

## **Special Education Department**

### **Special Education Teacher Training Program**

#### **1. General Information**

Program in Special Education Teacher Training under this department, offers compulsory content knowledge, vocational knowledge of special education, liberal education and practice classes.

The purpose of the programme is to train teachers equipped with theoretical and practical knowledge and skills, with the aim of enabling the individuals with special needs, be independent like other individuals, and become active and productive in social life.

#### **2016-2017 Academic Year Student Placement Scores**

<b>Department</b>	<b>Score Type</b>	<b>Quota</b>	<b>Base</b>	<b>Peak</b>
Special Education Teacher Training	TS-1	103	416,42230	447,95046

#### **2. Qualification Awarded**

The graduates that successfully completed the programme with established qualifications are awarded Bachelor's Degree in teaching profession.

#### **3. Level of Qualification**

First Cycle

#### **4. Specific Admission Requirements**

The general admission criteria apply to both Turkish and International students to start the programme.

#### **5. Recognition of Prior Learning**

Acknowledging the prior formal learning in Turkish Higher Education Institutions, undergraduate transfers, external transfers and internal transfers are carried out according to "THE REGULATION ABOUT TRANSFER, MINOR, DOUBLE MAJOR AND CREDIT TRANSFER BETWEEN INSTITUTIONS IN ASSOCIATE AND UNDERGRADUATE LEVEL IN HIGHER EDUCATION INSTITUTIONS" determined by Higher Education Council.

At the beginning of each academic term, an exemption exam is held for some computer and, foreign language courses that can be acknowledged within the context of certificate or experience based learning outside the formal education institutions in Turkey. The students who pass this exam are exempt from these courses in the program.

#### **6. Qualification Requirements and Regulations**

The students should be successful in all the courses; the students should not have FF, DZ, or YZ grades. In this program, the student should have at least 240/120 ECTS credits and the general grade point average should be at least 2,00 out of 4,00.

#### **7. Profile of the Program**

The aim of the programme is to train teachers;

- Who developed himself/herself in the fields of communication and social skills;
- Who are capable of adopting and adapting teaching programmes;
- Who can cooperate with the school, family and the other institutions,
- Who are specialist in the subject of behavior management

- Who follows professional developments.

## 8. Program Outcomes

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

## 9. Occupational Profiles of Graduates

The students completing the program have the opportunity to serve in public and private schools that are under Turkish Ministry of National Education, and in private special education and rehabilitation centers.

## 10. Access to Further Studies

Upon successful completion of an undergraduate degree, the candidates can study in graduate programs of their field or any related field on the condition that they have an eligible score from ALES or an equivalent exam and also have sufficient knowledge of a foreign language.

## 11. Examination Regulations, Assessment and Grading

The assessment and evaluation administered for each course is described in detail in "Course Information Form".

## 12. Graduation Requirements

Graduation requirements are stated in “Proficiency Rules and Requirements” section.

## 13. Mode of Study (Full-Time, Part-Time, E-Learning)

Full-time

## 14. Address and Contact Details (Department/Program Director or Equivalent Deputies and Erasmus Coordinator)

SPECIAL EDUCATION DEPARTMENT			
Chair	Assoc. Prof. Macid Ayhan MELEKOĞLU	ESOGU Faculty of Education	1628
Assist. Chair	Assoc. Prof. Nevin GÜNER YILDIZ	ESOGU Faculty of Education	1662
Erasmus Coordinator	Assoc. Prof. Macid Ayhan MELEKOĞLU	ESOGU Faculty of Education	1628

## 15. Department/Program Facilities

	TITLES					
	Prof.	Assoc. Prof.	Asst. Prof.	Res. Asst	Instr.	TOTAL
<b>Special Education Department</b>		<b>2</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>13</b>
- Education of Individuals with Intellectual Disabilities	-	2	2	6	1	11
- Education of Individuals with Hearing Impairments	-	-	-	1	-	1
- Education of Individuals with Visual Impairments	-	-	-	-	-	-
- Education of Gifted Individuals	-	-	-	1	-	1

Education Fields	Number	Capacity (Student)	Total Area (m2)
Undergraduate Classroom (Large)	3	30x3=90	76
Undergraduate Classroom (Small)	12	24X3=72	72
Graduate Classroom (Small)	2	20	50

## 16. Academic Staff

SPECIAL EDUCATION DEPARTMENT	
Assoc. Prof. Macid Ayhan MELEKOĞLU	ESOGU Faculty of Education
Assoc. Prof. Nevin GÜNER YILDIZ	ESOGU Faculty of Education
Asst. Prof. Mine SÖNMEZ	ESOGU Faculty of Education
Asst. Prof. Derya GENÇ TOSUN	ESOGU Faculty of Education
Instr. Dr. Meral MELEKOĞLU	ESOGU Faculty of Education
Res. Asst. Ayşe TUNÇ PAFTALI	ESOGU Faculty of Education
Res. Asst. Özge Sultan BALIKÇI	ESOGU Faculty of Education
Res. Asst. Tüncay TUTUK	ESOGU Faculty of Education
Res. Asst. Erman KAYIŞDAĞ	ESOGU Faculty of Education
Res. Asst. Büşra YILMAZ (continues graduate education for Bülent Ecevit University)	ESOGU Faculty of Education

Res. Asst. Turgut BAHÇALI (continues graduate education for ESOGÜ)	Anadolu University Faculty of Education
Res. Asst. Esra ÇATTIK (continues graduate education for ESOGÜ)	Anadolu University Faculty of Education
Res. Asst. Gözde TOMRİS (continues graduate education for ESOGÜ)	Anadolu University Faculty of Education

### 17. Courses – ECTS Credits

DEPARTMENT OF SPECIAL EDUCATION SPECIAL EDUCATION TEACHER TRAINING BACHELOR'S DEGREE					
1. Year					
Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
<b>Fall Semester</b>					
172011001	Special Education	4	2+0=2	Compulsory	Turkish
172011002	Intellectual Disab. and Autism Spectrum Disorder	4	2+0=2	Compulsory	Turkish
172011003	Child Development	4	2+0=2	Compulsory	Turkish
172011004	Foreign Language I	4	3+0=3	Compulsory	Turkish
172011005	Computer I	4	2+2=3	Compulsory	Turkish
172011006	Turkish I: Written Expression	3	2+0=2	Compulsory	Turkish
172011007	Atatürk's Princip. and History of Turkish Revo. I	3	2+0=2	Compulsory	Turkish
172011008	Introduction to Educational Sciences	4	3+0=3	Compulsory	Turkish
Fall Semester Total:		30			
<b>Spring Semester</b>					
172012001	Learning Disability and Giftedness	4	2+0=2	Compulsory	Turkish
172012002	Hearing and Visual Impairments	4	2+0=2	Compulsory	Turkish
172012003	Health and First Aid	4	2+0=2	Compulsory	Turkish
172012004	Foreign Language II	4	3+0=3	Compulsory	Turkish
172012005	Computer II	4	2+2=3	Compulsory	Turkish
172012006	Turkish II: Oral Expression	3	2+0=2	Compulsory	Turkish
172012007	Atatürk's Princip. and History of Turkish Revo. II	3	2+0=2	Compulsory	Turkish
172012008	Educational Psychology	4	3+0=3	Compulsory	Turkish
Spring Semester Total:		30			
YEAR TOTAL:		60			

2. Year					
Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
<b>Fall Semester</b>					
172013001	Early Childhood Special Education	4	3+0=3	Compulsory	Turkish
172013002	Applied Behavior Analysis	4	3+0=3	Compulsory	Turkish
172013003	Inclusion in Special Education	4	2+0=2	Compulsory	Turkish
172013004	Turkish Sign Language	4	2+0=2	Compulsory	Turkish

172013005	Teach. Concept to Students with Intellectual Dis.	3	2+0=2	Elective	Turkish
172013006	Teaching Fundamental Skills in Autism Spectrum Dis	3	2+0=2	Elective	Turkish
172013007	Measurement and Evaluation	4	3+0=3	Compulsory	Turkish
172013008	Teaching Principles and Methods	4	3+0=3	Compulsory	Turkish
Fall Semester Total:		30			
<b>Spring Semester</b>					
172014001	Supporting Language and Communication Skills	4	3+0=3	Compulsory	Turkish
172014002	Assessment in Special Education	4	3+0=3	Compulsory	Turkish
172014003	Technology Assisted Instruction in Special Ed.	4	2+0=2	Compulsory	Turkish
172014004	Play and Music in Special Education	3	2+0=2	Compulsory	Turkish
172014005	Braille Literacy	3	2+0=2	Compulsory	Turkish
172014006	Learning Strategies for Learning Disabilities	3	2+0=2	Elective	Turkish
172014007	Social Emotional & Academic Guidance in Giftedness	3	2+0=2	Elective	Turkish
172014008	Observation in Special Education Institutions	6	1+4=3	Compulsory	Turkish
Spring Semester Total:		30			
YEAR TOTAL:		60			

### 3. Year

Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
<b>Fall Semester</b>					
172015001	Teaching Literacy in Special Education	4	3+0=3	Compulsory	Turkish
172015002	Teaching Science and Social Studies in Special Ed.	4	3+0=3	Compulsory	Turkish
172015003	Teaching Mathematics in Special Education	4	3+0=3	Compulsory	Turkish
172015004	Teaching Social-Adaptive Skills in Special Ed.	4	3+0=3	Compulsory	Turkish
172015005	Prep. of Individualized Ed. and Transition Plans	4	2+0=2	Compulsory	Turkish
172015006	Supporting Communication Skills in Hearing Impair.	3	2+0=2	Elective	Turkish
172015007	Teaching Orientation & Independent Movement Skills	3	2+0=2	Elective	Turkish
172015008	Classroom Management	4	2+0=2	Compulsory	Turkish
Fall Semester Total:		30			
<b>Spring Semester</b>					
172016001	Family Education in Special Education	4	3+0=3	Compulsory	Turkish
172016002	Turkish Language Education in	4	3+0=3	Compulsory	Turkish

	Special Education				
172016003	Physical Education and Sport in Special Education	4	3+0=3	Compulsory	Turkish
172016004	Teaching Art Skills in Special Education	3	2+0=2	Compulsory	Turkish
172016005 172016006 172016007	Early Intervention Programs Alternative Communication Methods in ASD Reading Difficulty: Identification & Intervention	3	2+0=2	Elective	Turkish
172016008 172016009 172016010	Teach Social Skill to Students w/ Intellectual Dis. Social Skills Training in Autism Spectrum Dis. Supporting Non-Academic Skills in Learning Dis.	3	2+0=2	Elective	Turkish
172016011	Community Service Practices	3	1+2=2	Compulsory	Turkish
172016012	School and Educa. Insti. Experience in Special Ed.	6	1+4=3	Compulsory	Turkish
Spring Semester Total:		30			
YEAR TOTAL:		60			

#### 4. Year

Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
<b>Fall Semester</b>					
172017001	Professional Ethics in Special Education	3	2+0=2	Compulsory	Turkish
172017002	Instruct. Tech. and Material Design in Special Ed.	3	1+2=2	Compulsory	Turkish
172017003 172017004 172017005	Adolescence and Sexual Education Responsive Teaching Process and Applications Writing Difficulty: Identification & Intervention	3	2+0=2	Elective	Turkish
172017006 172017007 172017008	Teaching Job and Vocational Skills Errorless Teaching Methods Math. Difficulty: Identification & Intervention	3	2+0=2	Elective	Turkish
172017009	Research Methods	3	2+0=2	Compulsory	Turkish
172017010	Teaching Practicum in Special Education I	15	2+8=6	Compulsory	Turkish
Fall Semester Total:		30			
<b>Spring Semester</b>					
172018001	Special Education Policies and Legal Regulations	3	2+0=2	Compulsory	Turkish
172018002 172018003 172018004	Multiple Disabilities and Instruction Behavior Management in Autism Spectrum Disorders Attention Deficit and Hyperactivity Disorder	3	2+0=2	Elective	Turkish
172018005	Interdisciplinary Work and	3	2+0=2	Elective	Turkish

172018006	Collaboration in ID Interdisciplinary Work and Collaboration in ASD				
172018007	Interdisciplinary Work and Collaboration in LD				
172018008	Guidance	3	3+0=3	Compulsory	Turkish
172018009	Turkish Education System and School Management	3	2+0=2	Compulsory	Turkish
172018010	Teaching Practicum in Special Education II	15	2+8=6	Compulsory	Turkish
Spring Semester Total:		30			
YEAR TOTAL:		60			



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172011001	<b>COURSE NAME</b>	Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts; individuals with special education needs; speech and language disorders; physical disability/chronic illness; multiple disabilities; emotional/behavioral disorder; classification; prevalence and incidence; causes; screening/diagnosis; team; educational environments; research based practices; family concept and characteristics of families of children with special education needs; attitudes towards children with special education needs and their families; services, supports and legal rights for families.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of special education to special education teachers.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will begin to have gained basic concepts related to special education and basic skills related to the area.

**COURSE OUTCOMES**

Defines the basic concepts related to special education.  
Tells characteristics of individuals with special education needs.  
Explains characteristics of families that have children with special education needs.  
Says basic legal rights related to special education.

**TEXTBOOK**

Diken, İ. H. (2015). Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim. Pegem Akademi: Ankara.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Speech and language disorders
3	Physical disability
4	Chronic illness
5	Multiple disabilities
6	Emotional/behavioral disorder
7-8	MID-TERM EXAM
9	Team; educational environments
10	Research based practices
11	Family concept and characteristics of families of children with special education needs
12	Attitudes towards children with special education needs and their families
13	Services for families
14	Supports and legal rights
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU **Signature:** **Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172011002	<b>COURSE NAME</b>	Intellectual Disabilities and Autism Spectrum Disorder
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts; individuals with intellectual disabilities; individuals with autism spectrum disorder (ASD); classification: educational, psychological, medical; prevalence and incidence; causes: prenatal, perinatal, postnatal; screening/diagnostic: medical, educational and developmental screening/diagnostic; academic and non-academic characteristics; and team collaboration; educational environments; scientifically based practices; characteristics of the family; attitudes toward individuals with intellectual disabilities and OSB and their families; services offered to families, support and legal rights.

**COURSE OBJECTIVES**

The aim of this course is to provide information about individuals with intellectual disabilities and autism spectrum disorders to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, winning teachers receive basic concepts related to individuals with mental impairment and autism spectrum disorders so they will begin to be concerned with basic skills.

**COURSE OUTCOMES**

Describes the basic concepts of intellectual disabilities.  
Defines the basic concepts of Autism Spectrum Disorders.  
Explains the characteristics of families with children intellectual disabilities and ASD.  
Says basic legal rights related to special education.

**TEXTBOOK**

*İftar, E. T. (2015). Otizm Spektrum Bozukluğu Olan Çocuklar Ve Eğitimleri. Vize Yayıncılık: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts; Individuals with intellectual disabilities
2	Autism spectrum disorder (ASD)
3	Classification: educational, psychological, medical; prevalence and incidence; causes
4	Prenatal, perinatal, postnatal
5	Diagnostic: medical, educational and developmental screening
6	Academic and non-academic characteristics
7-8	MID-TERM EXAM
9	Team collaboration
10	Educational environments
11	Scientifically based practices
12	Characteristics of the family
13	Attitudes toward individuals with intellectual disabilities and OSB and their families
14	Services offered to families, support and legal rights
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU **Signature:** **Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172011003	<b>COURSE NAME</b>	Child Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts: development, growth, maturation; prenatal development and factors affecting prenatal development; physical development, definition and importance; physical development characteristics of children age 0-12; 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.

**COURSE OBJECTIVES**

This aim of this course is to provide foundational information about child development for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will learn basic concepts related to child development and developmental stages, so they will begin to be equipped with basic skills.

**COURSE OUTCOMES**

Describe basic concepts of development.  
Defines basic concepts of physical, cognitive and linguistic development.  
Learns about social-emotional and moral development  
Knows the basic concepts and processes associated with sexual development.

**TEXTBOOK**

*Berk, L. E. (2013). Çocuk Gelişimi. İmge Kitabevi Yayınları: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

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

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU **Signature:** **Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172011004	<b>COURSE NAME</b>	Foreign Language I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

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.

**COURSE OBJECTIVES**

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.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will gain required foreign language skills to use for courses and studies.

**COURSE OUTCOMES**

Speaks in a foreign language.  
Writes in a foreign language.  
Reads in a foreign language.

**TEXTBOOK**

*Course notes and reading texts*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Grammar
2	Grammar
3	Vocabulary
4	Vocabulary
5	Reading
6	Reading
7-8	MID-TERM EXAM
9	Listening
10	Listening
11	Speaking
12	Speaking
13	Writing
14	Writing
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU **Signature:** **Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172011005	<b>COURSE NAME</b>	Computer I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	2	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

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.

**COURSE OBJECTIVES**

The purpose of this course will do all kinds of special education teachers aims to equip the computer skills they will use academic activity.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course lessons and teachers will gain the skills they need to use computers in their work.

**COURSE OUTCOMES**

Performs basic operations that can be done with the computer.

**TEXTBOOK**

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**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Information technologies
2	Basic concepts related to software and hardware
3	Operating systems
4	Word processing
5	Spreadsheet program
6	Presentation of data
7-8	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 systems security and related ethical issues
14	Information systems security and related ethical issues
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016

**ESOGÜ Special Education Department (Special Education Teacher Training)**  
**COURSE INFORMATION FORM**



<b>COURSE CODE</b>	172011006	<b>COURSE NAME</b>	Turkish I: Written Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	<b>Evaluation Type</b>	<b>Quantity</b>	<b>%</b>
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic features of written language and written communication, basic differences between the written and oral language. Expression: written and oral expression; subjective and objective communication; paragraph; types of paragraphs (introduction, development and conclusion paragraphs). Definition of text and types of texts (informative texts, literary texts); text that conditions (cohesion, coherence, intentionality, acceptability, contextualization, informativeness, intertextual relations). Written expression (written composition: free writing, planned writing); stages of planned writing (topic, limiting the topic, aim, perspective, identifying the main and supporting ideas, outlining, layout); informative texts (petition, letter, news, decision, announcement / advertisement, report, official writings, scientific writings) theoretical knowledge; studies on samples and writing practices; summarizing a text and background; in language and expression errors.

**COURSE OBJECTIVES**

The aim of this course is to provide academic writing and editing of the Turkish language skills to the special education teacher candidates for their professional lives.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers will gain required skills in Turkish and writing for their courses and their studies.

**COURSE OUTCOMES**

Corrects errors in language and expression.  
Shows acquisition of planned writing skills  
Writes petition and official letters.

**TEXTBOOK**

*Course notes.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic features of written language and written communication
2	The main differences between the spoken language and written language
3	Paragraph; types of paragraphs (introduction, development and conclusion paragraphs)
4	Definition of text and types of texts (informative texts, literary texts); text that conditions
5	Written expression (written composition: free writing, planned writing)
6	Informative texts
7-8	MID-TERM EXAM
9	Theoretical knowledge; studies on samples and writing practices
10	Removing the text and the summary of the plan
11	In language and expression errors.
12	Petition, letter, news, decision, announcement / advertisement, report, official texts, scientific articles
13	Writing essays
14	Writing essays
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016

**ESOGÜ Special Education Department (Special Education Teacher Training)**  
**COURSE INFORMATION FORM**



<b>COURSE CODE</b>	172011007	<b>COURSE NAME</b>	Ataturk's Principles and History of Turkish Revolution I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	<b>Evaluation Type</b>	<b>Quantity</b>	<b>%</b>
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

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.

**COURSE OBJECTIVES**

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.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers will have information about the establishment of the Republic of Turkey process.

**COURSE OUTCOMES**

Knows the foundation of the Republic of Turkey.  
Tells Ataturk's principles and revolutions.  
Explains treaties.

**TEXTBOOK**

*Turan R. (2014). Atatürk İlkeleri ve İnkılap Tarihi, Yargı Yayınevi: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
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
7-8	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
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016

**ESOGÜ Special Education Department (Special Education Teacher Training)**  
**COURSE INFORMATION FORM**



<b>COURSE CODE</b>	172011008	<b>COURSE NAME</b>	Introduction to Educational Sciences
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	<b>Evaluation Type</b>	<b>Quantity</b>	<b>%</b>
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts of education, the relationship between education and other disciplines and functions (philosophical, social, legal, psychological, economic and political), historical development of education, trends in education in the 21st century, research methods in education, structure and properties of Turkish National Education System the teacher's role in the education system, the characteristics of the teaching profession, practices and developments in the field of teacher training.

**COURSE OBJECTIVES**

This course aims to provide basic information about the special education teachers with training in science and pedagogies.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers will learn about the basic features and functions of education.

**COURSE OUTCOMES**

Know the basic concepts of education  
Know the structure and properties of Turkish National Education System.  
Teachers will follow practices and developments in the education field.

**TEXTBOOK**

*Turan S. ve Özden Y. (2015). Eğitim Bilimine Giriş, Pegem Akademi Yayıncılık, Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of education
2	The relationship between science and education and it's other functions
3	The historical development of educational science
4	Trends in education in the 21st century
5	Research methods in educational science
6	Research methods in educational science
7-8	MID-TERM EXAM
9	Structure of the Turkish National Education System
10	Characteristics of the Turkish National Education System
11	The role of teachers in the education system
12	Teaching profession
13	Applications in the field of teacher training
14	Developments in the field of teacher training
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016

**ESOGÜ Special Education Department (Special Education Teacher Training)**  
**COURSE INFORMATION FORM**



<b>COURSE CODE</b>	172012001	<b>COURSE NAME</b>	Learning Disability and Giftedness
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	<b>Evaluation Type</b>	<b>Quantity</b>	<b>%</b>
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts; learning disabilities/attention deficit hyperactivity disorder, gifted individuals; classification: educational, psychological, medical; the prevalence and incidence; Causes: prenatal, perinatal, postnatal; screening / diagnostic: medical, educational and developmental screening / diagnostic; academic and non-academic characteristics; and team collaboration; educational environments; scientifically based practices; characteristics of the family; attitudes towards individuals with learning disabilities/attention deficit hyperactivity disorder and gifted individuals and their families; services offered to families, support and legal rights.

**COURSE OBJECTIVES**

This course aims to teach the basic concepts in the field of learning disabilities and giftedness for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers receive basic concepts related to learning disabilities and giftedness, so they will begin to be concerned with basic skills.

**COURSE OUTCOMES**

Define the basic concepts related to learning disabilities giftedness.  
Tells learning difficulties and the characteristics of gifted individuals.  
Explains attitudes towards families of children with learning difficulties and gifted children.  
Tells basic legal rights and the services associated with learning difficulties and gifted individuals.

**TEXTBOOK**

*Melekoğlu, M. A. Ve Çakıroğlu, O. (2015). Özel Öğrenme Güçlüğü Olan Çocuklar. Vize Yayıncılık: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Individuals with learning disabilities
3	Attention deficit hyperactivity disorder
4	Gifted individuals
5	Classification
6	Prevalence and causes
7-8	MID-TERM EXAM
9	Educational screening / diagnostic
10	Academic and non-academic features
11	Team and team collaboration
12	Educational environments
13	Evidence based applications
14	Supports and legal rights
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016

**ESOGÜ Special Education Department (Special Education Teacher Training)**

**COURSE INFORMATION FORM**



<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172012002		<b>COURSE NAME</b>	Hearing and Visual Impairments			
<b>SEMESTER</b>	<b>WEEKLY COURSE PERIOD</b>			<b>COURSE OF</b>			
	<b>Theory</b>	<b>Practice</b>	<b>Laboratory</b>	<b>Credit</b>	<b>ECTS</b>	<b>TYPE</b>	<b>LANGUAGE</b>
2	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATAGORY</b>							
<b>Professional Knowledge</b>	<b>Content Knowledge</b>		<b>General Culture Knowledge</b>		<b>Elective Course</b>		
	X				General Knowledge ( ) Content Knowledge ( )		
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				1st Mid-Term		1	30
				2nd Mid-Term			
				Quiz			
				Homework		1	20
				Project			
				Report			
				Others (.....)			
<b>FINAL EXAM</b>					1	50	
<b>PREREQUIEITE(S)</b>				---			
<b>COURSE DESCRIPTION</b>				Basic concepts: individuals with hearing impairment; the nature of the hearing; individuals with visual impairments; the nature of vision; classification: educational, psychological, medical; the prevalence and incidence; Causes: prenatal, perinatal, postnatal; screening / diagnostic: medical, educational and developmental screening / diagnostic; academic and non-academic characteristics; and team collaboration; educational environments; scientifically based practices; Characteristics of the family; attitudes towards individuals with visual impairments, individuals with hearing impairments and their families; services offered to families, support and legal rights.			
<b>COURSE OBJECTIVES</b>				This course aims to teach the basic concepts of hearing and visual impairment to special education teacher candidates.			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>				Through this course, teacher candidates receive the basic concepts related to hearing and visually impaired so they will begin to be concerned with basic skills.			
<b>COURSE OUTCOMES</b>				Defines the basic concepts related to hearing and visual impairment. Tells the characteristics of individuals with hearing and visual impairment. Explains prevalence of hearing and visual impairment, the reasons for classification and properties. Says basic legal rights and the services related to individuals with hearing and visual impairment.			
<b>TEXTBOOK</b>				<i>Belgin E. (Ed.). (2015). Temel Odyoloji. Güneş Tıp Kitabevleri.</i>			
<b>OTHER REFERENCES</b>				---			
<b>TOOLS AND EQUIPMENTS REQUIRED</b>				---			

## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Individuals with hearing impaired
3	The nature of hearing
4	Individuals with visual impairment
5	The nature of vision
6	Classification, prevalence and causes
7-8	MID-TERM EXAM
9	Educational screening / diagnostic
10	Academic and non-academic features
11	Team and team collaboration
12	Educational environments
13	Evidence based applications
14	Supports and legal rights
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**      **Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172012003	COURSE NAME	Health and First Aid
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

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.

COURSE OBJECTIVES

This course aims to teach the basic concepts, skills and knowledge in health information and first aid for special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teacher candidates will receive information about basic concepts related to health information and first aid, so they will begin to be concerned with basic skills.

COURSE OUTCOMES

Defines the basic concepts related to health information and first aid.  
Tells what to do in an emergency.  
Explains what to do in first aid, loss of consciousness and seizures.  
Tells what to do in the aftermath of an emergency.

TEXTBOOK

*Erdil, F., Bayraktar, N. ve Çelik, S. Ş. (2012). Temel İlk Yardım. Efil Yayınevi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
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
7-8	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
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172012004	COURSE NAME	Foreign Language II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

This course is designed to enable students carry out all kinds of activities in their own academic reading, speaking, listening and writing skills in a particular activity. In this course, it is aimed to improve the knowledge and skills students gained in "Foreign Language I" course to a new level. 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.

COURSE OBJECTIVES

This course aims to teach the basic concepts, skills and knowledge in the field of foreign language to teacher candidates in special education.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teacher candidates will begin to have gained basic skills related to basic concepts in the area of foreign language.

COURSE OUTCOMES

Performs reading skills in a foreign language.  
Fulfills the listening skills in a foreign language.  
Fulfills the speaking skills in a foreign language.  
Fulfills the writing skills in a foreign language.

TEXTBOOK

*Course notes.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Grammar
2	Grammar
3	Vocabulary
4	Vocabulary
5	Reading skills
6	Reading skills
7-8	MID-TERM EXAM
9	Speaking Skills
10	Speaking Skills
11	Listening skills
12	Listening skills
13	Writing skills
14	Writing skills
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172012005	<b>COURSE NAME</b>	Computer II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	2	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

<b>PREREQUIEITE(S)</b>	---
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<b>COURSE DESCRIPTION</b>	The basic concepts of computer-aided education, computer items supported training, theoretical foundations, benefits and limitations, application methods, common formats used in computer aided instruction, assessment and selection of educational software, remote education applications, database applications, computer and internet on children/adverse effects on youth and prevention.
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<b>COURSE OBJECTIVES</b>	The aim of this course is to acquire knowledge and skills related to the fundamental concepts for use computers and technology for special education teacher candidates.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teachers receive basic concepts related to the use of computers and related technology, and they will start to have basic skills.
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<b>COURSE OUTCOMES</b>	Explains basic concepts of computer-aided education. Uses computer assisted instruction applications. Tells computer-assisted instruction and ethical and legal issues regarding the use of the internet.
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<b>TEXTBOOK</b>	<i>Course notes.</i>
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<b>OTHER REFERENCES</b>	---
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---
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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of computer-aided education
2	The elements of the computer-aided education
3	Theoretical foundations of computer-aided education
4	The benefits and limitations of computer-aided education
5	Methods of application of computer-aided education
6	Methods of application of computer-aided education
7-8	MID-TERM EXAM
9	Common formats used in computer aided instruction
10	Evaluation and selection of educational software
11	Distance learning / teaching practices
12	Distance learning / teaching practices
13	Database applications
14	Computer and prevention of the negative effects of internet
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172012006	COURSE NAME	Turkish II: Oral Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

The basic features of oral language and communication. Verbal expression; main features of speaking skills (using natural language and body language); basic principles of a good speech; basic features of a good speaker (stress, intonation, pauses, diction etc.). Prepared and unprepared speech; stages of prepared speech (selecting and limiting the topic, aim, perspective, identifying the main and supporting ideas, planning, writing the text of the speech). Types of speech (one-on-one conversations, general conversation, introducing yourself, answering questions, celebration of an important events such as new year, birthday, holidays, etc., giving directions, talking on the phone, asking for a job, interviewing with someone, participating in different cultural programs, radio and television speeches etc.). Unprepared speaking on different topics, studies on speech samples and oral expression practices, correcting language and expression mistakes in speeches.

COURSE OBJECTIVES

The aim of this course is to teach basic concepts of oral expression in Turkish for special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teachers will develop their oral presentation skills and learn basic concepts of Turkish.

COURSE OUTCOMES

Explains the basic concepts related to Turkish oral narratives.  
Uses speech types for applications.  
Uses different types of prepared and unprepared speeches.

TEXTBOOK

*Lecture notes.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic features of oral language and oral communication
2	The main features of speaking skills
3	Basic features of the speakers
4	Prepared and unprepared speech
5	Types of speech
6	Types of speech
7-8	MID-TERM EXAM
9	Unprepared speech on different topics
10	Prepared speech on different topics
11	Work on speech samples
12	Verbal applications
13	Verbal applications
14	Language and expression mistakes in speech
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172012007	<b>COURSE NAME</b>	Ataturk's Principles and History of Turkish Revolution II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
		X	General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Revolutions in politics, political parties and attempts to transition to multi-party political life, revolutions in law, reorganization of social life, changes in the economic field. Turkish foreign policy between 1923-1938, Turkish foreign policy after Atatürk, The Principles of Turkish Revolution (republicanism, populism, secularism, reformism, statism, nationalism). Complementary principles.

**COURSE OBJECTIVES**

The aim of this course is to provide information for special education teacher candidates about Ataturk's principles and revolutions in history.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will begin to use their work in the field of gaining information about Ataturk's principles and reforms history.

**COURSE OUTCOMES**

Defines Ataturk's principles and revolutions.  
Says the impacts and innovations during the period.  
Explains the principles of the Turkish revolution.

**TEXTBOOK**

*Turan R. (2014). Atatürk İlkeleri ve İnkılap Tarihi, Yargı Yayınevi: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	The revolution in the political field
2	Political parties and attempts to transition to multi-party life
3	Revolutions in law
4	The regulation of social life
5	The innovations in the economic field
6	Turkish foreign policy in the period 1923-1938
7-8	MID-TERM EXAM
9	Turkish foreign policy after Atatürk
10	Principles of Turkish Revolution
11	Republicanism and populism
12	Secularism and revolutionary
13	Statism and nationalism
14	Complementary principles
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172012008	<b>COURSE NAME</b>	Educational Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Relationship between education and psychology, definition of educational psychology and functions, basic concepts related to learning and development, developmental characteristics (physical, cognitive, emotional, social and moral development), factors affecting learning, learning theories, reflections on the teaching process learning theory, effective learning, learning factors affecting (motivation, individual factors, group dynamics and the effects of these factors on classroom teaching process).

**COURSE OBJECTIVES**

This course aims to teach the basic concepts in educational psychology for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will learn basic concepts related to educational psychology and begin to use this information.

**COURSE OUTCOMES**

Describes the basic concepts of educational psychology.  
Tells functions educational psychology on education.  
Explains the implications of learning theories in the educational process.

**TEXTBOOK**

*Terzi, Ş. (Ed.) (2013). Eğitim Psikolojisi. Pegem Akademi: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Educational psychology basic concepts
2	Educational-psychological effects
3	Definition and functions of educational psychology
4	Basic concepts related to learning and development
5	Development properties
6	Factors affecting learning
7-8	MID-TERM EXAM
9	Learning theories
10	Reflections on the educational process of learning theories
11	Effective learning
12	Factors affecting learning
13	Evaluation of applications
14	Evaluation of applications
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172013001	COURSE NAME	Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

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

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of early childhood special education to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will begin to have gained basic concepts related to early childhood special education and basic skills related to the area.

COURSE OUTCOMES

Defines basic concepts of early childhood special education  
Tells identification of early childhood special education needs  
Explains characteristics of early childhood special education  
Says home and institute-home based intervention in early childhood special education

TEXTBOOK

*Yıldırım Doğru, S. S. (2013). Erken Çocuklukta Özel Eğitim, Maya Akademi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Identification of early childhood special education
3	Law and early childhood special education
4	Specialist in early childhood special education
5	Family involvement
6	Assessment in early childhood special education
7-8	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	Natural instruction and family based intervention
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172013002	<b>COURSE NAME</b>	Applied Behavior Analysis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

<b>PREREQUIEITE(S)</b>	---
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<b>COURSE DESCRIPTION</b>	Foundations of applied behavior analysis, history, definitions, principles; applied behavior analysis and ethics; behavioral targeting, identification, measurement and recording; analysis and evaluation of data collected for the target behavior; the use of data to decide whether to teaching; determine the behavior of functions; behavioral principles and improve transaction processes; reinforcement type and usage; symbol consolidation; principles or procedures for the acquisition of new behavior; principles and behaviors to reduce transaction processes; disaggregated consolidation: deflation, cost of response; ensuring generalization; single subject and research methods.
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<b>COURSE OBJECTIVES</b>	The aim of this course is to teach the basic concepts of applied behavior analysis to special education teachers.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teachers will begin to have gained basic concepts related to applied behavior analysis and basic skills related to the area.
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<b>COURSE OUTCOMES</b>	Defines the basic concepts related to applied behavior analysis. Tells principles of applied behavior analysis for individuals with special education needs. Explains principles or procedures for the acquisition of new behavior Explains single subject and research methods
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<b>TEXTBOOK</b>	<i>Tekin-İftar, E. (2014). Uygulamalı Davranış Analizi. Vize Yayıncılık: Ankara.</i>
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<b>OTHER REFERENCES</b>	---
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---
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## COURSE SYLLABUS

WEEK	TOPICS
1	Applied behavior analysis the basics, history, definitions, principles
2	Applied behavior analysis and ethics
3	Behavioral targeting, identification, measurement and recording
4	Analysis and evaluation of data collected for the target behavior
5	The use of data to decide whether to teaching
6	Determine the behavior of functions
7-8	MID-TERM EXAM
9	Behavioral principles and improve transaction processes
10	Reinforcement type and usage
11	Symbol consolidation
12	Principles or procedures for the acquisition of new behavior
13	Principles and behaviors to reduce transaction processes
14	Single subject and research methods
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172013003	COURSE NAME	Inclusion in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

Special education placement approaches: training together and separately; definition of inclusiveness; the concept of least restrictive environment, history, legal basis and types; supporting special education services: consulting, in-class support and resource room; cooperation in inclusion: definition, importance and types of inclusion; inclusion process in Turkey: past and present inclusion; inclusion in legislation related to special education in Turkey; factors affecting the success of inclusiveness; research on how to include.

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of inclusive education to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will begin to have gained basic concepts related to inclusive education and basic skills related to the area.

COURSE OUTCOMES

Defines the basic concepts related to inclusive education.  
Tells characteristics of individuals with inclusive education.  
Explains the concept of least restrictive environment.  
Says basic legal rights related to special education in Turkey

TEXTBOOK

*Diken, İ. H. (2010). İlköğretimde Kaynaştırma, Pegem Akademi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Special education placement approaches
2	Definition of inclusiveness
3	The concept of least restrictive environment
4	History, legal basis and types of inclusion
5	Supporting special education services
6	Consulting, in-class support and resource room
7-8	Mid-term exam
9	Cooperation in inclusion : definition, importance and types
10	Consulting, in-class support and resource room
11	Inclusion process in Turkey
12	Inclusion in legislation related to special education in Turkey
13	Factors affecting the success of inclusiveness
14	Research on how to integrate
15-16	Final exam

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172013004	<b>COURSE NAME</b>	Turkish Sign Language
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	Sign language in the world and Turkey; Turkish Sign Language and properties; letters, identify and use; signs related to him ; signs related to the environment ; forming sentences; numbers and mathematical signs ; Turkish Sign Language grammar concepts ; conversation with Turkish Sign Language		
<b>COURSE OBJECTIVES</b>	The aim of this course is to teach the basic concepts and applications of Turkish Sign Language to special education teachers.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teachers will begin to have gained basic concepts and applications related to Turkish Sign Language and basic skills related to the area.		
<b>COURSE OUTCOMES</b>	Defines the basic concepts of Turkish Sign Language. Explains Turkish Sign Language teaching practices. Plans Turkish Sign Language teaching.		
<b>TEXTBOOK</b>	<i>Lecture notes.</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Sign language in the world
2	Sign language in Turkey
3	Turkish Sign Language and properties
4	Letters, identify and use
5	Signs related to him
6	Signs related to the environment
7-8	Mid-term exam
9	Forming sentences
10	Numbers
11	And mathematical signs
12	Turkish Sign Language grammar concepts
13	Conversation with Turkish Sign Language
14	Conversation with Turkish Sign Language
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172013005	COURSE NAME	Teaching Concept to Students with Intellectual Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	The concept of identification; the concept types; the benefits of the concept; the concept of children's learning; elements of the concept of education; the points to be considered in the concept of education; the methods used in teaching concepts; direct instruction model; errorless teaching; simultaneously with teaching tips; planning the concept of education; introduces the concept of teaching		
COURSE OBJECTIVES	The aim of this course is to teach the basic concepts of teaching concept to special education teacher candidates.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course teacher candidates will begin to have gained basic concepts related to teaching concept and basic skills related to the area.		
COURSE OUTCOMES	Describes the basic concepts of concept types. Says the benefits of the concept. Says points to be aware of teaching concept. Describes the methods used in teaching concepts.		
TEXTBOOK	<i>Vuran, S. ve Çelik, S. (2008). Örneklerle Kavram Öğretimi. Kök Yayıncılık: Ankara.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		



## COURSE SYLLABUS

WEEK	Topics
1	The concept of identification
2	The concept types
3	The benefits of the concept
4	The concept of children's learning
5	Elements of the concept of education
6	The points to be considered in the concept of education
7-8	Mid-term exam
9	The methods used in teaching concepts
10	Direct instruction model
11	Errorless teaching
12	Simultaneously with teaching tips
13	Planning the concept of education
14	Introduces the concept of teaching
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172013006	<b>COURSE NAME</b>	Teaching Fundamental Skills in Autism Spectrum Disorders
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge( ) Content Knowledge ( X )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	Autism spectrum disorders (ASD); fundamental skills for individuals with ASD; teaching of fundamental skills for individuals with ASD; methods and techniques in the teaching of fundamental skills.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to provide the necessary information about teaching of fundamental skills in individuals with ASD for special education teachers.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teacher candidates will have the fundamental skills and knowledge about the teaching of fundamental skills in individuals with ASD.		
<b>COURSE OUTCOMES</b>	Describe the autism spectrum disorders. Says the basic skills for individuals with ASD. Describes methods of teaching skills for individuals with ASD.		
<b>TEXTBOOK</b>	<i>Lecture notes.</i>		

<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	Autism Spectrum Disorders
2	Fundamental skills for individuals with ASD
3	Teaching of fundamental skills for individuals with ASD
4	Teaching the skills matching and classification
5	Teaching fundamental skills of imitation and imitation double-digit
6	Teaching fundamental receptive language skills and two-digit language
7-8	MID-TERM EXAM
9	Teaching of joint attention skills
10	Teaching of expressive language skills
11	Methods and techniques in the teaching of fundamental skills
12	Discrete trial teaching
13	Fundamental education response
14	Reinforcement, offer tips and bug fixes
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172013007	COURSE NAME	Measurement and Evaluation
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORIES

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUISITE(S)

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COURSE DESCRIPTION

Measuring and basic concepts regarding the evaluation ; importance of measurement and assessment in education ; qualifications to be included in the measurement tools (reliability, validity and usefulness); measurement tools and features used in training; psychological, developmental, educational measurement and evaluation approaches and tools; tools based on traditional approaches (written tests, short-answer exams, true-false , multiple choice tests, matching tests, oral exams, assignments); many facets student (observation , interviews, performance assessment, portfolio, research papers, research projects, peer evaluation, self-assessment, attitude scales); basic statistical calculations on measurement results; assessment of learning outcomes, grading; measuring tool development related to special education.

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of measurement and assessment in education to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Through this course teachers will begin to have gained basic concepts related to measurement and assessment in education and basic skills related to the area.

COURSE OUTCOMES

Defines the basic concepts related to measurement and assessment in education  
Explains the process of measuring tool development related to special education  
Explains basic statistical calculations on measurement results

TEXTBOOK

*Erkan, S. ve Gömleksiz, M. (2016). Ölçme ve Değerlendirme. Nobel Akademik Yayıncılık: Ankara*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	Topics
1	Measuring and basic concepts regarding the evaluation
2	The importance of measurement and assessment in education
3	Qualifications to be included in the measurement tools
4	Measurement tools and features used in training
5	Psychological, developmental, educational measurement evaluation approaches
6	Psychological, developmental, educational measurement tool
7-8	Mid-term exam
9	Tools based on traditional approaches
10	Tools for identifying students multidimensionally
11	Basic statistical calculations on measurement results
12	Assessment of learning outcomes , grading
13	Measuring tool development related to special education
14	Measuring tool development related to special education
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172013008	<b>COURSE NAME</b>	Teaching Principles and Methods
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts related to teaching, learning and teaching principles, importance and benefits of planned study in teaching, planning of teaching (annual plan, daily plan and samples of activity) , learning and teaching strategies, teaching methods and techniques , and their relationship with practice, teaching tools and materials , teachers' duties and responsibilities in enhancing the quality of teaching , teacher qualifications

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of teaching principles and methods to special education teachers.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will begin to have gained basic concepts related to teaching and basic skills related to the area.

**COURSE OUTCOMES**

Describes the basic concepts related to teaching .  
Tells the importance and benefits of the planned instruction  
Explains learning and teaching strategies  
Says teachers' duties and responsibilities in enhancing the quality of teaching

**TEXTBOOK**

*Tan, Ş. (2015). Öğretim İlke ve Yöntemleri, Pegem Akademi: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	Topics
1	Basic concepts related to teaching
2	Learning and teaching principles
3	The importance of planned instruction
4	The benefits of planned study in teaching
5	Planning of Education Annual plan ,
6	Daily plan and samples of activity
7-8	Mid-term exam
9	Teaching strategies
10	Teaching methods and techniques
11	The relationship between teaching methods and technical applications
12	Teaching tools and materials teacher's role and responsibilities
13	Enhancing the quality of teaching
14	Teacher qualifications
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172014001	COURSE NAME	Supporting Language and Communication Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

The definition of communication; the definition of the language ; language acquisition theories; language, communication and explanation of the concept and development of speech ; basic language seen in children who need special education, communication and speech characteristics and problems ; language , evaluation of communication and speech problems ; Determination of the object according to the language of the component ; structured and natural evidence based / effective methods used to teach communication skills; family guidance related to the development of communication skills.

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of teaching communication skills for children with special needs to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain basic concepts and skills related to teaching communication skills to children with special needs.

COURSE OUTCOMES

Defines the basic concepts related to language and language acquisition . Tells basic language, communication and speech features and problems seen on children with special needs.  
Evaluate language, communication and speech problems seen on children with special needs.  
Explains structured and natural evidence based / effective methods used to teach communication skills to children with special needs.

TEXTBOOK

*Topbaş, S. S. (2007). Dil ve Kavram Gelişimi. Kök Yayıncılık: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Definition of communication and language
2	Language acquisition theories
3	Language acquisition theories
4	Explanation of the concept and development of speech, language and communication
5	Basic characteristics and problems of language, communication and speech
6	Basic characteristics and problems of language, communication and speech
7-8	MID-TERM EXAM
9	Evaluation of language, communication and speech problems
10	Evaluation of language, communication and speech problems
11	Determining the goals according to the components of the language
12	Evidence based practises
13	Evidence based practises
14	Family guidance on the development of communication skills
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.	X		
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172014002	COURSE NAME	Assessment in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORIES

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUISITE(S)

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COURSE DESCRIPTION

Basic concepts; legal and philosophical basis of assessment; evaluation purposes; medical, developmental, psychological and educational evaluation; evaluation process: screening, diagnostics, installation, programming and evaluation of the program; evaluation process before sending; send and thorough evaluation process; the formal evaluation methods; informal evaluation methods; curriculum based assessment; observation; analyzing skills; criterion referenced tests; study sample analysis; performance evaluation; reporting the results of the evaluation process; measurement tools development: a variety of teaching and preparation in students' performance measurement tool to determine the development, implementation, interpretation, using the data obtained.

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts and skills of assessment and evaluation of children with special needs to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Through this course teachers will gain basic concepts of assessment and evaluation of children with special needs.

COURSE OUTCOMES

Defines the basic concepts related to assessment in special education.  
Explains assessment methods in special education  
Prepares and applies assessment tools and evaluates the data obtained.

TEXTBOOK

Özyürek, M. (2015). *Özel Eğitimde Ölçüleme ve Değerlendirme*. Kök Yayıncılık: Ankara.

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Assessment types
4	Assessment types
5	The methods used in the assessment
6	The methods used in the assessment
7-8	MID-TERM EXAM
9	Development of assessment tools
10	Development of assessment tools
11	Application of assessment tools
12	Application of assessment tools
13	Data analysis
14	Reporting data
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	X		
12	Describes the family education and guidance.		X	
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172014003	<b>COURSE NAME</b>	Technology Assisted Instruction in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

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; interactive whiteboards, desktop, laptop, tablet, smartphone, technological tools, such as technology-assisted teaching practices; low and high-tech applications that require alternative and supporting technologies.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts technology assisted instruction in special education to special education teachers.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will gain basic concepts and skills of using technology assisted instruction in special education.

**COURSE OUTCOMES**

Defines the basic concepts related to technology-assisted instruction special education.  
Explains methods in technology-assisted instruction.  
Prepares and implements methods in technology-assisted instruction.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Use and importance of technology
4	Technology-based applications
5	Technology-based applications
6	Technology-based applications
7-8	MID-TERM EXAM
9	Technology-supported application examples
10	Technology-supported application examples
11	Preparation of technology-supported teaching tool
12	Preparation of technology-supported teaching tool
13	Practise in technology-supported teaching
14	Assessment in technology-supported teaching
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.	X		
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.		X	
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	X		
12	Describes the family education and guidance.		X	
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172014004	<b>COURSE NAME</b>	Play and Music in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts: plays and music; the definition and importance of the play; theoretical description of the play; The development of play for children and features: cognitive and social development in play; the development of play in children with special needs and the play features; teaching through play in special education; use and adapt the play for children with special educational needs; play based instructional practices / activities; the definition and importance of music; development and characteristics of the music; education through music in special education; music-based instructional practices / activities; developmental areas that can be supported through the music; embedding music into teaching applications; the results of effective research on the use of music in special education.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of play and music in special needs to special education teachers.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will gain basic concepts of play and music in special education.

**COURSE OUTCOMES**

Defines the basic concepts related to games and music in special education.  
Explains the teaching practices with games and music in special education.  
Plans teaching with games and music in special education.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of the play
2	Basic concepts of the play
3	Theoretical background
4	Theoretical background
5	Play mediated teaching practices
6	Play mediated teaching practices
7-8	MID-TERM EXAM
9	Basic concepts related to music
10	Basic concepts related to music
11	Theoretical background
12	Theoretical background
13	Music mediated teaching practices
14	Music mediated teaching practices
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	X		
12	Describes the family education and guidance.		X	
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172014005	<b>COURSE NAME</b>	Braille Literacy
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	Braille writing system; tools and equipment used in the Braille writing system; Braille reading and writing the alphabet, one letter, two letters of syllables and words using abbreviations root reading, writing; math and science symbols.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to teach Braille literacy to special education teachers.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teachers will gain basis concepts and skills related to Braille.		
<b>COURSE OUTCOMES</b>	Defines the basic concepts of Braille literacy. Explains Braille literacy teaching practices. Plans Braille literacy teaching.		
<b>TEXTBOOK</b>	<i>Lecture notes.</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Braille writing system
2	Braille writing system
3	Braille writing system
4	Braille literacy
5	Braille literacy
6	Braille literacy
7-8	MID-TERM EXAM
9	Braille math symbols
10	Braille math symbols
11	Braille science symbols
12	Braille science symbols
13	Application examples
14	Application examples
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.		X	
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172014006	COURSE NAME	Learning Strategies for Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

Learning disability definition, causes, identification, prevalence, early symptoms, general characteristics of children with learning difficulties, peer assisted learning strategies, self-management strategies, application examples.

COURSE OBJECTIVES

The aim of this course is to give information and skills related to learning strategies for learning disability to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain information and skills related to learning strategies for learning disability.

COURSE OUTCOMES

Defines the basic concepts related learning strategies for learning disability  
Explains and implements research based interventions in learning disability.

TEXTBOOK

*Melekoğlu, M. A. ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara: Vize Yayıncılık.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	The definition of learning disabilities
2	The causes of learning disabilities
3	The early symptoms of learning disabilities
4	Identification of learning disabilities
5	The prevalence of learning disabilities
6	Characteristics of children with learning disabilities
7-8	MID-TERM EXAM
9	Characteristics of children with learning disabilities
10	Peer-assisted learning strategies
11	Peer-assisted learning strategies
12	Self-management strategies
13	Self-management strategies
14	Application examples
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172014007	COURSE NAME	Social, Emotional and Academic Guidance in Giftedness
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	Basic concepts, what is your giftedness? Special characteristics of gifted children, approach to gifted children, special educational needs of gifted children, gifted children's social, emotional and academic needs and looking for guidance in these areas		
COURSE OBJECTIVES	The aim of this course is to provide basic information about social, emotional and academic guidance for gifted children to special education teacher candidates..		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will have knowledge of gifted children and how to approach social, emotional and academic counseling.		
COURSE OUTCOMES	Says special characteristics and needs of gifted children. Explains the approach of gifted children. Makes social, emotional and academic guidance for gifted children.		
TEXTBOOK	<i>Yılmaz D. (2015). Üstün Yetenekliler İçin Psikolojik Danışma ve Rehberlik Uygulamaları Gereksinimler, Sorunlar ve Müdahaleler. Ankara: Nobel Yayınları.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	What is giftedness?
3	Special features of gifted children
4	Special educational needs of gifted children
5	Special educational needs of gifted children
6	Gifted children approach
7-8	MID-TERM EXAM
9	Special social needs of gifted children
10	Gifted children social guidance
11	Gifted children's emotional needs
12	Gifted children with emotional guidance
13	Gifted children's academic requirements
14	Gifted children with academic guidance
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172014008	<b>COURSE NAME</b>	Observations in Special Education Institutions
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	1	4	0	3	6	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	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.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to provide special education teachers information and experience about special education institutions.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teachers will gain information and experience about special education institutions.		
<b>COURSE OUTCOMES</b>	Observes special education institutions. Discuss notes on observations in special education institutions. Solves problems encountered in special education institutions.		
<b>TEXTBOOK</b>	---		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Institutions observation
2	Institutions observation
3	Institutions observation
4	Classroom observation
5	Classroom observation
6	Classroom observation
7-8	MID-TERM EXAM
9	Classroom observation
10	Classroom observation
11	Discussions about the observations and solutions
12	Discussions about the observations and solutions
13	Discussions about the observations and solutions
14	Discussions about the observations and solutions
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.		X	
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015001	<b>COURSE NAME</b>	Teaching Literacy in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

The definition and structure of the reading and writing; reading-writing capabilities of individuals with special needs; approaches on reading readiness programs; evaluating and supporting preparatory reading; teaching of writing mechanics; functional literacy evaluation and functional literacy teaching sound-based literacy instruction, sentence-based literacy training, syllable-based literacy instruction, word-based literacy instruction, adjustments can be made to literacy in mainstream classes; specific literacy teaching techniques in different groups with special educational needs / strategies, evidence based practices in literacy teaching; the adaptation process,.reading groups with special educational needs teaching and writing

**COURSE OBJECTIVES**

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.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will gain information and skills related to teaching literacy to individuals with special needs.

**COURSE OUTCOMES**

Defines the basic concepts of teaching literacy to individuals with special needs.  
Explains teaching practices related to teaching literacy to individuals with special needs.  
Plans teaching literacy to individuals with special needs.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts about reading and writing
2	Reading and writing features
3	Reading preparation programs
4	Teaching of writing mechanics
5	Functional reading and writing instruction
6	Voice-based literacy instruction
7-8	MID-TERM EXAM
9	Sentence-based literacy instruction
10	Syllable-based literacy instruction
11	Word-based literacy instruction
12	Evidence based applications
13	Evidence based applications
14	Adaptation examples
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.		X	
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015002	<b>COURSE NAME</b>	Teaching Science and Social Studies in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Teaching methods used in science education; themes in the study of science; ranking issues; identify issues and develop the necessary concepts for the acquisition of criterion-referenced assessment tools related concepts based on them; preparation of lesson plans according to students' level of; exemplary teaching practices; adaptation of the science education to students with special educational needs; teaching methods used in teaching social studies; examination of the themes in the social sciences (units, days and weeks, etc.); placing the logical sequence of the issues; preparing lesson plans based on the level of student; exemplary teaching practices; the adaptation of teaching social studies to students with special educational needs.

**COURSE OBJECTIVES**

The aim of this course is to give information and skills related to teaching science and social studies to individuals with special needs for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will gain information and skills related to teaching science and social studies to individuals with special needs.

**COURSE OUTCOMES**

Defines the basic concepts of teaching science and social studies to individuals with special needs.  
Explains teaching practices related to teaching science and social studies to individuals with special needs.  
Plans teaching science and social studies to individuals with special needs.

**TEXTBOOK**

*Lecture notes.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts related to science and social studies
2	Science teaching methods
3	Science teaching methods
4	Preparing lesson plans
5	Example teaching practices
6	Adaptation examples
7-8	MID-TERM EXAM
9	Social studies teaching methods
10	Social studies teaching methods
11	Preparing lesson plans
12	Example teaching practices
13	Adaptation examples
14	Adaptation examples
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.		X	
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015003	<b>COURSE NAME</b>	Teaching Mathematics in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Evaluation of mathematical skills and concepts; mathematics teaching and planning; unit instruction and direct teaching approaches; problem-solving skills development; math program implementation, counting, addition, subtraction, multiplication, division of teaching; error types and analysis in mathematics education; teaching of functional math skills: value (money), time, length and weight measurements; way of teaching geometry concepts and skills; adaptations to be made to mathematics teaching in inclusion classes; specific mathematics teaching techniques in groups with special educational needs / strategies; evidence based practice in mathematics education; mathematics teaching special education adapted to different groups.

**COURSE OBJECTIVES**

The aim of this course is to give information and skills related to teaching mathematics to individuals with special needs for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will gain information and skills related to teaching mathematics to individuals with special needs.

**COURSE OUTCOMES**

Defines the basic concepts of teaching mathematics to individuals with special needs.  
Explains teaching practices related to teaching mathematics to individuals with special needs.  
Plans teaching mathematics to individuals with special needs.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of mathematics
2	Evaluation
3	Planning the teaching of mathematics
4	Teaching methods
5	Teaching methods
6	Teaching methods
7-8	MID-TERM EXAM
9	Teaching basic calculation
10	Error type and analysis
11	Computational mathematics teaching
12	Example teaching practices
13	Adaptation examples
14	Adaptation examples
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015004	<b>COURSE NAME</b>	Teaching Social-Adaptive Skills in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts: social integration skills; the definition of social skills; evaluation and teaching of basic skills; social skills development for individuals with special educational needs; social and emotional intelligence in individuals with special educational needs; elements of social skills; social skills and daily life, the importance of social integration process; evaluation and training of social skills; evaluation and training of practical skills; decide what the appropriate skills to teach students with special needs; preparation and assessment tools for teaching the social adjustment skills; instructional tools and methods; provide training; providing maintenance and generalization of skills gained.

**COURSE OBJECTIVES**

The aim of this course is to give information and skills related to teaching social-adaptive skills to individuals with special needs for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will gain information and skills related to teaching social-adaptive skills to individuals with special needs.

**COURSE OUTCOMES**

Defines the basic concepts of teaching m social-adaptive skills to individuals with special needs.  
Explains teaching practices related to teaching social-adaptive skills to individuals with special needs.  
Plans teaching social-adaptive skills to individuals with special needs.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Social development
4	Social development
5	Evaluation of adaptive skills
6	Evaluation of social skills
7-8	MID-TERM EXAM
9	Evaluation of practical skills
10	Teaching adaptive skills
11	Teaching social skills
12	Teaching practical skills
13	Practise example
14	Practise example
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015005	<b>COURSE NAME</b>	Preparation of the Individualized Education and Transition Plans
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Individualized education plans (IEP); IEP items; the legal basis of the IEP; IEP and school programs (preschool, primary education programs); measurement tools and detailed assessment; all service plans; individuals with special educational needs 0-3 years period, individualized family service plans (IFSP) definition, importance and examples; transition plan: definition and importance; transition types: hospital-to-home, in-house organization, institution-to-institution; examples of different transition and development plans; IFSP individuals with special educational needs, IEP and transition plan adjustments and matters to be considered; IEP, monitoring and evaluation of IFSP and transition plan.

**COURSE OBJECTIVES**

The aim of this course is to give information and skills related to preparing individualized education plans and transition plans for individuals with special needs for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teachers will gain information and skills related to individualized education plans and transition plans for individuals with special needs.

**COURSE OUTCOMES**

Defines the basic concepts individualized education plans and transition plan for individuals with special needs.  
Prepares individualized education plan and transition plan for individuals with special needs.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Legal basis
4	Evaluation
5	Evaluation
6	BEP preparation process
7-8	MID-TERM EXAM
9	BEP preparation process
10	Transition plans
11	Evaluation of the transition plan
12	Example applications
13	Example applications
14	Example applications
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015006	<b>COURSE NAME</b>	Supporting Communication Skills in Hearing Impairment
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts, hearing children's language acquisition approaches, strengths and weaknesses of language acquisition approach to correct the deficiencies, hearing the language development characteristics of persons with disabilities, listening skills, listening long and short-term memory of hearing impaired individuals

**COURSE OBJECTIVES**

The aim of this course is to provide information about how to promote communication skills of students with hearing impairments to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will be familiar with the issue of promoting communication skills to be applied to individuals who are hearing impaired.

**COURSE OUTCOMES**

Knows children's language acquisition approaches.  
Discusses strengths and weaknesses of the language acquisition approaches.  
Examines the validity of approaches to language acquisition for individuals hearing impaired.

**TEXTBOOK**

*Lecture notes*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Hearing children's language acquisition approaches
2	Hearing children's language acquisition approaches
3	Hearing children's language acquisition process in the linguistic interaction they enter the effective and experiences
4	Hearing children's language acquisition process in the linguistic interaction they enter the effective and experiences
5	Hearing children's language development properties
6	Hearing children's language development properties
7-8	MID-TERM EXAM
9	Listening skills in deaf
10	Listening skills in deaf
11	Listening supporting tools
12	Listening environments
13	Short-term and long-term memory for the hearing impaired
14	Short-term and long-term memory for the hearing impaired
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172015007	<b>COURSE NAME</b>	Teaching Orientation and Independent Movement Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	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.		
<b>COURSE OBJECTIVES</b>	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.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teacher candidates will gain knowledge about how to teach orientation and independent movement skills to individuals with visual impairments.		
<b>COURSE OUTCOMES</b>	Explains the use of mobility skills. Says internal and external environmental concepts. Prepares teaching plans.		
<b>TEXTBOOK</b>	<i>Lecture notes</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
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
7-8	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.
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172015008	COURSE NAME	Classroom Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

Basic concepts related to classroom management, classroom communication and interaction, definition of classroom management, class in the different aspects and features providing discipline and classroom management concepts, classroom environment inside and outside the classroom factors affecting classroom management models, development of rules and practices in the classroom, physical regulations, management of undesirable behavior in the classroom, time management, classroom organization, creating a positive classroom environment conducive to learning (examples and suggestions).

COURSE OBJECTIVES

The aim of this course is to give information and skills related to classroom management to special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teacher candidates will gain information and skills related to classroom management.

COURSE OUTCOMES

Defines the basic concepts related to classroom management.  
Explains positive classroom management teaching practices.  
Prepares positive classroom management plan.

TEXTBOOK

Güner, N. (2011). Sınıf Yönetimi ve Kaynaştırma. Pegem Yayınevi, Ankara.  
Güner-Yıldız, N. (2013). Sınıf Yönetimi El Kitabı. Nobel Akademik Yayıncılık, Ankara.

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Class communication and interaction
4	Maintain discipline in the classroom
5	Internal factors affecting classroom environment
6	External factors affecting classroom environment
7-8	MID-TERM EXAM
9	Classroom management models
10	Creating classroom rules
11	Physical arrangements
12	Behavior management
13	Behavior management
14	Creating a positive classroom
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172016001	COURSE NAME	Family Education in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

The concept of family; family systems theory; they spent compliance phases of the families of students with special educational needs; the importance of family involvement in the education of children with special educational needs, theoretical and legal basis; the rights and responsibilities in law brought to the family; family participation in the education process of students who need special education; the evaluation of students; family individualized education plan (BAHP), individualized education plan (IEP) and the participation of their families transition plan; teaching families to gain skills; institutions, homes and institutions-family home-based preparation of curricula, implementation and evaluation.

COURSE OBJECTIVES

The purpose of this course is to provide information on issues such as special education teachers with special students approach the family with their families.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will learn how to approach issues such as the importance of family and family participation in the education process, and they will begin to be familiar with those issues.

COURSE OUTCOMES

Knows the concept of the family in special education.  
Knows rights and responsibilities for individuals who need special education and their families.  
Explains the characteristics of families of children who need special education.

TEXTBOOK

*Cavkaytar A. Ardiç A. ve Özbey F. (2010). Özel Eğitimde Aile Eğitimi ve Rehberliği. Pegem Akademi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Family systems theory
3	Special education students spend their compliance phases of families in need
4	Theoretical and legal basis; The rights and responsibilities in law brought to families
5	Student participation in the learning process with special educational needs of families
6	Assessment of Student
7-8	MID-TERM EXAM
9	Family Individualized Education Plan (BAHP)
10	Individualized education plan (IEP) and the participation of their families transition plan
11	Teaching families gain skills
12	Institutions, preparation of home-home-based family education programs and institutions
13	Institutions, the implementation of home-based and institution-family home teaching program
14	Institutions, evaluation of home and institution-family home-based education program
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172016002	COURSE NAME	Turkish Language Education in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

The literacy development for students who need special education and related activities to understand the value of reading; develop the vocabulary; grammar teaching; The process of writing; written texts; preparation activities related to written expression skills; The definition of reading skills and strategies; Text analysis in the application of skills and strategies; The importance of individualized reading instruction: implementation and evaluation; critical reading; creative writing; reading text analysis methods; developers work on listening skills; in groups with special educational needs specific literacy developer techniques / strategies.

COURSE OBJECTIVES

The aim is to provide information about the special education teachers on topics such as knowledge and techniques they use in teaching Turkish.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

This course will use strategies and techniques through lessons in Turkish course and teacher candidates will begin to use those techniques in their work in the classrooms.

COURSE OUTCOMES

Knows the importance of reading and writing in special education.  
Learns strategies that can be used in teaching reading and writing in special education.  
Understands the needs of special education for Turkish education.

TEXTBOOK

Course notes

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Develop vocabulary skills
3	Grammar teaching
4	Writing process; written texts; preparation activities related to written expression skills;
5	The definition of reading skills and strategies
6	The application of text analysis skills and strategies
7-8	MID-TERM EXAM
9	The importance of individualized reading instruction
10	Implementation of individualized reading instruction
11	Evaluation of individualized reading instruction
12	Critical reading; creative writing; reading text analysis methods
13	Developers working on listening skills
14	In groups with special education needs specific literacy developer techniques / strategies.
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172016003	<b>COURSE NAME</b>	Physical Education and Sport in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts: impairments, disabilities, causes, prevention, physical education and sport; physical education and sport features different individuals with special education needs; measuring the physical education and sports properties for individuals with special educational needs and assessment; physical education and sport features support for individuals with special educational needs make planning and programs; instructional approach can be used for physical training and sports; physical education and sport adaptation process of individuals with special educational needs.

**COURSE OBJECTIVES**

This course aims to recognize the sporting needs of individuals who need special education for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will be able to carry out physical activity lessons for individuals with special educational needs.

**COURSE OUTCOMES**

Knows the physical education and sports features of different individuals who need special education.  
Makes plans and programs for physical education and sport.  
Makes accommodations for physical education of individuals with special educational needs.

**TEXTBOOK**

Course notes

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Disorders, disability, disability, causes
3	Physical education and sports
4	Individuals with special education needs assessment and evaluation of physical education and sport features
5	Individuals with special education needs for features to support the physical education and sports
6	Individuals with special needs to support the planning and program for physical education and sport features
7-8	MID-TERM EXAM
9	Instructional approaches that can be used in physical education and sports
10	Instructional approaches that can be used in physical education and sports
11	Instructional approaches that can be used in physical education and sports
12	Physical education and sport adaptation process of individuals with special educational needs.
13	Physical education and sport adaptation process of individuals with special educational needs.
14	Physical education and sport adaptation process of individuals with special educational needs.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172016004	<b>COURSE NAME</b>	Teaching Art Skills in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts of artistic skills; line development process in the normal development of the child; characteristics of line development; the line of development of children with special educational needs and abilities; artistic skills (picture-job) teaching methods that can be used in teaching; artistic skills (image-work) to be adapted to students with special educational needs teaching methods that can be used in teaching; teaching of various artistic skills: painting with watercolors, scissors, printing, spraying, origami and candle work, mask making and puppet making bracelets; children's artistic skills in assessing and measuring tool to save development; preparing teaching plans; development and implementation of teaching practices

**COURSE OBJECTIVES**

This course is intended to give artistic direction of the education of individuals with special educational needs to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers will be able to make proper artistic activities according to the needs of individuals with special educational needs.

**COURSE OUTCOMES**

Determines artistic characteristics of different individuals who need special education.  
Makes plans and programs for supporting art skills.  
Makes accommodations about art skills for individuals with special educational needs.

**TEXTBOOK**

Course notes

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	The basic concepts for the artistic skills
2	Line development of children in normal development;
3	Characteristics of line development; The line of development of children with special educational needs
4	Artistic skills (picture-job) teaching methods that can be used in teaching
5	Artistic skills adapted to students with special educational needs teaching methods
6	Artistic skills (picture-business) adapted to students with special educational needs teaching methods that can be used in teaching
7-8	MID-TERM EXAM
9	Teaching of various artistic skills
10	Watercolor painting, scissors
11	Printing, spraying, origami and wax works,
12	Mask, puppet making and making bracelets
13	Developing measurement tools to evaluate artistic skills in children
14	Teaching preparation plans; development and implementation of teaching practices
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172016005	<b>COURSE NAME</b>	Early Intervention Programs
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	Early childhood development; characteristics of early childhood; approaches to early intervention; early intervention programs; home-based early intervention programs; TEACHH program; ETEÇOM program; PORTAGE program; preparation for the early intervention programs; early intervention program planning; early intervention program for research.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to teach the basic concepts of early intervention programs to special education teacher candidates.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teacher candidates will begin to have gained basic concepts related to early intervention programs and basic skills related to the area.		
<b>COURSE OUTCOMES</b>	Defines the basic concepts related to early childhood development. Describes the development in early childhood. Describes early intervention programs. Describes the early intervention program planning.		
<b>TEXTBOOK</b>	<i>Lecture notes</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	Topics
1	Early childhood development
2	Characteristics of early childhood
3	Approaches to early intervention
4	Early intervention programs
5	Home-based early intervention programs
6	TEACHH program
7-8	Midterm
9	ETEÇOM program
10	PORTAGE program
11	Preparation for the early intervention programs
12	Early intervention program planning
13	Application of early intervention program
14	Early intervention program for research
15-16	Final Exam

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172016006	<b>COURSE NAME</b>	Alternative Communication Methods in Autism Spectrum Disorders
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge( ) Content Knowledge ( X )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

<b>PREREQUIEITE(S)</b>	---
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<b>COURSE DESCRIPTION</b>	Communication concept and elements of the communication; Autism Spectrum Disorders (ASD)-specific communication problems; eye contact; problems with receptive language; problems with expressive language; sign systems; visual support systems; contact folder; communication board; writing board; alternative communication systems; visual schedules; object mapping; photographs, written efficiency charts; PECS.
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<b>COURSE OBJECTIVES</b>	The aim of this course is to provide the necessary information about alternative methods of communication that can be used with individuals with ASD by special education teachers.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teachers will have information about alternative methods of communication that can be used with individuals with ASD.
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<b>COURSE OUTCOMES</b>	Defines communication concept, requirements and elements of communication. Says communication problems experienced by individuals with ASD.
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	Says alternative communication methods that can be used for individuals with ASD.
<b>TEXTBOOK</b>	<i>Lecture notes.</i>
<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	The concept of communication and elements of communication
2	ASD-specific communication problems
3	Eye contact
4	Problems with receptive language;
5	Problems with expressive language
6	Visual support systems
7-8	MID-TERM EXAM
9	Signalling systems
10	Contact folder
11	Contact the board
12	Writing board
13	Alternative communication systems
14	PECS
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172016007	COURSE NAME	Reading Difficulty: Identification and Intervention
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	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.		
COURSE OBJECTIVES	The aim of this course is to give information and skills related to identification and interventions in reading difficulty to special education teachers.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course teachers will gain information and skills related to identification and interventions in reading difficulty.		
COURSE OUTCOMES	Defines the basic concepts related to identification and interventions in reading difficulty. Explains and implements research based interventions in reading difficulty.		
TEXTBOOK	<i>Melekoğlu, M. A., ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara: Vize Yayıncılık.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Reading and learning disabilities
2	Reading difficulties and symptoms
3	Evaluation of reading difficulties
4	Word recognition and reading development
5	Accurate and fluent reading
6	Reading comprehension
7-8	MID-TERM EXAM
9	Importance of vocabulary
10	Research-based methods
11	Research-based methods
12	Research-based methods
13	Classroom adaptations
14	Application examples
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172016008	COURSE NAME	Teaching Social Skills to Students with Intellectual Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

Social skills identification; the importance of social skills; the benefits of social skills; learning social skills; elements of social skills training; points to be considered in teaching social skills; the methods used in social skills training 1; method 1 used in social skills training; preparation for teaching social skills; social skills training and planning; the drafting social skills training; practice social skills training

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of social skills training to special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teacher candidates will begin to have gained basic concepts related to social skills training and basic skills related to the area.

COURSE OUTCOMES

Describes the basic concepts related to teaching social skills.  
Says the benefits of social skills training.  
Says the important features of social skills training.  
Describes the methods used in teaching social skills.

TEXTBOOK

Lecture notes

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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**COURSE SYLLABUS**

<b>WEEK</b>	<b>Topics</b>
1	Social skills identification
2	The importance of social skills
3	The benefits of social skills
4	Learning the social skills
5	Elements of social skills training
6	The important features of social skills training.
7-8	Midterm
9	The methods used in teaching social skills I
10	The methods used in teaching social skills II
11	Preparation for teaching social skills
12	Planning, social skills training
13	Drafting of teaching social skills
14	Practice social skills training
15-16	FINAL EXAM

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
<b>1: None. 2: Partially contribution. 3: Completely contribution.</b>				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172016009	<b>COURSE NAME</b>	Social Skills Training in Autism Spectrum Disorders
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	The concept of social skills; concepts of social competence; social competence and social skills; lack of social skills; Evaluation of social skills; Autism Spectrum Disorders (ASD) and social skills; The methods used in social skills training; social skills training program in preparation; practice; ensuring permanence and generalizations.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to give the necessary information about the social skills training for individuals with ASD to special education teacher candidates.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teacher candidates will gain teaching skills for social skills teaching methods for individuals with ASD.		
<b>COURSE OUTCOMES</b>	Defines the concept of social skills and relevant information. Says the problems about social skills in individuals with ASD. Says the methods used in social skills training for individuals with ASD.		

<b>TEXTBOOK</b>	<i>Lecture notes.</i>
<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	The concept of social skills
2	concepts of social competence
3	Social competence and social skills
4	Social skills deficits
5	Evaluation of social skills
6	ASD and social skills
7-8	MID-TERM EXAM
9	The methods used in teaching social skills
10	The methods used in teaching social skills
11	Social skills training program in preparation
12	Persistence works
13	Generalization studies
14	Application examples
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172016010	<b>COURSE NAME</b>	Supporting Non-Academic Skills in Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	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		
<b>COURSE OBJECTIVES</b>	This course aims to teach the basic principles of supporting non-academic skill in learning disabilities for special education teacher candidates.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teachers grasp the importance of supporting non-academic skill in learning disabilities, and will have knowledge about the basic principles.		
<b>COURSE OUTCOMES</b>	Says learning the characteristics and features. Makes planning and implementation for teaching skills. Explains the different methods used in teaching non-academic skills.		
<b>TEXTBOOK</b>	<i>Lecture notes</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Learning the basic concepts and characteristics of learning
2	Learning steps and features
3	Basic concepts related to skills training (preparation skills analysis, evaluation etc.) and features
4	The basic concepts and features about errorless teaching methods
5	Constant time delay procedure, features and characteristics of teaching
6	Progressive education and assistance with features
7-8	MID-TERM EXAM
9	Teaching methods and properties used in the natural environment
10	Self-care and independent living skills and features
11	Social skills and features
12	Business and professional skills and features
13	Skills walkthroughs to ensure the participation of parents in the education
14	Teaching with video technology and features
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172016011	<b>COURSE NAME</b>	Community Service Practices
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	1	2	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
		X	General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	50
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	The importance of community service, community identify current problems and prepare the project to solve them, panels, conferences, congresses, and scientific activities, such as symposia, speaker or organizer, of social responsibility involved as a volunteer in various projects, community service activities to be implemented in schools acquisition of basic knowledge and skills.		
<b>COURSE OBJECTIVES</b>	This course aims to teach social responsibility to serve the community for special education teacher candidates.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teacher candidates will gain sharing and helpful personality traits undertaking various tasks.		
<b>COURSE OUTCOMES</b>	Identifies the current problems of society. Participates at various events as speaker, listeners or volunteers. Gains basic knowledge and skills for the implementation of community service work in schools.		
<b>TEXTBOOK</b>	<i>Lecture notes.</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Introduction
2	To determine the problem or need
3	To determine the problem or need
4	Solution development
5	Planning
6	Practice
7-8	MID-TERM EXAM
9	Practice
10	Practice
11	Practice
12	Practice
13	Practice
14	Assessment
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172016012	<b>COURSE NAME</b>	School and Educational Institution Experience in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	1	4	0	3	6	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Gaining experience in institutions that schools 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.

**COURSE OBJECTIVES**

This course aims to gain experience in special education schools and teachers have the opportunity to present their educational environment.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teachers will gain experience in the teaching profession found during the academic environment.

**COURSE OUTCOMES**

Gains school experience.  
Collaborates with classroom teachers in educational environments.  
Performs classroom presentations; develops and implements suggestions for problems.

**TEXTBOOK**

*Lecture notes.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Investigation of-course presentation Course
2	Primary 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
7-8	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
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172017001	<b>COURSE NAME</b>	Professional Ethics in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATEGORIES**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUISITE(S)**

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**COURSE DESCRIPTION**

The importance of special education teachers and their characteristics; general qualifications special education teachers should have; personal and professional development in special education; follow and use evidence based practice; the definition and importance of ethics; general ethical principles and application areas: conceptual introduction to ethics, ethical theory; special education teacher and ethics; students who need special education and ethics; family and ethics for students with special educational needs; ethical principles in special education: special education needs pupils and support their families, knowledge acquisition, conservation and sharing, cooperation, respect for socio-cultural diversity, respect for gender, to pursue scientific knowledge, learning and sharing

**COURSE OBJECTIVES**

The aim of this course is to teach the general qualifications special education teachers should have for personal and professional development in special education for special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION**

Through this course teacher candidates will begin to have gained general qualifications special education teachers should have for personal and professional development in special education.

**COURSE OUTCOMES**

Describes basic concepts, features and importance of special ed. teacher.  
Says general competence of special education teachers must have.  
Explains the definition and importance of ethics.  
Tells ethical principles in special education.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	Topics
1	The importance of special education teachers and their properties
2	General qualifications special education teachers should have
3	Personal and professional development in special education
4	Evidence based practice
5	The definition and importance of ethics
6	General ethical principles and application areas
7-8	Mid-term exam
9	Conceptual introduction to ethics, ethical theory
10	Students who need special education and ethics
11	Family and ethics for students with special educational needs
12	Ethical principles in special education
13	Special education needs pupils and support their families
14	Knowledge acquisition, conservation and sharing, cooperation, respect for socio-cultural diversity, respect for gender, to pursue scientific knowledge, learning and sharing
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172017002	<b>COURSE NAME</b>	Instructional Technology and Material Design in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	1	2	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Basic concepts about instructional technologies, characteristics of various instructional technologies, the place and importance in the educational process; the choice of teaching materials, assessment and effective use, as for students who need special education tools and materials to design, sample applications planning concepts using instructional technologies and material design for teaching (evaluation form preparation, choosing a concept based on the evaluation, making the concept analysis, concept teaching material preparation), social skills, use of instructional technologies and material design for teaching (evaluation preparation of forms and applications, choose a social skills based on assessment, teaching will prepare tools for skills). (Applications of designed materials will be carried out in Teaching Practicum in Special Education I course).

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of about instructional technologies and material design to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will begin to have gained basic concepts about instructional Technologies and material design.

**COURSE OUTCOMES**

Defines the basic concepts related to instructional technology.  
Uses applications include planning, use of instructional technology for the concept of education.  
Uses the concept of educational technology for teaching.  
Tells the characteristics of various instructional technologies.

**TEXTBOOK**

Lecture notes

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	Topics
1	Basic concepts related to teaching technology
2	Characteristics of various instructional technologies
3	The importance of various instructional technologies in teaching process
4	The choice of teaching materials, assessment and effective use of
5	Evaluation and effective use of teaching materials
6	Designing materials for students who need special education
7-8	Mid-term exam
9	Example applications include planning
10	Use of instructional technology for teaching concepts
11	Preparing the evaluation form
12	Use of instructional technology for teaching social skills
13	Material design
14	Material design
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** | Fall

<b>COURSE CODE</b>	172017003	<b>COURSE NAME</b>	Adolescence and Sexual Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	The nature of adolescence; physical changes in adolescence; psychological changes in adolescence; emotional changes during puberty; mental changes in puberty; adolescent health; health problems in adolescence; adolescent cognition; Piaget's theory; information processing; sexual development; sexual education.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to teach the basic concepts of adolescence and sexual education to special education teacher candidates.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teacher candidates will begin to have gained basic concepts related to adolescence and sexual education and basic skills related to the area.		
<b>COURSE OUTCOMES</b>	Defines basic concepts about puberty and sexual development. Explains the puberty process of individuals with special needs. Explains health problems in adolescence. Explains the sexual development of individuals with special needs.		
<b>TEXTBOOK</b>	<i>Lecture notes</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	Topics
1	The nature of adolescence
2	Physical changes at puberty
3	Psychological changes in adolescence
4	Emotional changes in adolescence
5	Mental changes in puberty
6	Adolescent health
7-8	Midterm
9	Health problems in adolescence
10	Adolescent cognition
11	Piaget's theory
12	Information processing
13	Sexual development
14	Sexual education
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.	X		
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172017004	<b>COURSE NAME</b>	Responsive Teaching Process and Applications
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

<b>PREREQUIEITE(S)</b>	---
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<b>COURSE DESCRIPTION</b>	The nature and characteristics of responsive teaching; theoretical foundations of responsive teaching; benefits and limitations; responsive learning strategies; environmental regulations; education opportunities; approach to demand; the paradigm of natural language; teaching basic response; interaction based instruction; planning of the natural education; data collection on natural education; education to families.
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<b>COURSE OBJECTIVES</b>	This course aims to give students the necessary knowledge about the responsive teaching and practice of special education teachers.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teacher candidates will have information about the responsive method of teaching practices.
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<b>COURSE OUTCOMES</b>	Explains the nature and characteristics of the responsive education. Tells the theoretical foundations of responsive education. Says the methods used in the responsive education.
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<b>TEXTBOOK</b>	<i>Lecture notes.</i>
<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	The nature and characteristics of responsive teaching
2	Theoretical foundations of responsive teaching
3	Responsive teaching the benefits and limitations
4	Responsive teaching strategies
5	Environmental regulations for natural education
6	Planning of responsive teaching
7-8	MID-TERM EXAM
9	Incidental teaching and Milieu Teaching
10	Unsolicited approach
11	Basic education response
12	The paradigm of natural language
13	Data collection on natural teaching
14	Teaching families
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172017005	<b>COURSE NAME</b>	Writing Difficulty: Identification and Intervention
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50
<b>PREREQUIEITE(S)</b>	---		
<b>COURSE DESCRIPTION</b>	Learning difficulties and writing, writing, development, writing, reasons for writing difficulties, symptoms of writing difficulties, assessment of writing difficulties, assessment tools, intervention-based research in writing difficulty, classroom adaptations, application examples.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to give information and skills related to identification and interventions in writing difficulty to special education teachers.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course teachers will gain information and skills related to identification and interventions in writing difficulty.		
<b>COURSE OUTCOMES</b>	Defines the basic concepts related to identification and interventions in writing difficulty. Explains and implements research based interventions in writing difficulty.		
<b>TEXTBOOK</b>	<i>Melekoğlu, M. A. ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara:Vize Yayıncılık.</i>		
<b>OTHER REFERENCES</b>	---		
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Learning difficulties and writing
2	Writing development and writing
3	The causes of writing difficulties
4	Symptoms of writing difficulties
5	Identification of writing difficulties
6	Assessment tools
7-8	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
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

<b>COURSE CODE</b>	172017006	<b>COURSE NAME</b>	Teaching Job and Vocational Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Job and vocational skills; the prevalence of employment of individuals with special needs; job and characteristics of vocational skills; special needs of job and vocational skills training to individuals; approaches to the teaching of job and vocational skills; methods of work and training of vocational skills; job and research related to the teaching of vocational skills; and job practices related to the teaching of vocational skills; job and vocational preparation of the transition plan for the teaching of skills; teaching academic skills of children with multiple deficiencies; jobs and required skills related to the profession; individuals with special needs work and ready for occupation; job placement and vocational special needs individuals.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of job and vocational skills to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will begin to have gained basic concepts related to job and vocational skills and basic skills related to the area.

**COURSE OUTCOMES**

Describes the basic concepts of job and vocational skills.  
Says the prevalence of employment of individuals with special needs.  
Tells the features of job and vocational skills.  
Explain preparing the process to individuals with special needs for job and profession.

**TEXTBOOK**

*Lecture notes*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	Topics
1	Job and vocational skills
2	Prevalence of employment of individuals with special needs
3	Characteristics of job and vocational skills
4	Job and vocational skills training to individuals with special needs
5	Approaches to the teaching of job and vocational skills
6	Methods of teaching job and vocational skills
7-8	Midterm
9	Research on the teaching of job and vocational skills
10	Practices related to the teaching of job and vocational skills
11	Preparing the transition plan for the teaching of job and vocational skills
12	Teaching vocational skills of children with multiple deficiencies
13	Required skills related to job and profession
14	Preparing individuals with special needs for work and occupation
15-16	Final Exam

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172017007	COURSE NAME	Errorless Teaching Methods
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	Learning, basic learning theories, applied behavior analysis, learning principles, effective teaching, single-subject research, simultaneous prompting method, constant time-delay method, most to least prompting, graduated guidance method, example applications.		
COURSE OBJECTIVES	The aim of this course is to give information and skills related to errorless teaching methods to special education teachers.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course teachers will gain information and skills related to errorless teaching methods.		
COURSE OUTCOMES	Defines the basic concepts related to errorless teaching methods. Prepares and implements errorless teaching methods.		
TEXTBOOK	<i>Tekin-İftar, E. ve Kırcaali-İftar, G. (2013). Özel eğitimde yanlışsız öğretim yöntemleri (2. baskı). Ankara: Vize Yayıncılık.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		



## COURSE SYLLABUS

WEEK	TOPICS
1	Basic learning theories
2	Applied behavior analysis
3	Applied behavior analysis
4	Learning principles
5	Effective teaching
6	Single-subject research
7-8	MID-TERM EXAM
9	Single-subject research
10	Simultaneous prompting method
11	Constant time-delay method
12	Most to least prompting
13	Graduated guidance method
14	Example applications
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.		X	
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.		X	
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.		X	
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.		X	
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172017008	COURSE NAME	Mathematics Difficulty: Identification and Intervention
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	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.		
COURSE OBJECTIVES	The aim of this course is to give information and skills related to identification and interventions in mathematics difficulty to special education teacher candidates.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course teacher candidates will gain information and skills related to identification and interventions in mathematics difficulty.		
COURSE OUTCOMES	Defines the basic concepts related to identification and interventions in mathematics difficulty. Explains and implements research based interventions in mathematics difficulty.		
TEXTBOOK	<i>Melekoğlu, M. A., ve Çakıroğlu, O. (2015) Özel öğrenme güçlüğü olan çocuklar. Ankara:Vize Yayıncılık.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		

## COURSE SYLLABUS

WEEK	TOPICS
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
7-8	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
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	172017009	COURSE NAME	Research Methods
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

Measuring and basic concepts regarding the evaluation ; the importance of measurement and assessment in education ; qualifications to be included in the measurement tools ( reliability, validity and usefulness ); measurement tools and features used in training; psychological, developmental, educational measurement and evaluation approaches and tools; tools based on traditional approaches (written tests, short-answer exams, true-false, multiple choice tests, matching tests, oral exams , assignments); many facets student (observation , interviews, performance assessment, portfolio, research papers, research projects, peer evaluation, self-assessment , attitude scales); basic statistical calculations on measurement results; assessment of learning outcomes, grading; measuring tool development related to special education

COURSE OBJECTIVES

The aim of this course is to teach the basic concepts of research methods to special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teacher candidates will begin to have gained basic concepts related to research methods and basic skills related to the area.

COURSE OUTCOMES

Defines the basic concepts related to science.  
Tells basic information about science history.  
Explains characteristics research methods.  
Explains structures of research.

TEXTBOOK

*Büyüköztürk, Ş., Akgün, Ö. E., Karadeniz, Ş. ve Demirel Kılıç, F. (2016). Bilimsel Araştırma Yöntemleri. Pegem Akademi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	Topics
1	Measuring and basic concepts regarding the evaluation
2	The importance of measurement and assessment in education
3	Qualifications to be included in the measurement tools
4	Measurement tools and features used in training
5	Psychological , developmental, educational measurement evaluation approaches
6	Psychological , developmental, educational measurement tool
7-8	Mid-term exam
9	Tools based on traditional approaches
10	Tools for identifying students multidimensionally
11	Basic statistical calculations on measurement results
12	Assessment of learning outcomes, grading
13	Measuring tool development related to special education
14	Measuring tool development related to special education
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.	X		
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	X		
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	172017010	<b>COURSE NAME</b>	Teaching Practicum in Special Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	8	0	6	15	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Behavior modification program development and implementation, anecdotal record keeping, anecdotal record of translating the record ABC, hold the record of the determination of the behavior to be changed to a student decides to change the technical applications of the technique to change the behavior choice, keep daily records of the application, change the behavior of the application result of the application of the final report writing, determine that they can prepare students with the measurement tool making skills training, for education on record keeping, graphical representation of permanence and making generalizations and recording work.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic skills of teaching practicum and implementations to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will begin to have gained skills of teaching practicum and implementations and basic skills related to the area.

**COURSE OUTCOMES**

Describes the behavior modification program.  
Chooses the characteristics of behavior modification techniques.  
Prepares a behavior modification program.  
Chooses the behavior modification techniques.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	Topics
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
7-8	Midterm
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
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	X		
12	Describes the family education and guidance.	X		
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.		X	
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172018001	<b>COURSE NAME</b>	Special Education Policies and Legal Regulations
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
	X		General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

The history of policy and legislation for people with disabilities and special education in Turkey; national policies and legislation for people with disabilities and special education; international policies and legislation for people with disabilities and special education; international agreements; people with disabilities in the world of legislation, the importance of special education practices and arrangements in Turkey; general paradigm shift for people with disabilities; policy, the gap between legislation and practice.

**COURSE OBJECTIVES**

The aim of this course is to teach the concepts of special education policies to the special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will receive information about the basic concepts of special education policies and regulations and will begin to be concerned with basic skills.

**COURSE OUTCOMES**

Defines the basic concepts related to special education policies.  
Tells national policies for special education and regulations.  
Tells international policy for special education and regulations .  
Discusses basic policy enforcement and loopholes in special education.

**TEXTBOOK**

*Çitil, M. (2013). Yasalar ve Özel Eğitim. Vize Yayıncılık: Ankara.*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	The history of the policy regarding the disabled in Turkey
2	National policies and regulations for special education in Turkey
3	International conventions to which Turkey is a party
4	Arrangements for people with disabilities around the world
5	Evaluation of the arrangements for people with disabilities around the world
6	Evaluation of the regulations regarding the disabled in Turkey
7-8	MID-TERM EXAM
9	Special education regulations and the importance of people with disabilities in Turkey
10	Paradigm shift in the world for people with disabilities
11	Paradigm shift regarding the disabled in Turkey
12	Policy and legislation
13	Legal regulations and practices
14	Politics, the gap between legislation and practice
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172018002	<b>COURSE NAME</b>	Multiple Disabilities and Instruction
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Multiple disabilities; the 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; children with multiple media failure; and mainstreaming children with multiple disabilities; teaching academic skills of children with multiple disabilities; planning the teaching of children with multiple disabilities; prepare teaching plans for children with multiple disabilities.

**COURSE OBJECTIVES**

The aim of this course is to teach the basic concepts of multiple disabilities to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will begin to have gained basic concepts related to multiple disabilities and basic skills related to the area.

**COURSE OUTCOMES**

Defines the basic concepts related to multiple disabilities.  
Says the prevalence of multiple disabilities.  
Tells characteristics of children with multiple disabilities.  
Explains planning of education for children with multiple disabilities.

**TEXTBOOK**

*Lecture notes*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

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

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			X
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.		X	
12	Describes the family education and guidance.		X	
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172018003	<b>COURSE NAME</b>	Behavior Management in Autism Spectrum Disorders
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge ( X )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

<b>PREREQUIEITE(S)</b>	---
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<b>COURSE DESCRIPTION</b>	Autism Spectrum Disorders ASD and behavior management approaches; behavior management approaches; behavior, characteristics and functions of behavior; ASD-specific behavioral problems; common behavior problems; rare behavior problems; to deal with behavior problems.
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<b>COURSE OBJECTIVES</b>	The aim is to provide the necessary information about the behavior management in individuals with ASD for special education teachers.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, teacher candidates will have information on behavior management in individuals with ASD.
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<b>COURSE OUTCOMES</b>	Defines the features and functions of behavior. Tells behavior management strategies in individuals with ASD. Describes the specific behavior problems to individuals with ASD. Tells ways to cope with behavior problems.
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<b>TEXTBOOK</b>	<i>Lecture notes.</i>
<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	ASD and behavior management approaches
2	In and cognitive behavioral approaches
3	Behavior, behavior characteristics and functions
4	ASD-specific behavioral problems
5	Common behavior problems
6	Non co-operation and tantrums
7-8	MID-TERM EXAM
9	Stereotyped behavior and self-harm
10	Unusual behavior
11	To deal with behavior problems
12	Leading-based strategies
13	Results-based strategies
14	Application examples
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172018004	COURSE NAME	Attention Deficit and Hyperactivity Disorder
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge ( ) Content Knowledge ( X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	Basic concepts; Individuals with Attention Deficit, Symptoms of Attention Deficit Attention Deficit, parents approach in education, Hyperactivity, hyperactivity children's symptoms, diagnosis, hyperactive child at home and at school, ways of working and treatment process with hyperactive children		
COURSE OBJECTIVES	The aim of this course is to provide information about hyperactivity disorder to special education teacher candidates.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will receive information about basic concepts regarding attention deficit and hyperactivity disorder and will begin equipped with the relevant basic skills.		
COURSE OUTCOMES	Defines the basic concepts.of attention deficit and hyperactivity disorder. Tells the characteristics of individuals with attention deficit and hyperactivity disorder. Knows how to approach to individuals with attention deficit and hyperactivity disorder.		
TEXTBOOK	<i>Semerci Z.B. ve Turgay A. (2014). Bebeklikten Erişkinliğe Dikkat Eksikliği Hiperaktivite Bozukluğu. Alfa Yayınları: İstanbul.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		

## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	What is Attention Deficit?
3	Attention Deficit Symptoms
4	Parent approach in Attention Deficit
5	Teacher approaches in Attention Deficit
6	Lack of attention to non-drug treatments
7-8	MID-TERM EXAM
9	What is hyperactivity?
10	Hyperactive Children
11	Findings of the hyperactivity
12	Hyperactivity Diagnosis
13	Hyperactive Children at Home and at School Approach
14	Ways of working and hyperactivity treatment with hyperactive children
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.			X
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.		X	
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.			X
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016





**COURSE INFORMATION FORM**

<b>SEMESTER</b>	Spring
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<b>COURSE CODE</b>	172018005	<b>COURSE NAME</b>	Interdisciplinary Work and Collaboration in Intellectual Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge ( X )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Intellectual disabilities and other related areas; interdisciplinary collaboration workspaces concepts; team members and features the collaboration; the necessity and importance of co-operation; basic principles of teamwork; teamwork theories; interdisciplinary study the situation in Turkey; teamwork in Turkey; evaluation of current problems; solutions to the current problems.

**COURSE OBJECTIVES**

The aim of this course is to provide the importance of disability and basic principles to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, the importance of team work and interdisciplinary study will be focused and teacher candidates will have sufficient knowledge about the basic principles.

**COURSE OUTCOMES**

Describe the interdisciplinary work.  
Tells the basic principles of teamwork in intellectual disabilities.  
Explains interdisciplinary study, the purpose and importance of

	cooperation.
<b>TEXTBOOK</b>	<i>Lecture notes.</i>
<b>OTHER REFERENCES</b>	---
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	---

## COURSE SYLLABUS

WEEK	TOPICS
1	Intellectual disabilities and other related areas
2	Interdisciplinary work areas
3	Teamwork and cooperation concept
4	The necessity and importance of cooperation
5	Team members and features on cooperation
6	Key features of teamwork
7-8	MID-TERM EXAM
9	Theories of teamwork
10	Interdisciplinary studies in Turkey
11	Teamwork in Turkey
12	Evaluation of the current problems
13	Application examples
14	Suggestions for solutions to problems
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172018006	<b>COURSE NAME</b>	Interdisciplinary Work and Collaboration in Autism Spectrum Disorder
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Communication, the importance of communication, cooperation, the importance of collaboration, the characteristics of cooperation, the benefits of collaboration on students, effects of collaboration on professional development, interdisciplinary team models, multi-disciplinary team model, unidirectional interdisciplinary team, model, versatile interdisciplinary team model, teamwork features , the characteristics of a successful team work, factors that effect the success of teamwork, example applications.

**COURSE OBJECTIVES**

The aim of this course is to give information and skills related to interdisciplinary work and collaboration in autism spectrum disorder to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course teacher candidates will gain information and skills related to interdisciplinary work and collaboration in autism spectrum disorder.

**COURSE OUTCOMES**

Defines the basic concepts related to interdisciplinary work and collaboration in autism spectrum disorder.  
Explains the necessary skill for building interdisciplinary work and collaboration in autism spectrum disorder.

**TEXTBOOK**

Lecture notes.

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Communication and its importance
2	Principles of communication
3	Collaboration and its importance
4	Principles of collaboration
5	Building interdisciplinary team
6	Multi-disciplinary team model
7-8	MID-TERM EXAM
9	Unidirectional interdisciplinary team
10	Versatile interdisciplinary team model
11	Characteristics of interdisciplinary work
12	Characteristics of interdisciplinary work
13	Example applications
14	Example applications
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.	X		
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	X		
7	Examines scientific products about special education and teaching, creates new products.		X	
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.	X		
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.	X		
12	Describes the family education and guidance.	X		
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.	X		
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
17	Understands the process for applied behavior analysis.		X	
18	Analyzes the preparation process for independent living of individuals with special needs.		X	
19	Plans and implements the teaching process for students with special needs according to individual characteristics.		X	
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

**SEMESTER** Spring

<b>COURSE CODE</b>	172018007	<b>COURSE NAME</b>	Interdisciplinary Work and Collaboration in Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATAGORY**

<b>Professional Knowledge</b>	<b>Content Knowledge</b>	<b>General Culture Knowledge</b>	<b>Elective Course</b>
			General Knowledge ( ) Content Knowledge (X)

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Learning Disabilities and other related areas; interdisciplinary collaboration workspaces concepts; team members and features the collaboration; the necessity and importance of co-operation; basic principles of teamwork; teamwork theories; interdisciplinary study the situation in Turkey; teamwork in Turkey; evaluation of current problems; solutions to the current problems.

**COURSE OBJECTIVES**

The aim of this course is to provide the importance of learning disability and basic principles to special education teacher candidates.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, the importance of team work and interdisciplinary study will be focused and teacher candidates will have sufficient knowledge about the basic principles.

**COURSE OUTCOMES**

Describe the interdisciplinary work.  
Tells the basic principles of teamwork in learning disabilities.  
Explains interdisciplinary study, the purpose and importance of cooperation.

**TEXTBOOK**

*Course notes*

**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Learning Disabilities and other related areas
2	Interdisciplinary fields of study
3	Team work and cooperation concept
4	Cooperation necessity and importance
5	Team members and features on Cooperation
6	Key features of teamwork
7-8	MID-TERM EXAM
9	Search methods, measurement capability
10	Interdisciplinary studies in Turkey
11	Teams working in Turkey
12	Evaluation of current problems
13	Application examples
14	Solutions to the problems encountered
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172018008	COURSE NAME	Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	Basic concepts, student personality services, psychological counseling and guidance in these services, principles of guidance, development, counseling and guidance of the kind of services (services), techniques, organization and personnel, new developments in the field, student recognition techniques, guide-teacher cooperation teacher's guidance tasks.		
COURSE OBJECTIVES	The aim of this course is to provide concepts of guidance to special education teacher candidates.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will receive the basic concepts of guidance and begin to be concerned with basic skills.		
COURSE OUTCOMES	Define the basic concepts related to guidance. Tells guidance services for special education and regulations. Tells the kind of guidance and implementation of special education. Describes the guidance to be made by special education teachers.		
TEXTBOOK	<i>Yeşilyaprak, B. (2016). Eğitimde Rehberlik Hizmetleri. Nobel Akademik Yayıncılık.</i>		
OTHER REFERENCES	---		
TOOLS AND EQUIPMENTS REQUIRED	---		



## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Personality Theories
3	Student personnel services
4	Place in guidance and counseling training
5	Guiding principles
6	The development of guidance
7-8	MID-TERM EXAM
9	Psychological counseling and guidance types
10	Provided services
11	Used techniques
12	New developments in the field
13	Guide-teacher cooperation
14	Teacher's guidance tasks
15-16	FINAL EXAM

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

1: None. 2: Partially contribution. 3: Completely contribution.

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	172018009	COURSE NAME	Turkish Education System and School Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	3	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

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COURSE DESCRIPTION

The aim of the Turkish education system and basic principles, legislation related to education, structure of Turkish education system, management theories and processes, school organization and management, personnel management, student, teaching and business management, social attending to school.

COURSE OBJECTIVES

The aim of this course is to provide special education teacher candidates the goal of the education system and policies.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teacher candidates will acquire the principles and purposes of the education system,.

COURSE OUTCOMES

Defines the basic concepts related to the education system.  
Says legislation related to the education system.  
Says the aim of the education system.  
Defines the principles of the education system.

TEXTBOOK

*Şişman, M. (2015). Türk Eğitim Sistemi ve Okul Yönetimi. Pegem Akademi: Ankara.*

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

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## COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	The aim of the Turkish education system
3	The basic principles of the Turkish education system
4	Legal arrangements related to education
5	The structure of the Turkish education system
6	Management theories
7-8	MID-TERM EXAM
9	Management processes
10	School organization and management
11	School administration personnel
12	Students in school management
13	Teaching and management tasks
14	School social inclusion
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.			X
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.		X	
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.			X
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.			X
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.			X
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
17	Understands the process for applied behavior analysis.			X
18	Analyzes the preparation process for independent living of individuals with special needs.			X
19	Plans and implements the teaching process for students with special needs according to individual characteristics.			X
20	Uses art, play, and sport activities in the process of teaching.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016



ESOGÜ Special Education Department (Special Education Teacher Training)  
COURSE INFORMATION FORM

SEMESTER Spring

<b>COURSE CODE</b>	172018010	<b>COURSE NAME</b>	Teaching Practicum in Special Education II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	8	0	6	15	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge ( ) Content Knowledge ( )

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID-TERM</b>	1st Mid-Term	1	50
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
<b>FINAL EXAM</b>		1	50

**PREREQUIEITE(S)**

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**COURSE DESCRIPTION**

Concepts, skills, play and do education in the 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.

**COURSE OBJECTIVES**

This course aims to teach special education teacher practical knowledge and skills in teaching special education environments.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

Through this course, teacher candidates will gain the practical skills related to the profession of teaching in special education.

**COURSE OUTCOMES**

Defines the basic principles related to special education practices.  
Says the factors to be considered in classroom management in special education.  
Tells the factors to be considered for effective teaching in special education.  
Describes the purpose of special education.

**TEXTBOOK**

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**OTHER REFERENCES**

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**TOOLS AND EQUIPMENTS REQUIRED**

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## COURSE SYLLABUS

WEEK	TOPICS
1	Identifying the skills to do the teaching
2	Education in designated skill
3	Keep a record of the teaching
4	Persistence and generalization work
5	Behavior modification program preparation and implementation
6	Anecdotal record
7-8	MID-TERM EXAM
9	ABC record
10	Determination of the behavior to be changed
11	Decide on behavior modification techniques
12	The application of behavior modification techniques
13	Practice holding the record
14	Final report writing
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines concepts, terminology, methods, techniques, principles and theory related to special education.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan and transition plan.	X		
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.	X		
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.		X	
5	Develops solutions and recommendations in case of unexpected situations during practices in special education and teaching professions.		X	
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.		X	
7	Examines scientific products about special education and teaching, creates new products.			X
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.			X
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.			X
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.			X
11	Prepares, administers and leads plans and project developed during special education activities based on characteristics of students' socio-cultural and economic environment.			X
12	Describes the family education and guidance.			X
13	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
14	Uses obtained knowledge and skills in order to get students with special needs gained communication and social skills, and increase their social acceptance.	X		
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.		X	
16	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
17	Understands the process for applied behavior analysis.	X		
18	Analyzes the preparation process for independent living of individuals with special needs.	X		
19	Plans and implements the teaching process for students with special needs according to individual characteristics.	X		
20	Uses art, play, and sport activities in the process of teaching.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

**Instructor(s):** Assoc. Prof. Macid Ayhan MELEKOĞLU

**Signature:**

**Date:** 01/07/2016