,6	A,B,D
13	Uses prompting.	13,12,19	2,5,6	A,B,D
14	Prepares task analysis.	1,5,7,8,19	2,5,6	A,B,E

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Erbaş, D. & Yücesoy-Özkan, Ş. (2017, Eds.). Uygulamalı Davranış Analizi. Pegem Akademi.
Supporting References	Tekin-İftar, E. (2014, Ed.). Uygulamalı Davranış Analizi. Vize Yayıncılık.
Necessary Course Material	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

Course Schedule	
1	Applied Behavior Analysis, Definition, History, Features, and Steps
2	Ethics in Applied Behavior Analysis
3	Identifying and Defining Target Behavior
4	Writing Behavioral Goal
5	Recording Target Behaviors
6	Recording Target Behaviors and Calculating Confidence
7	Recording Target Behaviors and Calculating Confidence
8	Mid-Term Exam
9	Graphing and Visual Analysis
10	Data-Based Decision Making
11	Reinforcement and Reinforcement Types
12	Identifying Effective Reinforcers
13	Prompting and Prompts Types
14	Systematic Use of Prompts
15	Chaining
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	2	4	8
Classroom Studying Time (review, reinforcing, prestudy,...)	1	1	1
Homework	1	5	5
Quiz Exam	10	1,5	15
Studying for Quiz Exam	10	10	100
Oral exam	1	1	1
Studying for Oral Exam	1	1	1
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	2	2
Final Exam	2	2	4
Studying for Final Exam	2	2	4
Total workload			144
Total workload / 30			144/30
Course ECTS Credit			5

Evaluation	
Activity Type	%
Mid-term	20
Quiz	20
Homework	20
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	3

LECTURER(S)

Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Preparation of Individualised Education and Transition Plans	172014024

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None
Objectives of the Course	The aim of this course is to provide prospective special education teachers with the basic knowledge and skills related to the preparation of individualised education plans and transition plans for individuals with special educational needs.
Short Course Content	In this course, individualised education plans (IEP); elements of IEP; legal basis of IEP; IEP and school programmes (pre-school, primary education programmes); transition plans: definition and importance; transition types: hospital-to-home, home-to-home, home-to-institution, institution-to-institution; examples and development of different transition plans; IEP and transition plan adaptations and considerations for individuals with special educational needs; monitoring and evaluation of IEP and transition plans.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts related to the preparation of individualised education plan and transition plan for individuals with special educational needs.	1	1,5	A
2 Prepares individualised education plan and transition plan for individuals with special educational needs.	2	1,5,10	A
3			
4			
5			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	None.
Supporting References	Lecture notes.
Necessary Course Material	Computer and projector.

Course Schedule	
1	Basic concepts related to IEP
2	Basic concepts related to IEP
3	Legal basis of BEP
4	Elements of IEP
5	Transition plans
6	MEB special education programmes
7	MEB special education programmes
8	Mid-Term Exam
9	IEP development
10	IEP development
11	IEP development
12	IEP development
13	IEP development
14	IEP development
15	IEP development
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,....)	2	3	6
Homework	5	1	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	1	1
Studying for Final Exam	1	20	20
	Total workload		60
	Total workload / 30		2
	Course ECTS Credit		2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	50
Final Exam	30
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:1.082024



COURSE INFORMATION FORM

Course Name	Course Code
Research Methods in Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	Basic concepts and principles related to research methods; research process (noticing the problem, determining the problem and sample, data collection and analysis, interpreting the results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, theses and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling, data collection, data analysis in qualitative research; validity and security in qualitative research; reviewing, evaluating and presenting articles or theses; preparing a research report in accordance with research principles and ethics.
Short Course Content	Problems in educational research, quantitative research, research strategies, qualitative research, research methods and principles.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines science and scientific research.	6, 7, 8	1, 15	A-D
2 Explains the basic paradigms of scientific research.	6, 7, 8	1, 15	A-D
3 Explains research methods.	6, 7, 8	1, 15	A-D
4 Explains quantitative research designs.	6, 7, 8	1, 15	A-D
5 Knows data analysis and research report writing in quantitative research.	6, 7, 8	1, 15	A-D
6 Explains qualitative research designs.	6, 7, 8	1, 15	A-D
7 Knows data analysis and research report writing in qualitative research.	6, 7, 8	1, 15	A-D
8 Explains the concepts of validity and reliability.	6, 7, 8	1, 15	A-D
9 Explains the concept of ethics in research.	6, 7, 8	1, 15	A-D
10 Can evaluate scientific research reports.	6, 7, 8	1, 15	A-D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	---
Supporting References	Karasar, N. (2014) Bilimsel Araştırma Yöntemi. Nobel Yayıncılık. Büyükoztürk vd. Eğitimde Bilimsel Araştırma Yöntemleri. Pegem Akademi Yayıncılık.
Necessary Course Material	---

Course Schedule	
1	Science and scientific research
2	Basic paradigms of scientific research
3	Research methods
4	Quantitative research designs
5	Quantitative research designs
6	Validity and reliability
7	Data analysis and research report writing in quantitative research
8	Mid-Term Exam
9	Qualitative research designs
10	Qualitative research designs
11	Data analysis and research report writing in qualitative research
12	Credibility in qualitative research
13	Ethical issues in scientific research
14	Evaluating scientific research reports
15	Evaluating scientific research reports
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	8	3	24
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	10	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	16	16
Total workload			90
Total workload / 30			3
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	2
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	3

19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 01/08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Early Intervention Programs	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2			4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	----
Objectives of the Course	The aim of this course is to provide special education teacher candidates with basic skills about the definition of early intervention, its importance, its basic components, the steps of early intervention program development, early intervention programs and types in the world and in Turkey, and scientific research. Through this course, teacher candidates will begin to have basic skills about the importance of early intervention, its definition, its basic components, the steps of developing an intervention program, and the early intervention programs being implemented in the world and in Turkey.
Short Course Content	Importance and definition of early intervention, basic components, basic theories shaping early intervention practices, evaluation in the early intervention process, development of early intervention according to needs, home-based, institution-based, home+institution-based and remote early intervention programs, parent-implemented early intervention programs, worldwide early intervention programs being implemented, early intervention programs being implemented in Turkey, Small Steps Early Education Program, Early Intensive Behavioral Education Program for Autistic Children, Responsive Teaching Program, Discrete Trials Educational Training Program, Naturalistic Teaching Early Intervention Program , Research on early intervention programs.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines early intervention.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
2 Explains the importance.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
3 Tells the basic components.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
4 Explain the steps of early intervention program development.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
5 Knows what early intervention programs are in the world and in Turkey.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes.
Supporting References	----
Necessary Course Material	----

Course Schedule	
1	The importance of early intervention
2	Definition, main components and features of early intervention
3	Theories that shape early intervention programs
4	Evaluation in the early intervention process, determining the needs
5	Early intervention program development steps in accordance with the requirements
6	Home-based early intervention, institution-based early intervention programs
7	Home-based early intervention, institution-based early intervention programs
8	Mid-Term Exam
9	Home+institution based and remote early intervention programs
10	Parent-implemented early intervention programs
11	Early intervention programs being implemented around the world
12	Early intervention programs being implemented in Turkey
13	Small Steps Early Education Program, Early Intensive Behavioral Education Program for Autistic Children
14	Responsive Teaching Program, Discrete Trials Teaching Curriculum, Naturalistic Teaching Early Intervention Program
15	Research on Early Intervention Programs
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	16
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	10	20
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	10	10
Final Exam	1	2	2
Studying for Final Exam	1	10	10
Total workload			116
Total workload / 30			3,8
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	5
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	5
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
School Experience	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	1	4		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	----
Objectives of the Course	This course aims to gain experience in special education schools and teachers have the opportunity to present their educational environment. Through this course, teachers will gain experience in the teaching profession found during the academic environment.
Short Course Content	Gaining experience in schools that provide special education services; participation in educational services; planning preparatory work for special education; classroom teachers in the educational environment, cooperation counselor and others; Managing classes in educational settings; making instructional adaptations; instruction execution; perform the presentation of the activities implemented in the classroom; recommendations regarding the development and implementation problems encountered.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Gains school experience.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
2 Collaborates with classroom teachers in educational environments.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E
3 Performs classroom presentations; develops and implements suggestions for problems.	1/2/3/7/13/19	1;2;5;7;8;11	A; D; E

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes.
Supporting References	----
Necessary Course Material	----

Course Schedule	
1	Investigation of-course presentation Course
2	School construction, operation and training programs
3	Natural resources that provide support
4	Special educational counseling
5	Teamwork in inclusive settings
6	Teamwork in inclusive settings
7	Teamwork in inclusive settings
8	Mid-Term Exam
9	Adaptations in mainstream media
10	Adaptations in mainstream media
11	To determine the content of general education
12	To determine the content of general education
13	Mainstreaming in the world and Turkey
14	Mainstreaming in the world and Turkey
15	Mainstreaming in the world and Turkey
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	10	20
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Total workload	124
		Total workload / 30	4,1
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	50
Quiz	
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Acquisition of Pre-learning Skills	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to give teachers the necessary knowledge about the pre-learning skills.
Short Course Content	Pre-learning skills, matching, sorting, imitation, joint attention, receptive language, play, discrete trial teaching

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Says the pre-learning skills.	1,4,5	1,2,5	C,F
2 Explains how to teach matching skills	1,4,5	1,2,5	C,F
3 Explains how to teach sorting skills	1,4,5	1,2,5	C,F
4 Explains how to teach imitation skills	1,4,5	1,2,5	C,F
5 Explains how to teach joint attention skills	1,4,5	1,2,5	C,F
6 Explains how to teach receptive language skills	1,4,5	1,2,5	C,F
7 Explains how to teach play skills	1,4,5	1,2,5	C,F
8 Explains how to teach with discrete trials.	1,4,5	1,2,5	C,F

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Kırcaali-İftar, G., Ülke-Kürkçüoğlu, B., & Kurt, O. Otistik çocuklar için davranışsal eğitim programı (OÇİDEP).	
Supporting References	Küçük Adımlar Erken Eğitim Programı Temel Beceriler Nasıl Çalışır? SOBE Vakfı	
Necessary Course Material	Computer, projection.	

Course Schedule	
1	Acquisition of pre-learning skills
2	Acquisition of pre-learning skills
3	Teaching basic matching skills
4	Teaching basic sorting skills
5	Practices of teaching basic matching and sorting skills
6	Teaching basic imitation skills
7	Practices of teaching basic imitation skills
8	Mid-Term Exam
9	Teaching joint attention skills
10	Teaching receptive language skills
11	Practices of teaching joint attention and receptive language skills
12	Teaching play skills
13	Practices of teaching play skills
14	Discrete trial teaching
15	Practice of discrete trial teaching
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	10	1	11
Homework	6	8	48
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	6	5	30
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam			
Studying for Final Exam			
Toplam iş yükü			117
Toplam iş yükü / 30			3.9
Dersin AKTS Kredisi			4

Evaluation	
Activity Type	%
Homework	40
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Report	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin Güner			
Signature(s)				

Date: 01/08/2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Artistic Skills in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	The aim of this course is to provide pre-service teachers with the necessary knowledge and skills in teaching basic artistic skills and to support pre-service teachers in artistic skills while working with students with special needs.
Short Course Content	In this course, the concept of art and art in special education, the importance of teaching artistic skills for students with special needs, artistic skills in special education, the features of the programs used in special education schools, the place of child painting in child development, the characteristics of painting skills observed in children with special needs, the development of large and small muscle skills. development, methods and adaptations that can be used while teaching artistic skills will be emphasized.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Describes the concept of art in art and special education.	2,3	1,2,5,13	A
2 Describe the importance of teaching artistic skills for students with special needs.	2,3	1,2,5,13	A
3 Describes the aims of artistic skills in special education.	19	1,2,5,13	A
4 Describe the features of the programs used in special education schools for artistic skills.	11	1,2,5,13	A
5 Describes the features of child painting and its importance in child development.	7	1,2,5,13	A
6 Describes the characteristics of painting skills observed in children with special needs.	7	1,2,5,13	A
7 Describes the skills and activities necessary for the development of motor skills.	6	1,2,5,13	A
8 Describe the skills and activities required for holding a pencil, painting, and drawing.	7	1,2,5,13	A
9 Describe the skills and activities required for using scissors, gluing, kneading materials	11,19	1,2,5,13	A
10 Explains the methods that can be used during the teaching of artistic skills.	11,19	1,2,5,13	A
Main Textbook	Tooper, Ö. (2019). Özel Gereksinimli Çocuklara Sanatsal Becerilerin Öğretimi, Editör: Özlem Tooper, Yayınevi: Vize Akademik		

Supporting References	<p>Eratay, E. (2020). Özel Eğitimde Sanatsal ve Sportif Becerilerin Öğretimi, Ankara: Eğiten Kitap</p> <p>Erim, G. ve Caferoğlu, M. (2012). Görsel sanatlar eğitimi dersinin zihinsel engelli çocuklara katkısının özel eğitim öğretmenlerinin görüşleriyle belirlenmesi. Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 25(2), 321-342.</p> <p>Salderay, B. (2014). Zihin Engelli Bireylerle Çalışan Özel Eğitim Öğretmenlerinin Plastik Sanatlar Eğitimine İlişkin Görüşleri (Doctoral dissertation, Anadolu University (Turkey)).</p> <p>Çağlayan, N. (2014). Zihinsel engelli bireylerin eğitiminde görsel sanatlar dersinin yeri ve önemi. Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 4(1), 91-101.</p> <p>Şen, V. (2019). Özel eğitim öğrencilerinin eğitiminde görsel sanatlar dersine yönelik öğretmen görüşleri (Doctoral dissertation, Necmettin Erbakan University (Turkey)).</p> <p>Soğancı, İ. Ö., ve Sarı, B. (2022). Özel eğitim öğretmenlerinin lisans düzeyinde aldıkları "Resim-iş öğretimi" dersine bakışları (Master's thesis, Anadolu Üniversitesi-Eğitim Bilimleri Enstitüsü).</p> <p>Çalimli, Z. G., ve Karakelle, A. Özel Eğitim Ve Görsel Sanatlar Alanlarını İlişkilendiren Lisansüstü Çalışmaların İçerik Analizi. Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi, 6(10), 169-186.</p> <p>Geçen, F., ve Parsıl, Ü. (2020). Yaratıcılık Ve Özel Eğitimli Çocukların Sanat Eğitimi Yoluyla Yaratıcılıklarının Geliştirilmesi. Pearson Journal, 5(7), 372-380.</p>
Necessary Course Material	Textbook, lecture notes and computer

Course Schedule	
1	Art education, art education in special education, history of art education in Turkey
2	Purposes of art education, contributions of art education to child development
3	Examination of children's painting and opinions on children's painting
4	Developmental periods of children's painting
5	Painting-work/art skills in children with special needs
6	Teaching artistic skills
7	Teaching artistic skills
8	Mid-Term Exam
9	Supporting motor skills
10	Pencil holding and drawing skills
11	Teaching playing with kneading materials such as play dough
12	Teaching painting skills
13	Teaching cutting, tearing and pasting skills
14	Music education for children with special needs
15	Use of drama, other artistic activities and teaching of children with special needs
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	4	8
Homework	1	18	18
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			

Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Toplam iş yükü	93
		Toplam iş yükü / 30	3,1
		Dersin AKTS Kredisi	3

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Classroom Management	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
4	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is for prospective teachers to understand the basic concepts and principles of effective classroom management, preventive classroom management techniques, ways to increase student participation and success in class, and techniques to use in managing student behavior.
Short Course Content	Defining the concept of classroom management; explaining the preventive classroom management approach; explaining the basic principles in classroom management; explaining what classroom rules are; recognizing ways to use time effectively; being aware of individual differences among students in the classroom; knowing the techniques to be used to increase students' participation and success in the lesson; knowing the techniques to be used to manage student behavior.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Knows concepts and approaches related to classroom management.	1	1	A-D
2 Explains the preventive classroom management approach.	1	1	A-D
3 Knows the basic principles of preventive classroom management.	1	1	A-D
4 Explains the importance of classroom rules and how they are determined.	1	1	A-D
5 Explains the rules of routines.	1	1	A-D
6 Explains the meaning and importance of making a good start.	1	1	A-D
7 Explains the importance and techniques of developing good relationships with students.	1	1	A-D
8 Explains the importance and techniques of increasing student participation and success.	16	1	A-D
9 Knows the techniques of increasing the desired behaviors of students.	17, 5	1	A-D
10 Knows the techniques of decreasing the undesirable behaviors of students.	17, 5	1	A-D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	---
Supporting References	Güner Yıldız, N. ve Köse, H. (2022). Sınıf ve Davranış Yönetimi. Vize Yayıncılık. Karip, E. (Ed). (2003). Sınıf Yönetimi. Ankara: Pegem.
Necessary Course Material	---

Course Schedule	
1	Classroom management approaches
2	Preventive classroom management
3	Basic principles in preventive classroom management
4	Classroom rules
5	Rules of operation
6	Getting off to a good start
7	Relationships with students
8	Mid-Term Exam
9	Increasing student participation and success
10	Increasing student participation and success
11	Effective techniques used in behavior management
12	Increasing desired student behavior
13	Increasing desired student behavior
14	Reducing undesirable student behavior
15	Reducing undesirable student behavior
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	1	14
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	7	14
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	16	16
Final Exam	1	1	1
Studying for Final Exam	1	16	16
Total workload			90
Total workload / 30			3
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	1
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	3
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Advanced Topics in Applied Behavior Analysis	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
4	2	2	4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to gain knowledge and skills that make functional-behavioral assessments to increase the appropriate behaviors exhibited by children with special needs, reduce problem behaviors, and will enable them to prepare a behavior intervention plan based on this assessment.
Short Course Content	Identifying and defining problem behavior; functions of problem behavior, determination of functions; antecedent-based practices: antecedent-based intervention and motivational intervention; positive behavioral support; reinforcement-based intervention: differential reinforcement, symbol reinforcement, and group-based reinforcement; withdrawal-based practices: extinction and response cost; punishment-based practices: time-out, overcorrection, and impulsive stimuli; self-management and self-management strategies; maintenance and generalization: maintenance strategies, generalization strategies; Prepare a behavior intervention plan.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Determines the problem behavior.	1,2,3	2,5,6	A,B,D
2 Defines problem behavior.	4,11,13	2,5,6	A,B,D
3 Lists the function of problem behaviors.	2,3,12	2,5,6	A,B,D
4 Defines the problem behavior and its function.	5,8,15	2,5,6	A,B,D
5 Explains antecedent-based interventions.	4,10,12	2,5,6	A,B,D
6 Uses reinforcement-based interventions.	2,3	2,5,6	A,B,D
7 Explains withdrawal-based interventions.	6,3,4	2,5,6	A,B,D
8 Explains punishment-based interventions.	4, 7, 8	2,5,6	A,B,D
9 Defines self-management.	2,8	2,5,6	A,B,D
10 Lists self-management strategies.	9,18,15	2,5,6	A,B,D
11 Explains the generalization strategies.	11,19	2,5,6	A,B,D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

12	Explains the maintenance strategies.	18,14,17	2,5,6	A,B,D
13	Prepares behavior management plan.	13,12,19	2,5,6	A,B,D

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Erbaş, D. & Yücesoy-Özkan, Ş. (2017, Eds.). Uygulamalı Davranış Analizi. Pegem Akademi.
Supporting References	Tekin-İftar, E. (2014, Ed.). Uygulamalı Davranış Analizi. Vize Yayıncılık.
Necessary Course Material	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

Course Schedule	
1	Identification of Problem Behaviors
2	Definition of Problem Behaviors and Writing Behavioral Goal
3	Determination of Problem Behavior's Functions
4	Functional Analysis
5	Antecedent-Based Intervention
6	Positive Behavior Support
7	Positive Behavior Support
8	Mid-Term Exam
9	Reinforcement-Based Intervention
10	Reinforcement-Based Intervention
11	Withdrawal-Based Intervention
12	Punishment-Based Intervention
13	Self-Management and Self-Management Strategies
14	Generalization and Maintenance
15	Preparation of Behavior Management Plan
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	2	4	8
Classroom Studying Time (review, reinforcing, prestudy,...)	1	1	1
Homework	1	5	5
Quiz Exam	10	1	10
Studying for Quiz Exam	10	7	70
Oral exam	1	1	1
Studying for Oral Exam	1	1	1
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	2	2
Final Exam	2	2	4
Studying for Final Exam	2	2	4
Total workload			108
Total workload / 30			108/30
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	20
Quiz	20
Homework	20
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	3

LECTUTER(S)

Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
The Nature of Hearing and Hearing Assistive Technologies	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	None
Objectives of the Course	The aim of the course is to provide students with basic knowledge about the physiology of the hearing system, to teach the tests used in the evaluation of hearing, to gain knowledge about hearing losses and their degrees.
Short Course Content	Sound and properties of sound, physiology of the hearing system, elements and working principle of the peripheral hearing system, types and degrees of hearing loss, hearing assistive technologies, evaluation of hearing.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Can express the parts of the peripheral (peripheral) auditory system.	1, 2, 3	1	A
2 Can express the hearing organs and structures within the scope of peripheral hearing system parts.	1, 2, 3	1	A
3 Can express the function of the outer ear structures.	1, 2, 3	1	A
4 Can express the function of middle ear structures.	1, 2, 3	1, 5, 6	A
5 Can express the function of the inner ear structures.	1,2 3	1, 11	A
6 Can express the physiological properties of sound.	1, 2	1, 5	A
7 Can express how the hearing process takes place by defining hearing.	1, 2, 3	1, 5	A, B
8 Can express the causes of hearing loss.	1, 2, 3, 6	1, 5	A
9 Can express the types and degrees of hearing loss.	1, 2, 3, 16	1, 5	A
10 Can express hearing assistive technologies and their usage characteristics.	1, 2, 3, 5, 13, 16	1, 2, 5	A, B
11 Can express objective and subjective evaluation tools used in the evaluation of hearing.	1, 2, 3, 5, 13, 16	1, 2, 5	A, B
12 Express the process and basic principles of family education in hearing impairment.	1, 12, 13, 16, 18, 19	1, 2, 5	A

Main Textbook	Turan, Z. (Ed.) 2017. İşitmenin Doğası ve İşitmeye Yardımcı Teknolojiler. Pegem Akademi
Supporting References	Belgin, E. ve Şahlı, S. (Ed.) 2015. Temel Odyoloji. Güneş Tıp Kitabevleri
Necessary Course Material	-

Course Schedule	
1	Characteristics of sound
2	Physiology of hearing
3	Peripheral and central auditory system
4	Parts and functions of the peripheral auditory system
5	Classification of hearing loss
6	Evaluation of hearing
7	Evaluation of hearing
8	Mid-Term Exam
9	Objective tests used in the evaluation of hearing
10	Behavioral tests used in the evaluation of hearing
11	Hearing assistive technologies
12	Cochlear implantation
13	Communication modes used by individuals with hearing impairment
14	Educational approaches in hearing impairment
15	Family education in hearing impairment
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	3	2	6
Homework			
Quiz Exam	1	2	2
Studying for Quiz Exam	1	5	5
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	10	10
Final Exam	1	2	2
Studying for Final Exam	1	15	15
Total workload			70
Total workload / 30			2,3
Course ECTS Credit			2

Evaluation	
Activity Type	%
Quiz	10
Mid-term	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terms, methods, techniques, principles and theories related to special education.	5
2	Evaluates the level of students before starting teaching and shares the results with parents and administrators; prepares and uses individualized education and transition plans according to these	5
3	Uses the knowledge and skills related to the field in his/her profession and daily life within the framework of legal and ethical rules.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Driving License Advanced Level) information technologies for teaching	1
5	Develops solutions when faced with unforeseen situations in applications related to special education and teaching profession.	3
6	Uses learning to learn, self-regulation, critical thinking, creative thinking skills for the purpose.	3
7	Examines scientific products related to special education and teaching profession and/or creates new products.	1
8	Participates in seminars, conferences, workshops, etc. related to the field by exhibiting positive attitudes and behaviors towards lifelong learning.	2
9	To be able to follow new developments in the field of special education and teaching profession and work in collaboration with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language knowledge to access the information he / she needs about his / her field.	1
11	Prepares, implements and manages plans and projects according to the socio-cultural and economic characteristics of the environment where students live in special education studies.	1
12	Defines family education and guidance.	4
13	Uses effective communication skills in working with individuals with special needs, their families and other specialists.	4
14	Uses his/her knowledge and skills efficiently to provide communication and social skills to individuals with special needs and to increase their social acceptance.	3
15	Has sufficient awareness of the universality of social rights, social justice, quality culture and protection of cultural values, environmental protection, occupational health and safety and uses	3
16	Makes arrangements in line with all the characteristics (additional disabilities, health problems, etc.) and needs of the students.	4
17	Understands the processes for applied behavior analysis.	1
18	Analyzes the process of preparing individuals with special needs for independent living.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses art, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Observation in Inclusive Education Settings	172015015

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	1	4		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None.
Objectives of the Course	The aim of this course is to provide special education teacher candidates with school experience and to provide them with the opportunity to be in educational settings.
Short Course Content	Gaining school experience in general education institutions where special education services are provided; participating in education and training services; planning special education preparation studies; cooperating with class teachers, counselors and others in educational environments; managing classes in educational environments; making instructional adaptations; conducting teaching; making in-class presentations of the applications carried out; developing and implementing suggestions regarding the problems encountered

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Gains school experience.	15, 16	6	E
2 Cooperates with the class teacher, counselor and others in educational environments.	15, 16	6	D, E
3 Realizes classroom presentations; develops and implements suggestions for problems encountered.	15, 16	6	D, E

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	None.
Supporting References	Lecture notes.
Necessary Course Material	Computer and projector.

Course Schedule	
1	Introduction of the course-examination of the syllabus
2	Structure, functioning and curriculum of primary schools
3	Natural sources of support
4	Special education counseling
5	Teamwork in inclusive environments
6	Teamwork in inclusive environments
7	Teamwork in inclusive environments
8	Mid-Term Exam
9	Adaptations in the inclusive environment
10	Adaptations in the inclusive environment
11	Identifying content in general education areas
12	Identifying content in general education areas
13	Inclusion practices in the world and in Turkey
14	Inclusion practices in the world and in Turkey
15	Adaptations in the inclusive environment
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	52
Classroom Studying Time (review, reinforcing, prestudy,...)	2	3	6
Homework	5	10	50
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	2	2
Studying for Final Exam	1	15	15
Toplam iş yükü			125
Toplam iş yükü / 30			4,16
Dersin AKTS Kredisi			4

Evaluation	
Activity Type	%
Report	50
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	1
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	5
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	1
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Inclusive Education Practices	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of the course is to enable pre-service teachers to gain knowledge of the historical developments, basic concepts, and current situation regarding the inclusive education environments where the majority of students with special needs are educated and the practices carried out in these environments.
Short Course Content	The historical process of separate education in special education; criticism of separate education and political, legal, and social movements; the emergence of the concept of the least restrictive educational environment, its legal bases and types; transition from mainstreaming to inclusive education; definition of inclusive education, international developments and expansion; inclusive education in legislation and practice in Türkiye; factors affecting the success of inclusive education; supportive special education services in inclusive settings: counseling, classroom support, and resource room; collaboration and teamwork in inclusive education; current situation in inclusive education practices; research on inclusive education.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Define inclusive and separate education.	1	1, 12, 15	A-D
2 Explains the emergence of inclusive education within the historical process of special education.	1	1, 12, 15	A-D
3 Explain how the laws of inclusive education in the world came into being.	1	1, 12, 15	A-D
4 Explain the concept of least restrictive environment.	1	1, 12, 15	A-D
5 Explains the process of transition from mainstreaming to inclusive education.	1, 15	1, 12, 15	A-D
6 Knows international agreements on inclusive education.	9, 15	1, 12, 15	A-D
7 Explains the current status of inclusive education.	9, 15	1, 12, 15	A-D
8 Knows the first inclusion laws in Turkey.	15	1, 12, 15	A-D
9 Explains the practices within the framework of inclusive education in Turkey.	9, 15	1, 12, 15	A-D
10 Explains what was done in Turkey for the transition from mainstreaming to inclusive education.	9, 15	1, 12, 15	A-D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	---
Supporting References	İlköğretimde Kaynaştırma Uygulamaları – Bülbin Sucuoğlu ve Tevhide Kargın
Necessary Course Material	---

Course Schedule	
1	The historical process of separate education in special education
2	Criticisms of separate education and political, legal, and social movements
3	The emergence of the concept of the least restrictive educational environment, its legal bases, and types
4	The transition from mainstreaming to inclusive education
5	Inclusive education: definition, international developments and dissemination
6	Inclusive education in legislation and practice in Turkey
7	Factors affecting the success of inclusive education
8	Mid-Term Exam
9	Supportive special education services in inclusive settings: counseling, classroom support, and resource room
10	Collaboration and teamwork in inclusive education
11	The current situation in inclusive education practices.
12	Research on inclusive education
13	Research on inclusive education
14	Research on inclusive education
15	Research on inclusive education
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			90
Total workload / 30			3
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	2
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	2
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	2
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Instructional Technologies	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	To introduce prospective teachers to instructional technologies and materials; to conduct practical applications for their use; to design, develop, and evaluate instructional technologies and materials that can be used in their field.
Short Course Content	The characteristics, role, and use of various instructional technologies in the teaching process; the development of instructional materials (worksheets, transparencies, slides, video, computer-based course materials) through instructional technologies; and the evaluation of various types of materials.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Be able to explain the conceptual and theoretical foundations of instructional technologies and material design.	4	1, 11	A
2 Be able to explain the importance/benefits of educational technology in the educational process.	4, 7, 8, 9	1, 11	A
3 Be able to recognize the characteristics of various instructional technologies in their field.	4, 7, 9, 16	1, 11	A
4 Be able to explain the principles of designing instructional technologies and materials.	4, 16, 19	1, 11	A
5 Be able to design and develop necessary instructional materials in their field.	4, 16, 19	1, 6, 11	A, D
6 Be able to select the most appropriate instructional materials according to the factors that play an important role in the selection of instructional materials in their field.	4, 16, 19	1, 6, 11	A, D
7 Be willing to use instructional materials in their field.	4, 16, 19	1, 6, 11	D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	
Supporting References	
Necessary Course Material	Data projection, computer, internet, and instructional materials and technologies that can be used in teaching in their field.

Course Schedule	
1	Basic concepts
2	Elements of the training program (goal, process, evaluation), classification of goals
3	Relationships between Communication and Communication-Learning-Material
4	The place and importance of tools and equipment in teaching and the choice of tools and equipment
5	Design and preparation of teaching materials
6	Visual materials (overhead projector, slides, pictures, graphics, real objects and models,...)
7	Visual materials (overhead projector, slides, pictures, graphics, real objects and models,...)
8	Mid-Term Exam
9	Use of communication tools in education (TV, video, VCD, DVD, teletex, radio, tape,...)
10	Computer use in education
11	PowerPoint
12	Internet, web-based education, e-learning
13	Distance Learning
14	Evaluation of teaching materials
15	Evaluation of teaching materials
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	2	28
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	10	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	7	7
Final Exam	1	1	1
Studying for Final Exam	1	14	14
Total workload			94
Total workload / 30			3,1
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	5
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:19.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Science And Social Studies In Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	3	0	0	5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to provide special education teacher candidates with basic knowledge and skills regarding teaching science and social studies to individuals with special education needs.
Short Course Content	Teaching methods used in teaching science and social studies courses; examining themes; sorting topics; Determining the concepts necessary to teach the subjects and developing criterion-referenced measurement tools related to the concepts based on these; preparing lesson plans according to students' levels; exemplary teaching practices; adapting teaching to students with special educational needs;

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Teaching Methods Used in Teaching Science	1,2,3,4	1	A,C,G
2 Teaching Methods Used in Teaching Social Studies	1,2,3,4	1	A,C,G
3 Themes and Topics for Science Lessons	1,2,3,4,7,8	1,11,12	A,C,G
4 Themes and Topics for Social Studies Lessons	1,2,3,4,7,8	1,11,12	A,C,G
5 Adapting Science Lessons to Students with Special Needs	1,2,3,4,7,8	1,11	A,C,G
6 Adapting the Social Studies Lesson to Students with Special Needs	1,2,3,4,7,8	1,11,12	A,C,G
7 Developing a Lesson Plan for Science and Social Studies Courses	6,11,12	1	A,C,G
8 Development of a Criterion-Referenced Measurement Tool for Science and Social Studies Courses	6,11,12	1,11,12	A,C,G
9 Lesson Application for Science Class	6,11,12	1,11,12	A,C,G
10 Lesson Application for Social Studies Course	6,11,12	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Science and Social Studies Teaching in Special Education textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	The Importance of Science and Social Studies
2	Examination of Themes and Topics of Science and Social Studies Course
3	Teaching Methods Used in Teaching Science
4	Teaching Methods Used in Teaching Science
5	Teaching Methods Used in Teaching Social Studies
6	Teaching Methods Used in Teaching Social Studies
7	Lesson Plan Preparation
8	Midterm Exams
9	Course Application
10	Course Application
11	Course Application
12	Course Application
13	Course Application
14	Course Application
15	Course Application
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	4
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	14	14
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	20	20
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	15	15
Final Exam	1	1	1
Studying for Final Exam	1	20	20
Total workload			132
Total workload / 30			4,2
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Mathematics in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None.
Objectives of the Course	<ul style="list-style-type: none"> • Learning the general features of the curriculum used in teaching mathematics. • To be able to evaluate within the scope of teaching mathematics. • Effective planning for the teaching of basic skills in the content of teaching mathematics. • To be able to use effective teaching methods for teaching mathematics skills.
Short Course Content	International standards of mathematics teaching programs, learning areas in mathematics teaching programs, counting and number teaching addition, subtraction, multiplication, division, measurement teaching, geometry teaching, data analysis teaching, teaching methods used in teaching mathematics in special education, teaching mathematics with errorless teaching methods, interaction unit, TouchMath technique , concrete-semi-concrete semi-abstract-abstract strategy, mathematics teaching with direct instruction, mathematics teaching with activity-based instruction, planning of effective mathematics teaching, evaluation of mathematics skills

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Will be able to list the international standards that mathematics education programs should have.	1, 7	1, 5	A, B
2 Will be able to list the learning areas in the mathematics curriculum used in various education levels in Turkey.	1, 7, 16, 19	1, 5	A, B
3 Will be able to classify the acquisitions in the mathematics curriculum according to the learning areas.	1, 7, 16, 19	1, 11	A, B
4 Will be able to plan the teaching activities that can be carried out in order to provide the students with special educational needs with the aims and acquisitions in the mathematics curriculum by using special education-specific teaching methods.	1, 7, 16, 17, 18, 19, 20	1, 6, 8, 11	A, D
5 Will be able to apply exemplary teaching activities to teach mathematics using special education-specific teaching methods.	16, 17, 18, 19, 20	6, 11	A, D
6 Will be able to discuss the work and procedures that need to be carried out in order to provide effective mathematics teaching to students with special education needs.	16, 17, 18, 19, 20	2, 5, 13	A, B
7 Will be able to evaluate the mathematics skills of students with special education needs before, during and after teaching.	16, 17, 18, 19, 20	1, 4, 5, 8	A, B, D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Kargın, T. ve Güldenoğlu, İ. B. (Ed.) (2021). Özel eğitimde matematik öğretimi. Pegem Akademi Yayıncılık.
Supporting References	Alptekin, S. (Ed.) (2020). Özel eğitimde matematik. Eğiten Kitap Özyürek, M. ve Dağseven-Emecen, D. (2019). Temel matematik becerilerinin öğretimi: Matematikte öğrenme güçlüğüne önleme ve düzeltme. Vize Akademik Yayıncılık
Necessary Course Material	To present: Computer, projector For students: Checkered math notebook, colored pencils, ruler, compasses, number bean-stick

Course Schedule	
1	What is Mathematics? The Importance of Teaching Mathematics
2	Mathematics Curriculum and Learning Areas
3	Planning Effective Mathematics Teaching
4	Assessment of Mathematical Skills
5	Teaching Mathematics Using Instructional Methods in Special Education
6	Teaching Mathematics Using Instructional Methods in Special Education
7	Teaching Counting and Number Concepts
8	Mid-Term Exam
9	Teaching Counting and Number Concepts
10	Teaching the Four Arithmetic Operations
11	Teaching the Four Arithmetic Operations
12	Teaching the Four Arithmetic Operations
13	Teaching Geometry
14	Teaching Measurement
15	Teaching Data Analysis
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	10	2	20
Homework	1	15	15
Quiz Exam	4	15mins	1
Studying for Quiz Exam	4	2	8
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			130
Total workload / 30			4,3
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	20
Quiz	16
Homework	24
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5

17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:17.07.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Literacy in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	The aim of this course is to give information and skills related to teaching literacy to individuals with special needs for special education teacher candidates.
Short Course Content	Definition of reading and writing, basic concepts, reading and writing preparation skills, evaluation of reading and writing preparation skills, sound-based sentence method teaching, sound teaching, letter reading and writing, syllables from letters, words from syllables, creating sentences from words, text reading and reading comprehension strategies, functional reading and writing instruction, lesson plan preparation, accommodation.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines reading and writing.	1, 3, 4, 6	1, 2, 5	A
2 Explains reading and writing preparation skills.	1, 3, 4, 6	1, 2, 5	A, F
3 Evaluates prerequisite skills.	2, 3, 4, 6	1, 2, 5, 6	A, F
4 Explains the features of the sound-based sentence method.	1, 3, 4, 6	1, 2, 5	A, F
5 Explains the advantages and limitations of the sound-based sentence method.	1, 3, 4, 6	1, 2, 5	A, F
6 Explains the stages of sound-based sentence method.	1, 3, 4, 6	1, 2, 5	A, F
7 Practices the stages of sound-based sentence method.	3, 4, 5, 7, 9, 16, 19	1, 6, 11, 12	A, D, G
8 Accommodates the stages of the sound-based sentence method according to different types of disabilities.	3, 4, 5, 9, 16, 19	1, 2, 6, 11, 12	A, D, G
9 Plans literacy instruction in accordance with functional reading and writing instruction.	1, 3, 4, 6, 9, 16, 18, 19	1, 11, 12	A, D
10 Makes practices related to functional reading and writing instruction.	3, 4, 5, 7, 9, 16	1, 6, 11, 12	A, D, G

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Özel eğitimde ilk okuma-yazma öğretimi - Prof. Dr. Macid Ayhan MELEKOĞLU, Prof. Dr. Hüseyin ANILAN
Supporting References	---
Necessary Course Material	Textbook and lecture notes

Course Schedule	
1	Definition of reading and writing, basic concepts
2	Preparation skills for reading and writing
3	The assessment of reading and writing preparation skills
4	Sound-based sentence method
5	Sound teaching (For different sound groups)
6	Reading and writing letter (For different sound groups)
7	Making syllables from letters, words from syllables, sentences from words (For different sound groups)
8	Mid-Term Exam
9	Text reading and comprehension strategies
10	Functional reading and writing instruction
11	Preparing and presenting a lesson plan (for all stages)
12	Preparing and presenting a lesson plan (for all stages)
13	Preparing and presenting a lesson plan (for all stages)
14	Preparing and presenting a lesson plan (for all stages)
15	Preparing and presenting a lesson plan (for all stages)
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	10	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	15	15
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	15	15
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	15	15
Final Exam	1	1	1
Studying for Final Exam	1	20	20
Total workload			123
Total workload / 30			4,1
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terms, methods, techniques, principles and theories related to special education.	5
2	Evaluates the level of students before starting teaching and shares the results with parents and administrators; prepares and uses individualized education and transition plans according to these results.	4
3	Uses the knowledge and skills related to the field in his/her profession and daily life within the framework of legal and ethical rules.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Driving License Advanced Level) information technologies for teaching and research purposes.	4
5	Develops solutions when faced with unforeseen situations in applications related to special education and teaching profession.	5
6	Uses learning to learn, self-regulation, critical thinking, creative thinking skills for the purpose.	5
7	Examines scientific products related to special education and teaching profession and/or creates new products.	5
8	Participates in seminars, conferences, workshops, etc. related to the field by exhibiting positive attitudes and behaviors towards lifelong learning.	1
9	To be able to follow new developments in the field of special education and teaching profession and work in collaboration with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language knowledge to access the information he / she needs about his / her field.	1
11	Prepares, implements and manages plans and projects according to the socio-cultural and economic characteristics of the environment where students live in special education studies.	1
12	Defines family education and guidance.	1
13	Uses effective communication skills in working with individuals with special needs, their families and other specialists.	1
14	Uses his/her knowledge and skills efficiently to provide communication and social skills to individuals with special needs and to increase their social acceptance.	1
15	Has sufficient awareness of the universality of social rights, social justice, quality culture and protection of cultural values, environmental protection, occupational health and safety and uses these values in his/her profession and daily life.	1

16	Makes arrangements in line with all the characteristics (additional disabilities, health problems, etc.) and needs of the students.	5
17	Understands the processes for applied behavior analysis.	1
18	Analyzes the process of preparing individuals with special needs for independent living.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses art, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Classroom and Behavior Management in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
5	2	0		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	The purpose of this course is for special education teacher candidates to acquire basic concepts related to classroom management, effective approaches and evidence-based practices in classroom management, and effective classroom and behavior management strategies.
Short Course Content	Definition and importance of classroom management; preventive classroom management approach and other classroom management approaches; evidence-based practices in classroom management; general principles in classroom management; importance of effective teaching and effective teaching practices in classroom management; school-wide positive behavioral support; developing a school-wide positive behavioral support plan; behavior management in the classroom; developing an individual behavior change plan.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the concept and importance of classroom management.	1, 7	1, 2, 5, 7	A-D
2 Explains classroom management approaches.	1, 7	1, 2, 5, 7	A-D
3 Explains preventive classroom management and its principles.	1, 16	1, 2, 5, 7	A-D
4 Explains evidence-based classroom management.	1, 16	1, 2, 5, 7	A-D
5 Knows effective classroom management strategies.	1, 5, 16, 19	1, 2, 5, 7	A-D
6 Explains the implementation of effective classroom management strategies in classrooms.	1, 5, 16, 19	1, 2, 5, 7	A-D
7 Explains the concept of school-wide positive behavioral support.	1, 5, 16	1, 2, 5, 7	A-D
8 Knows how to develop a school-wide behavioral support plan.	1, 5, 16	1, 2, 5, 7, 15	A-D
9 Explains individual behavior change principles.	1, 5, 16, 17	1, 2, 5, 7	A-D
10 Knows how to prepare an individual behavior change plan.	1, 5, 16, 17	1, 2, 5, 7, 15	A-D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Sınıf ve Davranış Yönetimi – Nevin GÜNER YILDIZ & Hasan KÖSE – Vize Yayıncılık
Supporting References	Sınıf Yönetimi El Kitabı – Nevin GÜNER YILDIZ – Nobel Akademik Yayıncılık
Necessary Course Material	---

Course Schedule	
1	Definition and importance of classroom management
2	Preventive classroom management approach and other classroom management approaches
3	Evidence-based practices in classroom management
4	General principles in classroom management: physical organization of the classroom, use of classroom tools and materials, establishment of general rules and operational rules in the classroom
5	General principles in classroom management: use of strategies that support compliance with rules, monitoring and being aware of students, making a good start
6	Importance of effective teaching in classroom management and effective teaching practices
7	School-wide positive behavioral support
8	Mid-Term Exam
9	Developing a school-wide positive behavioral support plan
10	Classroom behavior management
11	Developing an individual behavior change plan
12	Developing an individual behavior change plan
13	Homework presentations
14	Homework presentations
15	Homework presentations
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	7	1	7
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	20	20
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	18	18
Total workload			90
Total workload / 30			3
Course ECTS Credit			3

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	3
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	2
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	3
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2

16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	2
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Orientation and Independent Movement Skills	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
5	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to provide information about how to teach orientation and independent movement skills to individuals with visual impairments for special education teacher candidates.
Short Course Content	Orientation and orientation skills, internal environmental concepts and non-teaching environmental concepts hint (sensory hints), point (environmental tips) concepts, principles, prerequisites and training plans, exploration methods, measurement skills, compass direction, and indoor and outdoor numbering systems principles, prerequisites and training plans, orientation and independent movement in order to use problem-solving skills in unfamiliar surroundings.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the use of mobility skills.	1, 3, 5, 7, 13, 14, 16, 18	1, 2, 11, 12,15	A, D
2 Says internal and external environmental concepts.	1, 3, 5, 7, 13, 14, 16, 18	1, 2, 11, 12,15	A, D
3 Prepares teaching plans.	1, 3, 5, 7, 13, 14, 16, 18	1, 2, 11, 12,15	A, D
4			
5			
6			
7			
8			
9			
10			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Course notes.
Supporting References	--
Necessary Course Material	--

Course Schedule	
1	Orientation and orientation skills
2	Orientation and orientation skills
3	Training of internal environmental concept
4	Outside of teaching environmental concepts
5	Tip (sensory hints), point (environmental tips) concepts, principles
6	Tip (sensory hints), point (environmental tips) concepts, principles of teaching plans
7	Tip (sensory hints), point (environmental tips) concepts, principles of teaching plans
8	Mid-Term Exam
9	Search methods, measurement capability
10	Compass principles of aspects of the indoor and outdoor numbering system
11	Compass principles of aspects of the indoor and outdoor numbering system teaching plans
12	Orientation and act independently in order to use problem-solving skills in unfamiliar surroundings.
13	Orientation and act independently in order to use problem-solving skills in unfamiliar surroundings.
14	Orientation and act independently in order to use problem-solving skills in unfamiliar surroundings.
15	Orientation and act independently in order to use problem-solving skills in unfamiliar surroundings.
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,....)	14	1	14
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	8	8
Final Exam	1	1	1
Studying for Final Exam	1	8	8
		Total workload	60
		Total workload / 30	2
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	1
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	1
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	1
18	Analyzes the preparation process of individuals with special needs for independent life.	3

19	Plans and conducts the teaching process according to the individual characteristics of the students.	1
20	Uses arts, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Supporting Communication Skills	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	3	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	The aim of the course is to provide students with the knowledge and skills necessary to evaluate the language and communication skills of children with special needs, to determine the developmental levels of children and to apply the necessary language and communication interventions, and to gain the necessary knowledge about alternative communication methods that can be used by individuals with insufficient oral communication skills.
Short Course Content	Basic concepts in language and communication skills, evaluation of language and communication skills, expert and child-centred approaches in the development of language and communication skills, alternative communication systems; systems that require and do not require the use of tools; sign language; communication board; gestures; systems based on picture exchange, speech generating device.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Know the stages and characteristics of language development of children with typical development	1,4,5	1,2,5	C,F
2 Evaluate the language and communication development of children with special needs.	1,4,5	1,2,5	C,F
3 Prepare appropriate intervention programme.	7,9	1,2,5,8,12,13	D,G
4 Explain alternative communication systems	1,4,5	1,2,5	C,F
5 Prepare appropriate intervention programme with alternative communication systems	7,9	1,2,5,8,12,13	D,G
6			
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Acarlar, F. ve Diken, Ö.(Ed.) (2019.). Yetersizliği Olan Bireylerin Dil ve İletişim Becerilerinin Desteklenmesi
Supporting References	
Necessary Course Material	Computer, projector.

Course Schedule	
1	Basic concepts
2	Language development characteristics in children according to developmental periods
3	Assessment of language and communication skills
4	Language development checklists
5	Expert-centered approaches to support language and communication skills
6	Child-centered approaches to support language and communication skills
7	Mixed approaches to support language and communication skills
8	Mid-Term Exam
9	Alternative communication systems
10	Preference assessment
11	Phases of PECS
12	Practice of teaching PECS
13	Speech generating devices
14	Practice of teaching speech generating devices
15	Presentations
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	2	14	28
Classroom Studying Time (review, reinforcing, prestudy,...)	1	10	10
Homework	1	50	50
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	20	20
Total workload			120
Total workload / 30			40
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	30
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin Güner			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Reading Difficulty: Identification and Intervention	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to give information and skills related to identification and interventions in reading difficulty to special education teachers.
Short Course Content	Learning difficulties and reading, reading difficulties and symptoms, assessment of reading difficulties, word recognition and reading development, accurate and fast reading, reading comprehension, vocabulary, and the importance of research-based methods of reading difficulties, classroom adaptations, application examples.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Establishes the relationship between learning difficulties and reading skills.	1,2,3,4	1	A,C,G
2 Defines reading difficulties and their symptoms.	1,2,3,4	1	A,C,G
3 Explains and applies information related to assessing reading difficulties.	9,10	1,11,12	A,C,G
4 Establishes the relationship between word recognition and reading development.	5	1,11,12	A,C,G
5 Explains accurate and fluent reading.	6,7	1,11	A,C,G
6 Explains vocabulary and its importance.	11,12	1,11,12	A,C,G
7 Explains and applies information related to reading comprehension.	1,2,3,4	1	A,C,G
8 Explains classroom adaptations.	5	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	--	
Supporting References	Melekoğlu, M. A., ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara: Vize Yayıncılık	
Necessary Course Material	--	

Course Schedule	
1	Reading and learning disabilities
2	Reading difficulties and symptoms
3	Evaluation of reading difficulties
4	Word recognition and reading development
5	Importance of vocabulary
6	Accurate and fluent reading
7	Accurate and fluent reading
8	Mid-Term Exam
9	Reading comprehension
10	Reading comprehension
11	Research-based methods
12	Research-based methods
13	Research-based methods
14	Classroom adaptations
15	Example practices
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	20	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam	1	1	2
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25
Final Exam	1	1	1
Studying for Final Exam	1	30	30
		Total workload	111
		Total workload / 30	3,7
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	40
Quiz	
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	2

18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Family Education in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	
Objectives of the Course	The aim of this course is to provide special education teacher candidates with information about the families of special students and the approach to families. At the end this course, teacher candidates will begin to gain knowledge on issues such as the approach to families and the importance of family participation in the education process.
Short Course Content	The concept of family; family systems theories; adaptation phases of families of students with special education needs; the importance of family participation in the education of children with special educational needs, its theoretical and legal bases; rights and responsibilities imposed on families by law; participation of families in the educational process of students with special educational needs; assessment of the student; family involvement in individualized family education plan (BAHP), individualized education plan (IEP) and transition plans; providing families with teaching skills; preparation, implementation and evaluation of institution, home and institution-home-centered family education programs.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explain the concept of family related to special education.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
2 Explain the rights and responsibilities of families of individuals with special education needs.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
3 Explains the characteristics of families with children in need of special education.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
4 List the stages that families with children in need of special education go through in the adaptation process.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
5 Defines the concept of family involvement.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
6 Discuss the reasons that prevent family participation.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
7 Discusses solutions to increase family participation.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
8 Explain the approaches to presenting family education.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
9 Explains the ways of presenting family education.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E
10 Designs educational programs suitable for the elements of family education programs.	1/2/3/7/12/13/19	1;2;5;7;8;11	A; D; E

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Cavkaytar, A. (2022). Özel eğitimde aile eğitimi (6. Baskı). Vize Akademik Yayıncılık.
Supporting References	Lecture Notes
Necessary Course Material	

Course Schedule	
1	Concepts related to society and family
2	Characteristics of children with special needs and their families
3	Needs of children with special needs and their families
4	Determining family needs
5	Steps to develop an education program according to family needs
6	Family involvement
7	Effective ways of communication and cooperation with families
8	Mid-Term Exam
9	Approaches to providing family education
10	Approaches to providing family education
11	Ways to provide family education
12	Ways to provide family education
13	Sample family education programs
14	Sample family education programs
15	Sample family education programs
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	4	56
Classroom Studying Time (review, reinforcing, prestudy,...)	3	3	9
Homework	2	5	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	5	10
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			124
Total workload / 30			4,1
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	3
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	5
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	3
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Physical Education and Sport in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	The aim of this course is to enable special education teacher candidates to recognize the sports needs of individuals in need of special education and to provide training on this subject.
Short Course Content	Motor development and motor learning, Physical fitness, Body awareness and posture, Physical education, activity, sports and adaptation, Teaching approaches in physical education and sports, Individualized physical education program, Physical education and sports for students with intellectual disability and attention deficit-hyperactivity disorder, Physical education and sports for students with autism spectrum disorder, physical education and sports for students with cerebral palsy and traumatic brain injury, physical education and sports for students with visual and hearing impairment, and physical education and sports for students with special health problems.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains the concepts of motor development, motor learning and physical fitness.	3,7	1,2,5,13	A
2 Explains the concepts of body awareness and posture, physical education, activity, sports and adaptation.	8,9	1,2,5,13	A
3 Explains teaching approaches in physical education and sports	1,9,10	1,2,5,13	A,C
4 Prepares an individualized physical training program	4,12,17,18,19,20	1,2,5,13	A
5 Explains the characteristics of physical education and sports in students with intellectual disability and attention deficit-hyperactivity disorder.	13,14,15,16	1,2,5,13	A,C
6 Explains the physical education and sports characteristics of students with autism spectrum disorder, cerebral palsy and traumatic brain injury.	13,14,15,16	1,2,5,13	A
7 Explains the characteristics of physical education and sports for students with visual and hearing impairments and students with special health problems.	13,14,15,16	1,2,5,13	A,C
8 Knows the characteristics of physical education and sports in individuals with different special education needs	2	6,15	G
9 Makes plans and programs to support physical education and sports features	2,11	6,15	G,C
10 It adapts physical education and sports to individuals with special education needs.	2,5,6,7,8	6,15	G

Main Textbook	Özel Gereksinimli Öğrenciler İçin Fiziksel Eğitim ve Spor Pegem Akademi
Supporting References	Lecture notes
Necessary Course Material	Textbook, lecture notes and computer

Course Schedule	
1	Motor development and motor learning
2	Physical fitness
3	Body awareness and posture
4	Physical education, activity, sport and adaptation
5	Teaching approaches in physical education and sport
6	Individualized physical education program
7	Individualized physical education program
8	Mid-Term Exam
9	Physical education and sports in students with intellectual disability and attention deficit-hyperactivity disorder
10	Physical education and sports in students with intellectual disability and attention deficit-hyperactivity disorder
11	Physical education and sport in students with autism spectrum disorder
12	Physical education and sport in students with autism spectrum disorder
13	Physical education and sports in students with cerebral palsy and traumatic brain injury
14	Physical education and sports for students with visual and hearing impairment
15	Physical education and sports for students with special health problems
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	10	10
Quiz Exam	4	2	8
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	2	8	16
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Total workload	110
		Total workload / 30	3,66
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	20
Homework	20
Quiz	15
Presentation	10
Bir öge seçin.	
Final Exam	35
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Play in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to provide teacher candidates with the basic concepts of play in special education and how to support the play skills of children with disabilities.
Short Course Content	This course includes the definition and importance of play, the theoretical dimension of play, cognitive and social play development, play development and play features in children with disabilities, teaching through play in special education, play skills of children with disabilities; play-based instructional practices/activities, research and teaching methods on the effective use of play in special education.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts of play in special education.		Expression	Exam
2 Explains play teaching methods and practices in special education.		Expression-Tutorial	Homework
3 Explains the play skills of children with disabilities.		Question-Answer	Exam
4 Explain the importance of play in the education and development of the child.		Expression	Exam
5 Plans play teaching in special education.		Tutorial	Homework
6			
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecturer notes
Supporting References	
Necessary Course Material	

Course Schedule	
1	Basic concepts of the play
2	Basic concepts of the play
3	Theoretical foundations
4	Theoretical foundations
5	Importance and purpose of the play
6	Play characteristics of children with and without disabilities
7	Play characteristics of children with and without disabilities
8	Mid-Term Exam
9	Play characteristics of children with and without disabilities
10	Play characteristics of children with and without disabilities
11	Planning of play teaching
12	Planning of game teaching
13	Play teaching and sample implementation
14	Play teaching and sample implementation
15	Play teaching and sample implementation
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)	1	10	10
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	22	22
Total workload			111
Total workload / 30			3,7
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	35
Quiz	25
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles, and theories related to special education.	5
2	Evaluates student levels before starting instruction and share the results with parents and administrators; prepares and utilize individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching and creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates in seminars, conferences, workshops, etc.	5
9	Follows new developments in the special education and teaching profession and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers, and leads plans and projects developed during special education activities based on characteristics of students' socio-cultural and economic environment.	5
12	Describes family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families, and other professionals.	5
14	Uses obtained knowledge and skills to get students with special needs to gain communication and social skills and increase their social acceptance.	5
15	Be conscious of issues regarding the universality of social rights, social justice, quality culture, protection of cultural values, environment protection, and work health and security; and utilizes those values in their professions and daily life.	5
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5

17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games, and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Developing Social Competencies in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	The aim of this course is to equip prospective special education teachers with the fundamental knowledge and skills related to teaching social adaptation skills to individuals with special needs.
Short Course Content	Key concepts: social adaptation skills; definition of social skills; assessment and teaching of basic skills; social skill development in individuals with special needs; social and emotional intelligence in individuals with special needs; components of social skills; the importance of social skills in daily and work life, and in the social adaptation process; assessment and teaching of social skills; assessment and teaching of practical skills; deciding which social adaptation skills are appropriate to teach students with special needs; preparing assessment tools for the acquisition of social adaptation skills; teaching environments and methods; delivering instruction; ensuring the continuity and generalization of acquired skills.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the concepts of social skills and social competence.	1, 14	1, 5	A, B
2 Lists the general characteristics of social skills.	1, 14	1, 2, 5	A, B
3 Discusses the reasons for social skill deficiencies.	1, 14, 18	1, 2, 5	A, B
4 Lists the methods used to assess the social competence of individuals with special needs.	1, 14, 17, 18, 19	1, 5	A, B
5 Explains the strengths and limitations of assessment methods that can be used to evaluate social competence.	1, 14, 17, 18, 19	1, 2, 5	A, B
6 Discusses the characteristics to be considered when selecting methods for assessing the social competence of individuals with special needs.	1, 14, 17, 18, 19	1, 2	A, B
7 Describes teaching practices related to teaching social adaptation skills to individuals with special needs.	1, 14, 16, 17, 18, 19, 20	1, 5, 8	A, B
8 Plans the teaching of social adaptation skills to individuals with special needs.	1, 14, 16, 17, 18, 19, 20	1, 11	A, D, G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Çiğçi-Tekinarslan, İ. ve Öncül, N. (2019). Özel Eğitimde Sosyal Uyum Becerilerinin Öğretimi I-II. Vize Akademik Yayıncılık.
Supporting References	
Necessary Course Material	Computer, projector

Course Schedule	
1	Key Concepts
2	Characteristics of Social Skills
3	Causes of Social Deficiencies
4	Evaluation of Social Deficiencies
5	Evaluation of Social Competence
6	Planning Instruction for Developing Social Competence
7	Planning Instruction for Developing Social Competence
8	Mid-Term Exam
9	Teaching Social Skills through Direct Instruction
10	Teaching Social Skills through Video-Based Instruction
11	Teaching Social Skills through Play
12	Teaching Social Skills through the Naturalistic Teaching Approach
13	Social Stories
14	Social Stories
15	Cognitive Process Approach
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	14	2	28
Homework	1	5	5
Quiz Exam	6	10 dk	1
Studying for Quiz Exam	6	1	6
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	14	14
Final Exam	1	2	14
Studying for Final Exam	1	28	28
		Total workload	126
		Total workload / 30	4,2
		Course ECTS Credit	126

Evaluation	
Activity Type	%
Mid-term	20
Quiz	20
Homework	25
Bir öge seçin.	
Bir öge seçin.	
Final Exam	35
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	1
7	Examines scientific products about special education and teaching, creates new products.	2
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5

20	Uses arts, games and sports activities in the teaching process.	5
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LECTUTER(S)				
Prepared by	Mine SÖNMEZ KARTAL, PhD			
Signature(s)				

Date:19.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Diagnostic Models and Tests For Giftedness	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	Realizing the importance of diagnosis Becoming aware of current diagnostic tools and methods
Short Course Content	Purpose of diagnosis: reasons for diagnosis, time and stages of diagnosis; diagnostic principles; diagnostic methods

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Recognizing Students with Special Abilities	1,2,4,11,12,13	1	A,C,G
2 Recognizing the Special Needs of Students with Special Abilities	1,2,4,11,12,13	1	A,C,G
3 Knowing Special Ability Theories	1,2,4,11,12,13	1,11,12	A,C,G
4 Realizing the Importance of Diagnosis in Special Talent	1,2,4,11,12,13	1,11,12	A,C,G
5 Purpose of Diagnosis in Special Ability	1,2,4,11,12,13	1,11	A,C,G
6 The Importance of Diagnosis in Special Talent	1,2,4,11,12,13	1,11,12	A,C,G
7 Principles of Diagnosis in Special Ability	1,2,4,11,12,13	1	A,C,G
8 Measurement Tools Used in Diagnosing Special Abilities	1,2,4,11,12,13	1,11,12	A,C,G
9 Intelligence Tests	1,2,4,11,12,13	1,11,12	A,C,G
10 Multiple Diagnostic Methods	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Gifted and talented identification textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Characteristics of Students with Special Abilities
2	The process of identifying special talented students
3	Intelligence tests
4	Intelligence tests
5	Using talent tests in diagnosing special talents
6	Using achievement tests in diagnosing special talents
7	Using achievement tests in diagnosing special talents
8	MIDTERM EXAM
9	Using rating scales in diagnosing Special Ability
10	Performance based diagnostics
11	Dynamic evaluation
12	Measurement and evaluation of creativity
13	Early identification of special talents
14	Identification of different students twice
15	Current problems and solutions in the identification of special talents
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	4	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	14	14
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25
Final Exam	1	1	1
Studying for Final Exam	1	30	30
Total workload			133
Total workload / 30			4,3
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Community Service Initiatives	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	1	2		3

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	---
Objectives of the Course	Preparing Project Proposals, Participation in Various Scientific Activities, Project Management
Short Course Content	Ensuring that teacher candidates are equipped with the skills to develop and implement projects for the benefit of society.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Students will comprehend the significance of community service initiatives	3, 6, 9, 15	2, 7	D, E
2 Students will become aware of social and current issues.	3, 5, 6, 7, 9, 15	2, 7	D, E
3 Students will be capable of generating projects aimed at addressing problems.	3, 5, 6, 7, 9, 15	2, 6, 14, 15	E, G, K
4 Students will voluntarily participate in events such as conferences, panels, and congresses organized to inform the community.	3, 5, 6, 7, 8, 9, 15	6, 15	E, G, K
5 Students will understand the necessity of knowledge and skills related to community service initiatives in our schools.	3, 5, 6, 7, 9, 15	6, 15	E, G, K
6			
7			
8			
9			
10			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Coşkun, H. 2009; Topluma Hizmet Uygulamaları, Anı Yayıncılık, Ankara
Supporting References	---
Necessary Course Material	---

Course Schedule	
1	Preparing a Project Proposal
2	Preparing a Project Proposal
3	Evaluating a Project Proposal
4	Project Preparations
5	Project Preparations
6	Implementation
7	Implementation
8	Mid-Term Exam
9	Implementation
10	Implementation
11	Implementation
12	Preparing a Final Report
13	Preparing a Final Report
14	Preparing a Final Report
15	Presenting a Final Report
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,...)	14	2	28
Homework	0	0	0
Quiz Exam	0	0	0
Studying for Quiz Exam	0	0	0
Oral exam	0	0	0
Studying for Oral Exam	0	0	0
Report (Preparation and presentation time included)	8	1	8
Project (Preparation and presentation time included)	1	4	4
Presentation (Preparation time included)	1	4	4
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	1	1
Final Exam	1	1	1
Studying for Final Exam	1	1	1
	Toplam iş yükü		90
	Toplam iş yükü / 30		3
	Dersin AKTS Kredisi		3

Evaluation	
Activity Type	%
Mid-term	40
Quiz	
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	1
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	5
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	5
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	3
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	3

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Independent Skills in Special Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
6	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	
Objectives of the Course	In this course, it is aimed that students acquire information about what independent living skills are and the basic features of these skills. In addition, it is aimed that the students prepare a skill curriculum related to this skill by working on an independent living skill with a student they will determine at the beginning of the semester.
Short Course Content	This course will focus on the stages of learning, self-care skills, daily living skills, social skills, safety skills, using community resources, social skills, safety skills, functional academic skills, work and profession, and leisure time skills. In addition, students will practice independent living skills with a student and will present their work in the class.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Be able to describe the stages and characteristics of learning	1,2,3,4	1	A,C,G
2 Be able to describe the main features of the field of self-care skills	1,2,3,4	1	A,C,G
3 Be able to describe the basic features of daily life skills	9,10	1,11,12	A,C,G
4 Be able to describe the basic features of social skills.	5	1,11,12	A,C,G
5 Be able to describe the basic features of the field of security skills	6,7	1,11	A,C,G
6 Be able to describe the basic features of the field of using community resources	11,12	1,11,12	A,C,G
7 Be able to describe the basic features of functional academic skills	1,2,3,4	1	A,C,G
8 Be able to describe the basic features of self-determination skills	5	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes
Supporting References	<p>Cavkaytar ve Vuran (2021) Bağımsız Yaşam Becerileri III.Kademe 9,10,11 ve 12.Sınıf Ders Kitabı, Ankara: Milli Eğitim Bakanlığı</p> <p>Güneş-Özler, N. (2022). Gelişimsel yetersizliği olan bireylerde güvenlik becerileri, Ankara: Nobel akademi</p> <p>Tekin-iftar, E., & Kırcaali-İftar, G. (2006). Özel eğitimde yanlış öğretim yöntemleri. (3. Baskı) Ankara: Nobel Yayın Dağıtım. (yöntemlerle ilgili bütün bölümler)</p> <p>Varol, N. (2010). Beceri öğretimi ve özbakım becerilerinin kazandırılması. (4 Baskı) Ankara: Kök Yayıncılık</p> <p>Tekin-iftar, E., & Kırcaali-İftar, G. (2006). Özel eğitimde yanlış öğretim yöntemleri. (3. Baskı) Ankara: Nobel Yayın Dağıtım. (yöntemlerle ilgili bütün bölümler)</p> <p>Varol, N. (2010). Beceri öğretimi ve özbakım becerilerinin kazandırılması. 4 Baskı) Ankara: Kök Yayıncılık</p> <p>Öncül, N. & Yücesoy-Özkan, Ş. (2006). Zihin özürü yetişkin kadınlara günlük yaşam becerilerinin kazandırılmasında videoyla model olmanın etkililiği. Eskişehir: Yayınlanmamış Araştırma Raporu.</p>
Necessary Course Material	

Course Schedule	
1	Course Introduction
2	Stages Of Learning
3	Self-Care Skills
4	Daily Living Skills
5	Social Skills
6	Security Skills
7	Security Skills
8	Mid-Term Exam
9	Ability To Use Community Resources
10	Functional Academic Skills
11	Self-Determination Skills
12	Work and Vocational Skills-Evaluation Of The Realized Practices In The Course
13	Leisure Time Skills - Evaluation Of The Realized Practices In The Lesson
14	Evaluation of The Implemented Applications In The Course
15	Evaluation of The Implemented Applications In The Course
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	20	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	25

Final Exam	1	1	1
Studying for Final Exam	1	30	30
	Total workload		110
	Total workload / 30		3,7
	Course ECTS Credit		4

Evaluation	
Activity Type	%
Mid-term	40
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	5

19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date: 1/08/2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Multiple Disabilities and Instruction	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	The aim of this course is to provide special education teacher candidates with the basic concepts related to multiple disabilities.
Short Course Content	Multiple disabilities; prevalence of multiple disabilities; characteristics of children with multiple disabilities; cognitive characteristics of children with multiple disabilities; behavioral characteristics of children with multiple disabilities; emotional characteristics of children with multiple disabilities; education of children with multiple disabilities; educational environments of children with multiple disabilities; children with multiple disabilities and inclusion; teaching academic skills to children with multiple disabilities; planning the education of children with multiple disabilities; Preparing a teaching plan for children with multiple disabilities.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains multiple disabilities and the prevalence of multiple disabilities.	3,7	1,2,5,13	A
2 Explains the characteristics of children with multiple disabilities.	8,9	1,2,5,13	A
3 Explains the cognitive characteristics of children with multiple disabilities.	1,9,10	1,2,5,13	A,C
4 Explains the behavioral characteristics of children with multiple disabilities and the emotional characteristics of children with multiple disabilities.	4,12,17,18,19,20	1,2,5,13	A
5 Explains the education of children with multiple disabilities.	13,14,15,16	1,2,5,13	A,C
6 Explains the educational environments of children with multiple disabilities	13,14	1,2,5,13	A
7 Explains children with multiple disabilities and inclusion.	13,14	1,2,5,13	A,C
8 Explains teaching academic skills to children with multiple disabilities.	2	6,15	G
9 Explains planning the education of children with multiple disabilities.	2,11	6,15	G,C
10 Learns to prepare teaching plans for children with multiple disabilities.	2,5,6,7,8	6,15	G

Main Textbook	Çoklu Yetersizliği Olan Çocukların Eğitiminde Güncel Yaklaşımlar, Vize Yayıncılık
Supporting References	Ağır ve Çoklu Yetersizliği Olan Çocukların Eğitimleri, Vize Akademik Ağır ve Çoklu Yetersizliği Olan Öğrencilerin Eğitiminde Stratejiler, Vize Akademik
Necessary Course Material	Textbook, lecture notes and computer

Course Schedule	
1	Multiple disabilities
2	Causes of multiple deficiencies
3	The prevalence of multiple disabilities
4	Characteristics of children with multiple disabilities
5	Cognitive characteristics of children with multiple disabilities
6	Behavioral characteristics of children with multiple disabilities
7	Behavioral characteristics of children with multiple disabilities
8	Mid-Term Exam
9	Emotional characteristics of children with multiple disabilities
10	The education of children with multiple disabilities
11	Environment for children with multiple disabilities
12	Mainstreaming children with multiple disabilities
13	Teaching academic skills of children with multiple disabilities
14	Multiple lack of planning for the children's education
15	Prepare teaching plans for children with multiple disabilities
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	4	4
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	3	3
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	10	10
Final Exam	1	2	2
Studying for Final Exam	1	13	13
Total workload			66
Total workload / 30			2,2
Course ECTS Credit			2

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Evaluation	
Activity Type	%
Mid-term	20
Homework	20
Quiz	15
Presentation	10
Bir öge seçin.	
Final Exam	35
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Naturalistic Teaching	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to give students the necessary knowledge about the naturalistic teaching and practice of special education teachers.
Short Course Content	The nature and characteristics of naturalistic teaching; theoretical foundations of naturalistic teaching; benefits and limitations; naturalistic teaching strategies; incidental teaching; pivotal response training; embedded instruction; planning of the naturalistic teaching, implementation and data collection on naturalistic teaching; education to families.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explain the nature and characteristics of the naturalistic teaching	1,4,5	1,2,5	C,F
2 Tell the theoretical foundations of natural teaching..	1,4,5	1,2,5	C,F
3 Say the methods used in the naturalistic teaching.	1,4,5	1,2,5	C,F
4 Plan the naturalistic teaching,	7,9	1,2,5,8,12,13	D,G
5 Implement the naturalistic teaching,	7,9	1,2,5,8,12,13	D,G
6			
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Ünlü, E. (2019). Özel Eğitimde Etkili Uygulamalar, Vize yayıncılık
Supporting References	Fırat, Ö. A., & Ergenekon, Y. (2018). Uygulamacılar için özel eğitimde farklı bir bakış açısı: Gömülü öğretim. <i>Ozel Eğitim Dergisi</i> , 19(2), 379-401. Horasan, M. M., & Birkan, B. (2015). Fırsat Öğretiminin Otizm Spektrum Bozukluğu Olan Çocuklara Kaybolan Nesnelere Sözcük Kullanarak İsteme Becerisinin Öğretiminde Etkililiği. <i>International Journal of Early Childhood Special Education</i> , 7(2). Kürkçüoğlu, B. Ü., & Topuz, Ç. (2022). Sosyal Etkileşim Becerilerinin Öğretiminde Replik Silikleştirme Uygulaması. <i>Trakya Eğitim Dergisi</i> , 12(1), 542-554.
Necessary Course Material	Computer, projector.

Course Schedule	
1	The nature and characteristics of naturalistic teaching
2	Theoretical foundations of naturalistic teaching
3	Naturalistic teaching the benefits and limitations
4	Naturalistic teaching strategies
5	Environmental settings for naturalistic teaching
6	Planning of naturalistic teaching
7	Planning of naturalistic teaching
8	Mid-Term Exam
9	Implementation of naturalistic teaching
10	Implementation of naturalistic teaching
11	Data collection on naturalistic teaching
12	Data collection on naturalistic teaching
13	Follow up naturalistic teaching
14	Writing report and present
15	Writing report and present
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	3	52
Classroom Studying Time (review, reinforcing, prestudy,...)			
Homework	2	24	48
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	20	20
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam			

Studying for Final Exam		
	Total workload	120
	Total workload / 30	4
	Course ECTS Credit	4

Evaluation	
Activity Type	%
Homework	40
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Report	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin Güner			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Adolescence and Sexual Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	Explaining the basic concepts of sexual development, Explaining theories of sexual development, Explanation of sexual development characteristics of children and adolescents, Identifying the problem issues and problem behaviors about sexual development, Preparation and implementation of the sexual education program
Short Course Content	This course includes basic concepts and theories about sexual development, Piaget's theory, sexual development characteristics of children and adolescents, problem behaviors of children related to sexual development, and sexuality education.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explain the basic concepts of sexual development.		Expression	Exam
2 Explain the theories about sexual development.		Expression	Exam
3 Explain the sexual development characteristics of children and adolescents.		Question-Answer	Homework
4 Identifying problem behaviors related to sexual development.		Discussion	Exam
5 Prepares and implements a sexual education program.		Expression-Simulation	Homework
6			
7			
8			

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecturer notes
Supporting References	
Necessary Course Material	

Course Schedule	
1	Basic concepts of sexual development
2	Basic theories of sexual development
3	Importance of sexual development in society
4	Sexual development characteristics of children and adolescents
5	Sexual development characteristics of children and adolescents
6	Abuse and neglect among children and adolescents
7	Abuse and neglect among children and adolescents
8	Mid-Term Exam
9	Problem behaviors related to sexual development
10	Sexual education in children and its importance
11	Sexual education in special education
12	Sexual education in special education
13	Preparing a sexual education program in special education
14	Preparing a sexual education program in special education
15	Sexual education programs
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)	1	10	10
Presentation (Preparation time included)	1	10	10
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			111
Total workload / 30			3,7
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	
Quiz	
Homework	40
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles, and theories related to special education.	5
2	Evaluates student levels before starting instruction and share the results with parents and administrators; prepares and utilize individualized education plan and transition plan.	4
443	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	3
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, and creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates in seminars, conferences, workshops, etc.	5
9	Follows new developments in the special education and teaching profession and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	1
11	Prepares, administers, and leads plans and projects developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families, and other professionals.	5
14	Uses obtained knowledge and skills to get students with special needs to gain communication and social skills and increase their social acceptance.	4
15	Be conscious of issues regarding the universality of social rights, social justice, quality culture, protection of cultural values, environment protection, and work health and security; and utilizes those values in their professions and daily life.	5

16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games, and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Material Design for Visual Impairment	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	The aim of the course is to provide the necessary knowledge and skills for prospective teachers to prepare the teaching materials they need in line with the educational needs of visually impaired students in different disability groups.
Short Course Content	Defining Visual Impairment; Classification of Visual Impairment Groups; General Characteristics of Visually Impaired Individuals in Different Age Groups; Use of Touchable Objects; Determination of Light and Color Contents for Low Vision; Examination of Sensible Maps and Architectural Plans; Preparation/Selection of Materials Suitable for Visually Impaired Individuals; Process of Preparing Materials for the Completely Blind.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defining Visual Impairment	1,2,3,4	1	A,C,G
2 Classification of Visual Impairment Groups	1,2,3,4	1	A,C,G
3 General Characteristics of Visually Impaired Individuals in Different Age Groups	9,10	1,11,12	A,C,G
4 General Characteristics of Visually Impaired Individuals in Different Age Groups	5	1,11,12	A,C,G
5 Use of Touchable Objects	6,7	1,11	A,C,G
6 Determination of Light and Color Contents for People with Low Vision	11,12	1,11,12	A,C,G
7 Examination of Sensible Maps and Architectural Plans	1,2,3,4	1	A,C,G
8 Selecting Suitable Materials for Visually Impaired Individuals	5	1,11,12	A,C,G
9 Preparation of Materials Suitable for Visually Impaired Individuals	1,2,3,4	1	A,C,G
10 Process of Preparing Materials for the Totally Blind	5	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture Notes
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Defining Visual Impairment
2	Classification of Visual Impairment Groups
3	General Characteristics of Visually Impaired Individuals in Different Age Groups
4	Use of Touchable Objects
5	Determination of Light and Color Contents for People with Low Vision
6	Examination of Sensible Maps and Architectural Plans
7	Examination of Sensible Maps and Architectural Plans
8	MIDTERM EXAM
9	Selecting Suitable Materials for Visually Impaired Individuals
10	Preparation of Materials Suitable for Visually Impaired Individuals
11	Process of Preparing Materials for the Totally Blind
12	Review of Application Examples
13	Review of Application Examples
14	Evaluation of Application Examples
15	Evaluation of Application Examples
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	2	8
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	10	10
		Total workload	68
		Total workload / 30	2,3
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Homework	20
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	3
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	2
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	2

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Job and Vocational Skills for Individuals with Special Needs	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	There is no prerequisite for the course
Objectives of the Course	The aim of this course is to provide special education teacher candidates with knowledge and skills related to teaching job and vocational skills.
Short Course Content	Job and professional skills; prevalence of employment of individuals with special needs; characteristics of job and professional skills; teaching job and vocational skills to individuals with special needs; approaches to teaching job and vocational skills; methods in teaching job and vocational skills; research on teaching job and vocational skills; exemplary practices regarding teaching job and vocational skills; preparing a transition plan for teaching job and vocational skills; To provide necessary skills related to job and profession; preparing individuals with special needs for work and profession; placing individuals with special needs in jobs and professions.

Learning Outcomes of the Course		Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	Explains the prevalence of employment of individuals with special needs.	18	1,2,5,13	A
2	Explains the characteristics of job and occupational skills.	6	1,2,5,13	A
3	Explains teaching job and vocational skills to individuals with special needs.	5	1,2,5,13	A,C
4	Explains approaches to teaching job and vocational skills.	14	1,2,5,13	A
5	Explains methods in teaching job and vocational skills.	15	1,2,5,13	A,C
6	Explains research on teaching job and vocational skills.	16,17	1,2,5,13	A
7	Explains sample practices regarding teaching job and vocational skills.	11	1,2,5,13	A,C
8	Able to prepare a transition plan for teaching job and vocational skills.	7	6,15	G
9	Learns to acquire the necessary skills related to job and profession.	8	6,15	G,C
10	Learns to prepare individuals with special needs for work and profession and to place individuals with special needs in work and profession.	13,14	6,15	G

Main Textbook	Zihin Yetersizliği Olan Bireyler İçin İş ve Meslek Eğitimi. Eğiten Kitap
Supporting References	
Necessary Course Material	Textbook, lecture notes and computer

Course Schedule	
1	Meeting, employment, prevalence of employment of individuals with special needs
2	Prevalence of employment of individuals with special needs
3	Characteristics of business and professional skills
4	Teaching business and vocational skills to individuals with special needs
5	Teaching business and vocational skills to individuals with special needs
6	Approaches to teaching job and vocational skills
7	Methods in teaching business and vocational skills
8	Mid-Term Exam
9	Research on teaching business and vocational skills
10	Research on teaching business and vocational skills
11	Sample practices regarding teaching business and vocational skills
12	Preparing a transition plan for teaching business and vocational skills
13	Gaining necessary skills related to business and profession
14	Preparing individuals with special needs for work and profession
15	Placing individuals with special needs in jobs and professions
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	10	10
Quiz Exam	4	2	8
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	2	8	16
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			110
Total workload / 30			3,66
Course ECTS Credit			4

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Evaluation	
Activity Type	%
Mid-term	20
Homework	20
Quiz	15
Presentation	10
Bir öge seçin.	
Final Exam	35
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	3
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	5
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Supporting Language and Communication Skills in Hearing Impairment	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	None
Objectives of the Course	The aim of the course is to provide pre-service teachers with the necessary knowledge and skills to evaluate the language and communication characteristics of individuals with hearing impairment, to determine the appropriate outcomes after this evaluation and to prepare the language lesson plan with the appropriate method in line with these outcomes.
Short Course Content	Language and speech characteristics of individuals with hearing impairment; evaluation of language and communication skills; educational approaches used in supporting language and communication skills of individuals with hearing impairment; communication modes used in the education of individuals with hearing impairment; individual and group language lesson planning.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Define the concepts of language, speech and communication.	1, 6	1	A
2 Explain the relationship between the concepts of language, speech and communication.	1, 6, 16	1	A
3 Explain the reflections of hearing loss on language and communication skills.	1, 3, 5	1	A
4 Explain the current paradigm of language acquisition by explaining the theories of language acquisition in children.	1, 3, 9, 11	1, 5	A
5 Express the language development characteristics of children with hearing loss.	1, 3, 5	1, 5	A
6 Explain the formal and informal assessment tools used in the evaluation of language and communication skills.	1, 5, 19	1, 5	A, D
7 Express the principles and stages of use of informal language assessment tools.	1, 14, 16, 19	1, 5, 6	A, D
8 Express the communication approaches used in the education of children with hearing loss.	1, 14, 16	1, 5	A
9 Explain the stages of individual and group language lesson planning.	1, 12, 14	1, 5	A, D, G
10 Plan individual and group language lessons.	1, 12, 14	1, 2, 6	A, D, G
11 Can express the appropriate materials to be used in individual and group language lessons in line with the objectives.	1, 12, 14	1, 2, 6	A, D, G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	-
Supporting References	-
Necessary Course Material	-

Course Schedule	
1	Basic concepts in language and communication development
2	Loss of hearing and its reflections on the communication process
3	Theories of language acquisition in children
4	Characteristics of language development in children with hearing loss
5	Assessment of language development and goal selection
6	Strategies and materials used in language classes
7	Strategies and materials used in language classes
8	Mid-Term Exam
9	Communication approaches used in the education of individuals with hearing impairment
10	Teaching practices based on oral language
11	Teaching practices based on sign language
12	Individual language lesson planning
13	Application examples
14	Group language lesson planning
15	Application examples
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	3	2	6
Homework	2	5	10
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	10
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	5	5
Final Exam	1	2	2
Studying for Final Exam	1	10	10
Total workload			73
Total workload / 30			2,4
Course ECTS Credit			2

Evaluation	
Activity Type	%
Homework	10
Homework	10
Presentation	15
Mid-term	25
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terms, methods, techniques, principles and theories related to special education.	5
2	Evaluates the level of students before starting teaching and shares the results with parents and administrators; prepares and uses individualized education and transition plans according to these	5
3	Uses the knowledge and skills related to the field in his/her profession and daily life within the framework of legal and ethical rules.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Driving License Advanced Level) information technologies for teaching	1
5	Develops solutions when faced with unforeseen situations in applications related to special education and teaching profession.	3
6	Uses learning to learn, self-regulation, critical thinking, creative thinking skills for the purpose.	3
7	Examines scientific products related to special education and teaching profession and/or creates new products.	1
8	Participates in seminars, conferences, workshops, etc. related to the field by exhibiting positive attitudes and behaviors towards lifelong learning.	1
9	To be able to follow new developments in the field of special education and teaching profession and work in collaboration with colleagues.	2
10	Uses basic level (European Language Portfolio B1 General Level) foreign language knowledge to access the information he / she needs about his / her field.	1
11	Prepares, implements and manages plans and projects according to the socio-cultural and economic characteristics of the environment where students live in special education studies.	1
12	Defines family education and guidance.	4
13	Uses effective communication skills in working with individuals with special needs, their families and other specialists.	4
14	Uses his/her knowledge and skills efficiently to provide communication and social skills to individuals with special needs and to increase their social acceptance.	4
15	Has sufficient awareness of the universality of social rights, social justice, quality culture and protection of cultural values, environmental protection, occupational health and safety and uses	3
16	Makes arrangements in line with all the characteristics (additional disabilities, health problems, etc.) and needs of the students.	4
17	Understands the processes for applied behavior analysis.	1
18	Analyzes the process of preparing individuals with special needs for independent living.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses art, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Mathematics Difficulty: Identification and Intervention	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	The aim of this course is to give information and skills related to identification and interventions in mathematics difficulty to special education teacher candidates.
Short Course Content	Learning difficulties and mathematics, mathematics development, reasons for mathematics difficulties, symptoms of mathematics difficulties, assessment of mathematics difficulties, assessment tools, intervention-based research in mathematics difficulty, classroom adaptations, application examples.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Definition of basic concepts related to diagnosing mathematical difficulties.	1,2,3,4	1	A,C,G
2 Definition of basic concepts related to intervening in mathematical difficulties.	1,2,3,4	1	A,C,G
3 Explanation and application of research-based practices for addressing mathematical difficulties.	9,10	1,11,12	A,C,G
4 Explanation and application of assessment practices related to evaluating mathematical difficulties.	5	1,11,12	A,C,G
5 Explanation of assessment tools.	6,7	1,11	A,C,G
6 Explanation of classroom adaptations.	11,12	1,11,12	A,C,G
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	--
Supporting References	Melekoğlu, M. A., ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara:Vize Yayıncılık.
Necessary Course Material	

Course Schedule	
1	Learning difficulties and mathematics
2	Learning difficulties and mathematics
3	The causes of mathematics difficulties
4	Symptoms of mathematics difficulties
5	Identification of mathematics difficulties
6	Assessment tools
7	Assessment tools
8	Mid-Term Exam
9	Research-based intervention methods
10	Research-based intervention methods
11	Classroom adaptations
12	Classroom adaptations
13	Application examples
14	Application examples
15	Application examples
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	20	4
Quiz Exam			
Studying for Quiz Exam			
Oral exam	1	1	
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	14
Final Exam	1	1	1
Studying for Final Exam	1	30	18
		Total workload	70
		Total workload / 30	2,4
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	40
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	3
17	Comprehends the processes for applied behavior analysis.	2
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Music Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	-
Objectives of the Course	Developing a sense of rhythm, being able to use one's voice effectively and beautifully while making music, nurturing an appreciation for both Turkish and universal single and polyphonic music through an enriched repertoire, fostering the growth of students with an advanced level of musical taste, and achieving mastery over a musical instrument.
Short Course Content	Fine art music Music communication Beat keeping and sense of rhythm Instrumental communication Nuances Understanding music

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Students will acquire a sense of rhythm.		Expession-tutorial	Exam
2 They will be able to sing the national anthem (İstiklal Marşı) correctly according to the breathing points.		Expession-tutorial	Homework
3 Their level of appreciation for both Turkish and universal single and polyphonic music will develop.		Expession-tutorial	Exam
4 They will be able to play the flute by following the notes.		Expession-tutorial	Homework
5			
6			
7			
8			

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecturer Notes
Supporting References	
Necessary Course Material	Mucis instrument

Course Schedule	
1	Melody introduction
2	Basic Elements of Music
3	Concepts of Music
4	Music Nuances and Human Voices
5	Music Nuances and Human Voices
6	Music Forms and Structures
7	Music Forms and Structures
8	Mid-Term Exam
9	Developing a Sense of Rhythm
10	Rhythm Keeping
11	Percussion Instrument
12	Musical Instrument Usage
13	Musical Instrument Usage
14	Musical Instrument Usage
15	Developing a Sense of Rhythm
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)	2	10	20
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Total workload	111
		Total workload / 30	3,7
		Course ECTS Credit	4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	4
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	5
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	5

16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	4

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Adults with Special Needs	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
7	2	0	2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	-
Objectives of the Course	The aims of this course are to explain to prospective teachers what skills they can use in their lives and how they should be taught to adults with special needs.
Short Course Content	Within the scope of this course, the basic concepts of transition to adulthood, adult skills and how these skills should be taught, how the social life of adults with special needs is and should be, higher education options of adults with special needs, career options, international and national legal regulations prepared for these individuals will be explained. In addition, practices related to adults with special needs in the world and in Turkey, the role of parents, social environment and society in the lives of adults with special needs will be explained and suggestions will be made regarding the adult life of these individuals.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Describes the basic concepts related to the transition to adulthood.	1,2,3	2,5,6	A,B,D
2 Describes adulthood skills and how these skills should be taught.	4,11,13	2,5,6	A,B,D
3 Describes the social life of adults with special needs and the situation they should be.	2,3,12	2,5,6	A,B,D
4 Describe the higher education options of adults with special needs.	5,8,15	2,5,6	A,B,D
5 Describe the career options of adults with special needs.	4,10,12	2,5,6	A,B,D
6 Describes international and national legal regulations prepared for adults with special needs.	2,3	2,5,6	A,B,D
7 Describe the practices related to adults with special needs in the world and in Turkey.	6,3,4	2,5,6	A,B,D
8 Describe the role of parents in the lives of adults with special needs.	4, 7, 8	2,5,6	A,B,D
9 Describes the role of social environment and society in the lives of adults with special needs.	2,8	2,5,6	A,B,D
10 Describes the suggestions regarding the adult life of individuals with special needs.	9,18,15	2,5,6	A,B,D

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Cavkaytar, A. (2013). Geleceğe hazırlanma. (Ed. Atilla Cavkaytar), Özel Eğitim. Ankara: Vize yayıncılık. Steere, D. E., Rose, E., Cavaiuolo, D. Growind Up: Transition to Adult Life for Students with Disabilities. Boston, MA: Pearson Education Inc.
Supporting References	Retish, P. ve Reiter, S. (2019). Adults with Disabilities: International Perspectives in the Community Baker, L.B., & Brightman, A. J. (2004). Steps to independence: Teaching everyday skills to children with special needs. (4. baskı). Baltimore: Paul Brookes Publishing. Ely, S. (2000). A lifetime of transitions: A reference for families of children with disabilities. Indiana University Indiana Institute on Disability and Community.
Necessary Course Material	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

Course Schedule	
1	Course introduction
2	Basic concepts of transition to adulthood
3	Adult skills and teaching these skills
4	Adult skills and teaching these skills
5	Social lives of adults with special needs
6	Higher education options for adults with special needs
7	Higher education options for adults with special needs
8	Mid-Term Exam
9	Career options for adults with special needs
10	International and national legal regulations on adults with special needs
11	Applications for adults with special needs in the world
12	Practices for adults with special needs in Turkey
13	The role of parents in the lives of adults with special needs
14	The role of the social environment and society in the lives of adults with special needs
15	Recommendations for the adult life of individuals with special needs
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	2	2	4
Classroom Studying Time (review, reinforcing, prestudy,...)	1	4	4
Quiz Exam	10	1	10
Studying for Quiz Exam	10	4	40
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	3	3
Final Exam	2	2	4
Studying for Final Exam	1	3	3
Total workload			70
Total workload / 30			70/30
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	3

LECTURER(S)

Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Gifted Child Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	It is aimed for teacher candidates to have knowledge about the use of educational programs and educational strategies for specially talented students.
Short Course Content	Special talent theories, Characteristics of educational programs for specially talented students, Differentiation models, Acceleration, Enrichment, grouping, mentoring

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Recognizing Students with Special Abilities	1,2,4,11,12,13	1	A,C,G
2 Recognizing the Special Needs of Students with Special Abilities	1,2,4,11,12,13	1	A,C,G
3 Knowing Special Ability Theories	1,2,4,11,12,13	1,11,12	A,C,G
4 Curriculum Models for Students with Special Abilities	1,2,4,11,12,13	1,11,12	A,C,G
5 Program Models for Specially Talented Students	1,2,4,11,12,13	1,11	A,C,G
6 Differentiation Models for Specially Talented Students	1,2,4,11,12,13	1,11,12	A,C,G
7 Differentiation Strategies Used in the Education of Specially Talented Children	1,2,4,11,12,13	1	A,C,G
8 Measurement Tools Used in Diagnosing Special Abilities	1,2,4,11,12,13	1,11,12	A,C,G
9 Education Models for Specially Talented Students	1,2,4,11,12,13	1,11,12	A,C,G
10 Teaching for Students with Special Abilities	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Gifted Children textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Theories of Superior Intelligence
2	Theories of Superior Intelligence
3	Curriculum Models
4	Curriculum Models
5	Differentiation Models
6	Differentiation Models
7	Differentiation Models
8	MIDTERM EXAM
9	Acceleration in Special Talented Education
10	Enrichment in Special Talented Education
11	Enrichment in Special Talented Education
12	Grouping in Special Talented Education
13	Mentoring in Special Talented Education
14	Education Models for Specially Talented Students in Turkey
15	Educational Practices for Specially Able Students Around the World
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	1	4
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	5	5
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	15	15
Total workload			74
Total workload / 30			2,4
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Practicum in Special Education 1	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	1	8		10

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	--
Objectives of the Course	This course aims to teach special education teacher practical knowledge and skills in teaching special education environments
Short Course Content	Provide education in concepts, skills, play and skills identified in the academic field, keeping records of this training, retention and generalization of work to do and the graphical representation of records, behavior modification program development and implementation, anecdotal record keeping, anecdotal record of translating the record ABC, keep the records from a determining a student's behavior will be changed, decide to modify the technical application of behavior modification techniques chosen, the application for keeping daily records, writing reports results in application behavior change results in practice.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic principles regarding special education practices	1,3	1,2,5,13,6	D,E,G
2 Tells the factors that should be taken into consideration in classroom management in special education.	17,19	1,2,5,13,6	D,E,G
3 Explains the factors that need to be taken into consideration for effective teaching in special education.	18,19	1,2,5,13,6	D,E,G
4 Defines the purpose of special education.	11	1,2,5,13,6	D,E,G
5			
6			
7			
8			
9			
10			
Main Textbook			

Supporting References	
Necessary Course Material	

Course Schedule	
1	Behavior modification program development and implementation
2	Determine the behavior to be changed
3	Decide to modify the technical
4	Select the application behavior modification techniques
5	Keep daily records of the application
6	Changing behavior, the result of application implementation
7	Changing behavior, the result of application implementation
8	Mid-Term Exam
9	Final report writing,
10	Identifying the students with tools that measure prepares,
11	Skills training to do
12	Persistence and generalizations to work
13	Teaching regarding record keeping
14	Graphical representation of records
15	Graphical representation of records
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	9	126
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	6	10	60
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	20	40
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	2	10	20
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
Total workload			294
Total workload / 30			9,8
Course ECTS Credit			10

Evaluation	
Activity Type	%
Mid-term	25
Homework	25
Presentation	20
Final Exam	30
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Art and Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
7	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	-
Objectives of the Course	Gaining Knowledge About Art and Theories, Acquiring Critical Thinking Skills, Establishing a Relationship Between Art and Education, Being Able to Use Art in Learning and Teaching Experiences
Short Course Content	The Definition of Art, Art Science and Theories, Creative Thinking, Imaginative Thinking, Critique of Theories, Relationship Between Art and Education, Use of Art in Education

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Gaining Knowledge About Art and Theories		Expression	Exam
2 Developing Critical Thinking Skills		Expression-Discussion	Homework
3 Establishing a Connection Between Art and Education		Discussion	Exam
4 Using Art in Learning and Teaching Experiences		Expression	Homework
5			
6			
7			
8			

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecturer notes
Supporting References	
Necessary Course Material	Paper, color, brush, scissors

Course Schedule	
1	Course Introduction
2	What is Art? Historical and Cultural Approaches to Art
3	Art Science and Theories
4	Critical Examination of Theories
5	Critical Examination of Theories
6	Image, Symbol, Power of Imagination, Creative Thinking, Convergent and Divergent Thinking
7	Image, Symbol, Power of Imagination, Creative Thinking, Convergent and Divergent Thinking
8	Mid-Term Exam
9	Arts and culture
10	Art and philosophy of education
11	The relationship between art and education
12	Creative drama in art and education
13	Art in the learning experience
14	Art in the learning experience
15	Art in the learning experience
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	15	15
Final Exam	1	2	2
Studying for Final Exam	1	20	20
	Total workload		71
	Total workload / 30		2,36
	Course ECTS Credit		2

Evaluation	
Activity Type	%
Mid-term	40
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for instruction and research.	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	4
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	4
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	5

16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Education of Individuals with Emotional and Behavioral Disorders	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None
Objectives of the Course	The aim of this course is to provide pre-service special education teachers with information about what Emotion Behavior Disorder (EBD) is, its history and prevalence, causes, general characteristics of children with EBD, diagnosis and evaluation process of children with EBD, education process of individuals with EBD, evidence-based practices for the education of children with EBD, intervention development for individuals with EBD, interdisciplinary cooperation in the intervention process for individuals with EBD, and developing recommendations for experts and families.
Short Course Content	This course includes topics such as recognizing children with DDD, distinguishing behavioral characteristics, developing evidence-based practices appropriate for these children, etc.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines what EBD is.	1, 5, 13	1, 5, 13	A, D, G
2 Explains the history and prevalence of EBD.	1	1, 5, 13	A, D, G
3 Explains the causes of EBD.	1	1, 5, 13	A, D, G
4 Explains the general characteristics of children with EBD.	1	1, 5, 13	A, D, G
5 Explains the diagnosis and evaluation process of children with EBD.	1	1, 5, 13	A, D, G
6 Explains the education processes of individuals with EBD.	1	1, 5, 13	A, D, G
7 Explains evidence-based practices for the education of children with EBD.	1, 3	1, 5, 13	A, D, G
8 Develops intervention for individuals with EBD.	1, 3	1, 5, 13	A, D, G
9 Explains the ways to provide interdisciplinary cooperation in the intervention process for individuals with EBD.	1, 13	1, 5, 13	A, D, G
10 Develops recommendations for experts and families.	1, 12	1, 5, 13	A, D, G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	None.
Supporting References	Lecture notes.
Necessary Course Material	Computer and projector.

Course Schedule	
1	EBD definition
2	History and prevalence of EBD
3	Reasons for EBD
4	General characteristics of children with EBD
5	General characteristics of children with EBD
6	Diagnosis and evaluation process of children with EBD
7	Diagnosis and evaluation process of children with EBD
8	Mid-Term Exam
9	Education processes of individuals with EBD
10	Education processes of individuals with EBD
11	Evidence-based practices for the education of children with EBD
12	Interventions for individuals with EBD
13	Interventions for individuals with EBD
14	Interdisciplinary cooperation in the intervention process for individuals with EBD
15	Recommendations for professionals and families
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	3	6
Homework	5	1	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	2	2
Studying for Final Exam	1	15	15
Toplam iş yükü			56
Toplam iş yükü / 30			1.86
Dersin AKTS Kredisi			2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	4
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	5
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	4
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Supporting Non-Academic Skills in Learning Disabilities	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	
Objectives of the Course	This course aims to teach the basic principles of supporting non-academic skill in learning disabilities for special education teacher candidates.
Short Course Content	Basic concepts, basic concepts about learning and learning characteristics, the phase and properties of learning the basic concepts related to skills training (preparation skills analysis, evaluation etc.), and features, basic concepts and specifications about the accurate teaching method, constant time delay procedure and features, assisted instruction and features

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explains learning theories.	1,2,3,4	1	A,C,G
2 Describes the characteristics and stages of learning.	1,2,3,4	1	A,C,G
3 Explains fundamental concepts of skill teaching (such as skill analysis, preparation, assessment, etc.) and their characteristics.	9,10	1,11,12	A,C,G
4 Describes non-academic skills in children with learning difficulties.	5	1,11,12	A,C,G
5 Explains supporting executive functions in children with learning difficulties	6,7	1,11	A,C,G
6 Explains supporting self-regulation and independent living skills in children with learning difficulties.	11,12	1,11,12	A,C,G
7 Explains supporting communication and social skills in children with learning difficulties.	1,2,3,4	1	A,C,G
8 Explains supporting motor skills in children with learning difficulties.	5	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes
Supporting References	
Necessary Course Material	

Course Schedule	
1	Learning theories
2	Fundamental concepts of learning and characteristics of learning
3	Fundamental concepts of skill teaching (such as skill analysis, preparation, assessment, etc.) and their characteristics
4	Non-academic skills in children with learning difficulties
5	Executive functions in children with learning difficulties
6	Self-regulation skills and independent living skills in children with learning difficulties
7	Communication and social skills in children with learning difficulties
8	Mid-Term Exam
9	Emotion and behavior management in children with learning difficulties
10	Supporting motor skills in children with learning difficulties
11	Play skills and creativity in children with learning difficulties
12	Supporting safety and managing dependency in technology use for children with learning difficulties
13	Supporting theory of mind skills in children with learning difficulties
14	General review
15	General review
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	20	4
Quiz Exam			
Studying for Quiz Exam			
Oral exam	1	1	
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)			
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	25	14
Final Exam	1	1	1
Studying for Final Exam	1	30	18
Total workload			70
Total workload / 30			2,4
Course ECTS Credit			2

Evaluation	
Activity Type	%
Mid-term	40
Homework	
Bir öĝe seçin.	
Bir öĝe seçin.	
Bir öĝe seçin.	
Final Exam	60
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	2
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	2
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	2
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	2
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	4
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	2
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	3
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	2
12	Describes the family education and guidance.	2
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	2
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	2
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	4
17	Comprehends the processes for applied behavior analysis.	2

18	Analyzes the preparation process of individuals with special needs for independent life.	5
19	Plans and conducts the teaching process according to the individual characteristics of the students.	4
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Teaching Practicum in Special Education 2	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	1	8		10

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	
Objectives of the Course	This course aims to teach special education teacher practical knowledge and skills in teaching special education environments
Short Course Content	Provide education in concepts, skills, play and skills identified in the academic field, keeping records of this training, retention and generalization of work to do and the graphical representation of records, behavior modification program development and implementation, anecdotal record keeping, anecdotal record of translating the record ABC, keep the records from a determining a student's behavior will be changed, decide to modify the technical application of behavior modification techniques chosen, the application for keeping daily records, writing reports results in application behavior change results in practice.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic principles regarding special education practices	1,3	1,2,5,13,6	D,E,G
2 Tells the factors that should be taken into consideration in classroom management in special education.	17,19	1,2,5,13,6	D,E,G
3 Explains the factors that need to be taken into consideration for effective teaching in special education.	18,19	1,2,5,13,6	D,E,G
4 Defines the purpose of special education.	11	1,2,5,13,6	D,E,G
5			
6			
7			
8			
9			
10			
Main Textbook			

Supporting References	
Necessary Course Material	

Course Schedule	
1	Behavior modification program development and implementation
2	Determine the behavior to be changed
3	Decide to modify the technical
4	Select the application behavior modification techniques
5	Keep daily records of the application
6	Changing behavior the result of application implementation
7	Changing behavior the result of application implementation
8	Mid-Term Exam
9	Final report writing,
10	Identifying the students with tools that measure prepares,
11	Skills training to do
12	Persistence and generalizations to work
13	Teaching regarding record keeping
14	Graphical representation of records
15	Graphical representation of records
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	9	126
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	6	10	60
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	2	20	40
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	2	10	20
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
		Total workload	294
		Total workload / 30	9,8
		Course ECTS Credit	10

Evaluation	
Activity Type	%
Mid-term	25
Homework	25
Presentation	20
Final Exam	30
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	4
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	5
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	5
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	5

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:22.07.2024



COURSE INFORMATION FORM

Course Name	Course Code
Special Education Policies and Legal Regulations	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	0		4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			x	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	None
Objectives of the Course	The aim of the course is to gain knowledge about the basic issues and concepts related to special education policies and legal regulations.
Short Course Content	In this course, the history of policies and legal regulations for individuals with disabilities and special education in Turkey; national policies and legal regulations for individuals with disabilities and special education; international policies and legal regulations for individuals with disabilities and special education; Turkey's becoming a party to international conventions; the importance of legal regulations in the world in terms of individuals with disabilities, special education practices and regulations in Turkey; general paradigm shift for individuals with disabilities; issues related to the gap between policy, legal regulations and practices will be discussed.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines the basic concepts related to special education policies.	1,15	1,5	A
2 Lists national policies and legal regulations for special education	1,15	1,5, 10	A
3 Explains international policies and legal regulations for special education.	1,15	6	A, D
4 Discusses the main policy practices and legal gaps in special education.	1,15	1,4,6,	G

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Yılmaz, E., ve Yıldız, G. (2023). Özel Eğitimde Yasal Düzenlemeler. Nobel Yayıncılık: Ankara
Supporting References	Lecture notes.
Necessary Course Material	Computer and projector.

Course Schedule	
1	Basic concepts related to legal regulations
2	International legal regulations
3	International legal regulations
4	International legal regulations
5	International legal regulations
6	International legal regulations
7	International legal regulations
8	Mid-Term Exam
9	National legal regulations
10	National legal regulations
11	National legal regulations
12	National legal regulations
13	National legal regulations
14	National legal regulations
15	National legal regulations
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	24
Classroom Studying Time (review, reinforcing, prestudy,...)	3	2	6
Homework	2	10	20
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	15	15
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	15	15
Mid-Term Exam			
Studying for Mid-Term Exam			
Final Exam	1	2	2
Studying for Final Exam	1	20	20
	Toplam iş yükü		124
	Toplam iş yükü / 30		4,2
	Dersin AKTS Kredisi		4

Evaluation	
Activity Type	%
Mid-term	30
Quiz	20
Homework	
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	1
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	1
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	1
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	4
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	1
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	2
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment	1
12	Describes the family education and guidance.	1
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	3
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	5
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	1
17	Understands the process for applied behavior analysis.	4
18	Analyzes the preparation process for independent living of individuals with special needs.	3
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	3
20	Uses art, play, and sport activities in the process of teaching.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



ESOGU SPECIAL EDUCATION DEPARTMENT



COURSE INFORMATION FORM

Course Name	Course Code
Technology Use and Material Design in Special Education	

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
8	1	2	4

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Compulsory

Prerequisite(s) if any	-
Objectives of the Course	This course aims to teach the basic concepts of technology use in special education to special education teachers.
Short Course Content	Basic concepts of the technology and special education ; the importance of the use of technology in education and special education; technology supported applications for academic and non-academic skills in students with different special educational needs; different technological tools (eg., smart boards, desktop, laptop, tablet, smart phone) use in special education.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Defines basic concepts related to the use of technology in special education..	1,2,3	2,5,6	A,B,D
2 Prepares and implements technology-supported teaching materials in special education.	4,11,13	2,5,6	A,B,D
3 Explains the use of technology and its importance	2,3,8,15	2,5,6	A,B,D
4 Explain technology-supported applications.	2,3,8,15	2,5,6	A,B,D
5 Explains examples of technology-supported teaching applications.	2,3,8,15	2,5,6	A,B,D
6 Explain examples of technology-supported assessment.	2,3,8,15	2,5,6	A,B,D
7 Prepares and implements technology-supported teaching materials for teaching academic skills.	6,3,4,8,9,11,14,17	2,5,6	A,B,D
8 Prepares and implements technology-supported teaching materials for teaching non-academic skills.	6,3,4,8,9,11,14,17	2,5,6	A,B,D

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Course notes
Supporting References	
Necessary Course Material	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

Course Schedule	
1	Basic concepts
2	Basic concepts
3	Technology use and importance
4	Technology use and importance
5	Technology use and importance
6	Technology use and importance
7	Technology use and importance
8	Mid-Term Exam
9	Examples of technology-supported applications
10	Examples of technology-supported applications
11	Preparing technology-supported teaching tools
12	Preparing technology-supported teaching tools
13	Application in technology-supported teaching
14	Application in technology-supported teaching
15	Evaluation in technology-supported teaching
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	2	4	8
Classroom Studying Time (review, reinforcing, prestudy,...)	1	1	1
Homework	10	8	80
Mid-Term Exam	1	4	4
Studying for Mid-Term Exam	1	4	4
Final Exam	1	4	4
Studying for Final Exam	1	4	4
Total workload			105
Total workload / 30			105/30
Course ECTS Credit			4

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	4
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	3
7	Examines scientific products about special education and teaching, creates new products.	3
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	4
9	Follows new developments about special education and teaching profession and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	3
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	3
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	4
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills and increase their social acceptance.	5
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes	3
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	5
18	Analyzes the preparation process of individuals with special needs for independent life.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	3
20	Uses arts, games and sports activities in the teaching process.	3

LECTURER(S)

Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:06.06.2024



COURSE INFORMATION FORM

Course Name	Course Code
Creative Thinking Education	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	--
Objectives of the Course	It is aimed for teacher candidates to know the types of creativity, which strategies can be used to develop creativity, and the factors affecting creativity.
Short Course Content	Creativity definitions and theories: creativity myths, definitions of creativity, types and degrees of creativity, relationship between creativity and intelligence, theories of creativity; Development of creativity: cognitive and personality characteristics of creative people, factors that hinder creativity

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Creativity Myths	1,2,4,11,12,13	1	A,C,G
2 What is Creativity?	1,2,4,11,12,13	1	A,C,G
3 Theories of Creativity	1,2,4,11,12,13	1,11,12	A,C,G
4 Characteristics of Creative People	1,2,4,11,12,13	1,11,12	A,C,G
5 Factors Affecting Creativity	1,2,4,11,12,13	1,11	A,C,G
6 Development of Creativity in Children	1,2,4,11,12,13	1,11,12	A,C,G
7 Creativity-Family Relationship	1,2,4,11,12,13	1	A,C,G
8 Creativity-Time Relationship	1,2,4,11,12,13	1,11,12	A,C,G
9 Creativity-Age Relationship	1,2,4,11,12,13	1,11,12	A,C,G
10 Techniques That Improve Creative Thinking	1,2,4,11,12,13	1,11,12	A,C,G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Lecture notes, Creativity, Its Development and Education textbook
Supporting References	Articles
Necessary Course Material	--

Course Schedule	
1	Yaratıcılık Mitleri
2	Yaratıcılık Nedir?
3	Yaratıcılık Kuramları
4	Yaratıcılık Kuramları
5	Yaratıcılık Kuramları
6	Yaratıcı Kişilerin Özellikleri
7	Yaratıcı Kişilerin Özellikleri
8	ARA SINAVI
9	Yaratıcılığı Etkileyen Etkenler
10	Çocuklarda Yaratıcılığın Gelişimi
11	Çocuklarda Yaratıcılığın Gelişimi
12	Yaratıcılık ile Aile, Zaman ve Yaş İlişkisi
13	Yaratıcılığın Geliştirilmesi ve Yaratıcı Düşünme Teknikleri
14	Yaratıcılığın Geliştirilmesi ve Yaratıcı Düşünme Teknikleri
15	Yaratıcılığın Geliştirilmesi ve Yaratıcı Düşünme Teknikleri
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	4	1	4
Homework	1	5	5
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	5	5
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	15	15
		Total workload	74
		Total workload / 30	2,4
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Homework	30
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Bir ö ğ e seç in.	
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	5
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	2
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	4
4	Provides support to individuals with special needs and their families by using basic level (European Computer Operating License Advance Level) information technologies for	4
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	5
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	5
7	Examines scientific products about special education and teaching, creates new products.	5
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	3
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	4
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.	4
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	4
12	Describes the family education and guidance.	5
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	3
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	4
15	Be conscious of issues regarding universality of social rights, social justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.	4
16	Makes arrangements in line with all the characteristics (additional disability, health problems, etc.) and needs of the students.	5
17	Comprehends the processes for applied behavior analysis.	4
18	Analyzes the preparation process of individuals with special needs for independent life.	4

19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses arts, games and sports activities in the teaching process.	2

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

Date:01.08.2024



COURSE INFORMATION FORM

Course Name	Course Code
Writing Difficulty: Identification and Intervention	

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	0		2

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
			X	

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	---
Objectives of the Course	The aim of this course is to provide teacher candidates with basic knowledge about writing difficulties and to support them to practice using various writing strategies.
Short Course Content	Specific learning disabilities and writing, writing development, written expression, causes of writing difficulties, symptoms of writing difficulties, assessment of writing difficulties, assessment tools, research-based intervention methods in writing difficulties, classroom accommodations, examples.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 Explain writing and its components.	1, 3	1, 5	A, F
2 Explain the writing problems of students with SLD.	1, 3, 4	1, 2, 5	A, F
3 Explain the prevalence and causes of writing difficulties.	1, 3, 4	1, 2, 5	A, F
4 Evaluate different types of written texts.	2, 4, 9, 16, 19	1, 6, 11, 12	A, D
5 Make accommodations for students with writing difficulties.	2, 5, 16, 18, 19	1, 6, 11, 12	A, D, E
6 Explain the stages of the Self-Regulated Strategy Development (SRSD) model.	1, 3, 4, 6, 9	1, 5	A, F
7 Explain the strategies used in writing different types of texts.	1, 3, 4, 6, 7, 9, 18	1, 5	A, F
8 Prepare a lesson plan that includes teaching writing strategies based on SRSD.	1, 2, 5, 6, 9, 16, 18, 19	1, 5, 6, 11, 12	A, D, G

*Teaching Methods 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

**Measuring Methods A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

Main Textbook	Disgrafi - Yazma güçlüğü: Tanılama ve müdahale - Prof. Dr. Macid Ayhan MELEKOĞLU, Doç. Dr. Kürşat ÖĞÜLMÜŞ
Supporting References	---
Necessary Course Material	Textbook and lecture notes

Course Schedule	
1	Writing and its components
2	Writing and its components
3	Writing problems of students with SLD
4	Prevalence and reasons for writing disabilities
5	Evaluating different types of written texts
6	Accommodations for students with writing difficulties
7	SRSD
8	Mid-Term Exam
9	Writing strategies
10	Writing strategies
11	Examples from the literature
12	Preparing a lesson plan that includes teaching writing strategies based on the SRSD.
13	Preparing a lesson plan that includes teaching writing strategies based on the SRSD.
14	Presentations of lesson plan.
15	Presentations of lesson plan.
16,17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	14	2	28
Classroom Studying Time (review, reinforcing, prestudy,...)	2	2	4
Homework	1	4	4
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)	1	2	2
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	1	5	5
Mid-Term Exam	1	1	1
Studying for Mid-Term Exam	1	10	10
Final Exam	1	1	1
Studying for Final Exam	1	15	15
		Total workload	70
		Total workload / 30	2,3
		Course ECTS Credit	2

Evaluation	
Activity Type	%
Mid-term	30
Quiz	
Homework	20
Bir öge seçin.	
Bir öge seçin.	
Final Exam	50
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Defines concepts, terms, methods, techniques, principles and theories related to special education.	5
2	Evaluates the level of students before starting teaching and shares the results with parents and administrators; prepares and uses individualized education and transition plans according to these results.	4
3	Uses the knowledge and skills related to the field in his/her profession and daily life within the framework of legal and ethical rules.	5
4	Provides support to individuals with special needs and their families by using basic level (European Computer Driving License Advanced Level) information technologies for teaching and research purposes.	4
5	Develops solutions when faced with unforeseen situations in applications related to special education and teaching profession.	5
6	Uses learning to learn, self-regulation, critical thinking, creative thinking skills for the purpose.	5
7	Examines scientific products related to special education and teaching profession and/or creates new products.	5
8	Participates in seminars, conferences, workshops, etc. related to the field by exhibiting positive attitudes and behaviors towards lifelong learning.	1
9	To be able to follow new developments in the field of special education and teaching profession and work in collaboration with colleagues.	5
10	Uses basic level (European Language Portfolio B1 General Level) foreign language knowledge to access the information he / she needs about his / her field.	1
11	Prepares, implements and manages plans and projects according to the socio-cultural and economic characteristics of the environment where students live in special education studies.	1
12	Defines family education and guidance.	1
13	Uses effective communication skills in working with individuals with special needs, their families and other specialists.	1
14	Uses his/her knowledge and skills efficiently to provide communication and social skills to individuals with special needs and to increase their social acceptance.	1
15	Has sufficient awareness of the universality of social rights, social justice, quality culture and protection of cultural values, environmental protection, occupational health and safety and uses these values in his/her profession and daily life.	1

16	Makes arrangements in line with all the characteristics (additional disabilities, health problems, etc.) and needs of the students.	5
17	Understands the processes for applied behavior analysis.	1
18	Analyzes the process of preparing individuals with special needs for independent living.	4
19	Plans and conducts the teaching process according to the individual characteristics of the students.	5
20	Uses art, games and sports activities in the teaching process.	1

LECTUTER(S)				
Prepared by	Prof. Dr. Nevin GÜNER			
Signature(s)				

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