

# **Eskisehir Osmangazi University**

## **Institute of Education**

### **General Information**

Eskisehir Osmangazi University Institute of Education is established in accordance with the 2010/103 decision published in the Official Gazette dated 26 February 2010 with the number of issue 27505.

Institute of Education is primarily intended for conducting graduate study, research and project in the field of educational sciences and teacher training.

Institute of Education aims to contribute science in universal level by means of analyzing problems and politics of Turkish Education System, preparing reports about educational sciences and teacher training, as well as organizing conferences, seminars and panels especially in Eskisehir and near the city. In addition to universal contribution to science, raising high-qualified scientists and leader practitioners are main goals of our institute.

There are computers and projectors in every classrooms of faculty. These technological devices are used for researching, reviewing, conducting project, preparing and presenting seminars by instructors. The computers in faculty and central library can be used during the working hours.

### **Departments/Programs**

#### **Department of Educational Sciences**

- Curriculum and Instruction Program (master program with thesis)
- Curriculum and Instruction Program (master program non-thesis)
- Curriculum and Instruction Program (doctorate program)
- Educational Administration Program (master program with thesis)
- Educational Administration Program (master program non-thesis)
- Educational Administration Program (master program non-thesis – distance education)
- Educational Administration Program (doctorate program)
- Higher Education Administration Program (master program with thesis)
- Higher Education Administration Program (master program non- thesis)
- Guidance and Psychological Counseling (master program with thesis)
- Guidance and Psychological Counseling (master program non- thesis)
- Guidance and Psychological Counseling (doctorate program)
- Research Methods and Statistics in Education (integrated doctorate program)

#### **Department of Mathematics and Science Education**

- Science Education Program (master program with thesis)
- Elementary Mathematics Education Program (master program with thesis)

#### **Department of Turkish and Social Sciences Education**

- Social Sciences Education Program (master program with thesis)

#### **Department of Basic Education**

- Primary Education Program (master program with thesis)

### **Department of Special Education**

- Special Education (master program with thesis)
- Inclusion in Education (master program non- thesis)
- Special Education (doctorate program)

### **Department of Higher Education Administration and Policy**

- Higher Education Administration Program (master program with thesis)

## **Special Education Master (with thesis), Inclusion in Education Master (non-thesis) and Special Education Doctorate Programs**

### **1. General Information**

Special education master with thesis, inclusion in education non-thesis and special education doctorate programs aim to contribute to meet the special education services needs and train well-informed and skillful individuals. These programs target to increase proficiency of special education experts on special education, education of individuals with intellectual disabilities, education of individuals with visually impaired, education of individuals with hearing impaired, education of individuals of specific learning difficulty, education of individuals with emotional and behavioral disorders, education of individuals with attention deficit and hyperactivity disorder, education of individuals with multiple disabilities, education of gifted individuals, and inclusive education for all individuals with special needs.

Special education master with thesis, inclusion in education non-thesis and special education doctorate programs are opened in the Department of Special Education. These courses opened in this postgraduate programs will be given by members of Eskisehir Osmangazi University Education Faculty and members of Anadolu University Education Faculty. In theoretical lessons of the program include special education principles and techniques and special education institutions, in implementation lessons the students will be expected to plan and provide special education services by using special education skills and techniques under the supervision of lecturer.

### **2. Acquired Degree**

The students completing special education and inclusion in education master programs with success will be given diploma of master degree, the students completing special education doctorate program with success will be given diploma of Doctorate.

### **3. Level of Degree**

Master of Arts (MA)

Doctorate Degree (PhD)

### **4. Admission and Enrollment Requirements**

Candidates applying for special education master with thesis and non-thesis and doctorate programs must take into consideration the 5th, 11th, 16th articles in admission requirements of Eskisehir Osmangazi University Graduate Education and Training Regulation.

### **5. Acceptance of Previous Education**

28th article of Eskisehir Osmangazi University Graduate Education and Training Regulation is taken as a basis on acceptance of internal transfer of students in Special Education Master with thesis and non-thesis and Doctorate Programs.

29th article of Eskisehir Osmangazi University Graduate Education and Training Regulation is taken as a basis on acceptance of students to scientific preparatory classrooms in Special Education Master with thesis and non-thesis and Doctorate Programs.

## **6. Competence Conditions and Rules**

Special Education Master Program with thesis contains at least 9 courses with totally 27 credits, a seminar course, a special topics course, and thesis. Seminar course and thesis are without credits and evaluated as successful or unsuccessful. Students according to their graduation are required to complete with success scientific preparatory by taking at least 4, at most 8 courses.

Inclusion in Education Master Program with non-thesis contains at least 10 courses with totally 30 credits, a term project. Term project is without credits and evaluated as successful or unsuccessful. Students according to their graduation are required to complete with success scientific preparatory by taking at least 4, at most 8 courses.

Special Education Doctorate Program contains at least 10 courses with totally 30 credits, a seminar course, a competence exam, proposal of thesis and thesis. Competence exam, proposal of thesis and thesis are without credits and evaluated as successful or unsuccessful. Students according to their graduation are required to complete with success scientific preparatory by taking at least 4, at most 8 courses.

## **7. Profile of the Program (Aim)**

Basic aims of Special Education Master with thesis and Inclusion in Education non-thesis Program;

- *Train individuals with adequate information and skills on their field contributing to increasing need of special education services,*
- *Realize existing problems in special education and develop proposals for solution to these problems.*

Basic aims of Special Education Doctorate Program;

- *Train searching and interrogating Special Education experts using professional information and skills on academical and professional field, following scientific developments contributing to development of special education.*

## **8. Program Competence (Learning Outcomes)**

At the end of the Special Education Master with thesis Program the students will be able to;

- *Know theory and implementations used in special education field.*
- *Comprehend basic principles of scientific research process.*
- *Follow special education publications in national and international level*
- *Realize ethic principles and reflect these to implementations.*
- *Realize problems in special education implementations.*
- *Communicate effectively other implementors to support with national, international and interdisciplines works.*
- *Qualify in the field of education of individuals with intellectual disabilities.*
- *Qualify in the field of education of individuals with visually impaired.*
- *Qualify in the field of education of individuals with hearing impaired.*
- *Qualify in the field of education of individuals with specific learning difficulty.*
- *Qualify in the field of education of individuals with emotional and behavioral disorder.*
- *Qualify in the field of education of individuals with autism.*

- *Qualify in the field of education of individuals with orthopedically handicapped.*
- *Qualify in the field of education of individuals with language and speech disorder.*
- *Qualify in the field of education of individuals with attention deficit and hyperactivity disorder.*
- *Qualify in the field of education of individuals with multiple disorders.*
- *Qualify in the field of education of gifted individuals.*
- *Evaluate a problem in the field using scientific research methods.*

At the end of the Inclusion in Education Master non-thesis Program the students will be able to;

- *Know theory and implementations used in special education field.*
- *Comprehend basic principles of scientific research process.*
- *Follow special education publications in national and international level*
- *Realize ethic principles and reflect these to implementations.*
- *Realize problems in special education and inclusion implementations.*
- *Communicate effectively other implementors to support with national, international and interdisciplines works.*
- *Qualify in inclusive education of all individuals with special needs.*
- *Evaluate a problem in the field using scientific research methods.*

At the end of the Special Education Doctorate Program the students will be able to;

- *Know theory and implementations used in special education field.*
- *Comprehend basic principles of scientific research process.*
- *Follow special education publications in national and international level*
- *Realize ethic principles and reflect these to implementations.*
- *Realize problems in special education implementations.*
- *Communicate effectively other implementors to support with national, international and interdisciplines works.*
- *Qualify in the field of education of individuals with intellectual disabilities.*
- *Qualify in the field of education of individuals with visually impaired.*
- *Qualify in the field of education of individuals with hearing impaired.*
- *Qualify in the field of education of individuals with specific learning difficulty.*
- *Qualify in the field of education of individuals with emotional and behavioral disorder.*
- *Qualify in the field of education of individuals with autism.*
- *Qualify in the field of education of individuals with orthopedically handicapped.*
- *Qualify in the field of education of individuals with language and speech disorder.*
- *Qualify in the field of education of individuals with attention deficit and hyperactivity disorder.*
- *Qualify in the field of education of individuals with multiple disorders.*
- *Qualify in the field of education of gifted individuals.*
- *Evaluate a problem in the field using scientific research methods.*

At the end of the Special Education Doctorate Program the students will be able to;

- *Inform about Special Education theories used in special education services.*
- *Classify special education services in education institutions according to degree, problem areas, service areas.*
- *Reflect to learned information and skills on special education services.*
- *Define problems in special education services and develop proposals of solution to these problems.*

## **9. Employment Opportunities of Graduate**

The students graduate from Special Education Master with thesis and Inclusion in Education Master non-thesis and Special Education Doctorate Programs can be work as research assistant or instructor in Universities or special education expert in various special education institutions.

## **10. Transition to up- level Programs**

Candidates completing with success master with thesis or non-thesis programs can attend doctorate program in their own field or other fields on condition that they have valid scores in ALES or other exams with equivalent value and adequate level of foreign language.

## **11. Exams, Evaluation and Assessment**

Evaluation and assessment for each lesson was defined in “ Course Information Form” in details.

## **12. Graduation Conditions**

Graduation conditions are given and same as in “Competence Conditions and Rules”

## **13. Manner of Work (Full Time, e-learning )**

Full Time

## **14. Adresses and Contact Informations (Department/Program Director, Vice-Director and Erasmus Coordinator)**

Eskisehir Osmangazi University  
Education Faculty  
Educational Sciences Institution  
Meselik Campus 26480 Eskisehir

Director of the Institute of Education

Prof. Dr. Eyüp ARTVİNLI  
E-mail: eartvinli@gmail.com  
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Vice- Director

Assoc. Doç. Dr. Macid Ayhan MELEKOĞLU  
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Tel: 0 (222) 239 37 50/6302

Erasmus Coordinator

Assoc. Prof. Dr. Eyüp ARTVİNLI  
E-mail: eartvinli@gmail.com  
Tel: 0 (222) 239 37 50/6300

## Department/Program Opportunities

In the program, there are 8 lecturers, 4 professors, 2 associate professor and 2 assistant professors. There are 25 computers, 4 printers, 2 scanners and 5 projectors in the department. These equipments are used by lecturers, students during lessons and other than during lessons to do research, review literature, do projects, prepare and present seminars. 60 computers are available and can be used by graduate students. Computers in the department and central library are opened for the use during the working hours.

### 15. Academic Staff

Prof. Dr. İbrahim Halil Diken- Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Prof. Dr. Atilla Cavkaytar - Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Prof. Dr. Uğur Sak - Anadolu University, Department of Special Education, Teacher Education of Gifted Individuals

Prof. Dr. Sezgin Vuran- Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assoc. Prof. Dr. Macid Ayhan Melekoğlu - Eskisehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assoc. Prof. Dr. Nevin Güner Yıldız- Eskisehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assist. Prof. Dr. Mine Sönmez Katal- Eskisehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assist. Prof. Dr. Derya Genç Tosun- Eskisehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

### 16. Courses – ECTS Credits

SPECIAL EDUCATION MASTER PROGRAM WITH THESIS					
Course Code	Course Name	ECTS	T+P+C	C/E	Language
<b>Fall Semester (I. Semester)</b>					
546201001	Research Methods in Education and Science Ethics	10	3+0+3	C	Turkish
546201002	Teaching Methods in Special Education	10	3+0+3	C	Turkish
546201007	Seminar	10	0+3+0	C	Turkish
546201003	Reading Fluency Strategies in Learning Disabilities	10	3+0+3	E	Turkish
546201004	Assesment and Diagnosis in Intellectual Disabilities	10	3+0+3	E	Turkish
546201005	Evaluation, Placement and Transition in Early Childhood Special Education	10	3+0+3	E	Turkish
546201006	Family Education in Special Education	10	3+0+3	E	Turkish
<b>Total Credits</b>		<b>30</b>	<b>15</b>		
<b>Spring Semester (II. Semester)</b>					
546202001	Single Subject Research Methods	10	3+0+3	C	Turkish
546202002	Statistical Methods in Special Education	10	3+0+3	C	Turkish

546202003	Diagnosis and Assessment in Learning Disabilities	10	3+0+3	E	Turkish
546202004	Reading Comprehension Strategies in Learning Disabilities	10	3+0+3	E	Turkish
546202005	Research in Inclusion	10	3+0+3	E	Turkish
546202006	Teaching Non-Academic Skills	10	3+0+3	E	Turkish
546202007	Teaching Job and Vocational Skills for Individuals with Special Need	10	3+0+3	E	Turkish
546202008	Development of Social Competences	10	3+0+3	E	Turkish
546202009	Research-based Practices in Early Childhood Special Education	10	3+0+3	E	Turkish
546202010	Academic Writing in Special Education	10	3+0+3	E	Turkish
<b>Total Semester Credits</b>		<b>30</b>	<b>12</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
	Special Topics	5	3+0+0	C	Turkish
	Master Thesis	25	0+1+0	C	Turkish
<b><u>Spring Semester (IV. Semester)</u></b>					
	Special Topics	5	3+0+0	C	Turkish
	Master Thesis	25	0+1+0	C	Turkish



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

<b>COURSE CODE</b>	546201001	<b>COURSE NAME</b>	Research Methods in Education and Science Ethics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (Presentation)		20
<b>FINAL EXAM</b>	Final	1	30
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	In this course; understanding of theoretical and conceptual information about scientific research and scientific research process, scientific research paradigms, evaluation of research methods, research ethics, publication ethics, quantitative, qualitative and mixed research methods, developing and implementing a research proposal, related statistics and reporting issues will be covered.		
<b>COURSE OBJECTIVES</b>	The aim of Research Methods in Education course is to explain science and research concepts, ways of acquiring knowledge in subjects, scientific methodology, the difference between social sciences and science, scientific research methods, research process in educational sciences, research topic setting process, preparation stages of research plan, steps of determination of hypothesis and research questions, determination process of appropriate research model, sampling methods, stages of determination of the measurement process, determining the measurement system, the ethical rules to be followed while conducting the research, and the ethical rules appropriate for the preparation and publication of the publications to be formed as a result of the research, and to give them practical skills.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Through this course, candidates of master of science will		



	have basic skills in researches to be carried out in educational sciences and they will be able to plan and carry out researches according to scientific methods.
<b>COURSE OUTCOMES</b>	<p>Having completed the requirements of this course successfully, at the end of this course;</p> <ul style="list-style-type: none"> <li>- will be able to define science and research concepts.</li> <li>* will be able to discuss ways of acquiring knowledge in one subject.</li> <li>* will be able to describe the scientific method.</li> <li>* will be able to define the difference between social sciences and science.</li> <li>* will be able to classify scientific research methods.</li> <li>- Describe the research process in social sciences.</li> <li>* will be able to discuss the identification process of research topics.</li> <li>* will be able to describe the preparation of the research plan.</li> <li>* will be able to describe determination of hypothesis and research question.</li> <li>* will be able to determine appropriate research model.</li> <li>* will be able to define the sampling methods.</li> <li>* will be able to describe the measurement system.</li> <li>- will be able to describe research methods.</li> <li>* will be able to discuss the descriptive method.</li> <li>* will be able to discuss observational research.</li> <li>* will be able to discuss interview investigations.</li> <li>- will be able to explain the ethical rules that must be followed in the process of carrying out research.</li> <li>- Describe the code of ethics that must be followed in the process of preparing and publishing scientific publications.</li> </ul>
<b>TEXTBOOK</b>	<p>Selçuk Beşir DEMİR (Çeviri Editörü). Araştırma Deseni: Nitel, Nicel ve Karma Yöntem Yaklaşımları. Ankara: Eğiten Kitap. ISBN: 978-605-4757-28-2 (John W. Creswell. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles: Sage. ISBN: 978-1-4522-2610-19</p>
<b>OTHER REFERENCES</b>	<p>1) Phillip D. Rumrill, Bryan G. Cook &amp; Andrew L. Wiley. Research in Special Education: Designs, Methods, and Applications (2nd Edition). Illinois, USA. ISBN: 978-0-398-08604-6</p> <p>(2) Publication Manual of the American Psychological Association (APA) Sixth editon. Washington, DC. ISBN: 1-4338-0561-8</p> <p>(3) Şener Büyüköztürk, Özcan E. Akgün, Şirin Karadeniz, Funda Demirel, &amp; Ebru Kılıç. Bilimsel Araştırma Yöntemleri. Ankara: Pegem Akademi. ISBN: 978-994-4919-28-9</p> <p>(4) Şener Büyüköztürk. Deneysel Desenler: Öntest-Sontest Kontrol Grubu Desen ve Veri Analizi. Ankara: Pegem Akademi. ISBN: 978-975-6802-43-4.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector

COURSE SYLLABUS	
WEEK	TOPICS
1	Selection of Research Approach; Introduction to Research Methods in Special Education
2	Usage of Theories; Literature Review; Academic Writing in Behavioral Sciences and Social Sciences
3	Writing Strategies and Ethical Considerations; Research Stages in Special Education
4	Introduction Section in Academic Papers; Measurement and Statistics in Special Education Research; Academic Writing Structure and Content
5	Purpose Section in Academic Papers; Ethical Issues in Special Education Research and What to Do
6	Research Questions and Hypotheses; Open and Clear Writing in Academic Writing
7-8	MidTerm Exam
9	Validity in research; Mechanical Dimension of Writing Style
10	Quantitative Methods; Reporting Results
11	Citations and References; Qualitative Methods
12	Synthesis-based Research Methods; Mixed Methods
13	Creating and Evaluating Research Articles; The Future of Special Education Research
14	Scientific Publication Preparation and Publishing Process
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	status, additional disability, health problem etc.) and their needs.			
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE	546201002	COURSE NAME	Teaching Methods in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	25
	Quiz		
	Homework	1	35
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Students will learn data methods of data collection, reliability and validity of teaching methods, effective teaching, effective instruction, stimulus control, transfer of stimulus control, efficiency productivity, social validity, instructional arrangements, stages of learning, observation learning, untargeted information acquisition, systematic teaching and steps, They will have knowledge about teaching methods such as analysis, errorless teaching methods, use of clues in teaching, natural teaching methods, peer-centered teaching, direct teaching, stepped teaching, video model teaching. At the same time, students are expected to plan a teaching process in co-operation with the instructor and conduct a research that identifies the effects of this process.		
COURSE OBJECTIVES	The most general aim of the course is to acquire the competence to plan and carry out teaching with these methods as having knowledge about the teaching methods used by the students to offer instruction to students with special needs.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Since the course includes a detailed examination of effective teaching methods and techniques to meet the basic needs of students with special needs, it is directly related to professional education.		
COURSE OUTCOMES	At the end of this course students, 1. Identify stimulus control transfer using applied behavior analysis principles.		

	<p>2. Discuss a teaching arrangement and group instruction.</p> <p>3. Describe the terms of effectiveness, productivity, clue, fading, and session.</p> <p>4. Do skill analysis.</p> <p>5. Apply a single curriculum on each of the teaching methods listed in as one-step, chain behavior and skills.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	<p>Uygulamalı Davranış Analizi</p> <p>Otizm Spektrum Bozukluğu Olan Çocuklar ve Eğitimleri</p> <p>Yanlışsız Öğretim Yöntemleri</p> <p>Özel Gereksinimli Bireylere Matematik Öğretimi</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Learning teaching, effective teaching. Efficiency, productivity, social validity, teaching arrangements, stages of learning.
2	Observational learning. Untargeted knowledge acquisition
3	Systematic teaching and stages. Points to consider when deciding on teaching method.
4	Data collection methods. Reliability analysis.
5	Errorless teaching methods.
6	Direct Teaching Method
7-8	Mid Term Exam
9	Stepped Teaching Method
10	Video Model Teaching
11	Student Oriented Learning Strategies
12	Teaching Practices
13	Teaching Practices
14	Teaching Practices
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE	546201007	COURSE NAME	Seminar
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	0	3	0	0	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID - TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ( )		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.		
COURSE OBJECTIVES	The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .		
TEXTBOOK	Publication Manual of the American Psychological Association (APA) Sixth editon. Washington, DC. ISBN: 1-4338-0561-8		
OTHER REFERENCES	Türkiye Bilimler Akademisi (2002). Bilimsel arařtırmada etik ve sorunları. Ankara: TUBA		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		

### COURSE SYLLABUS

WEEK	TOPICS
1	Current developments and problems in the field
2	Determining a problem
3	The literature review
4	Preparing a research proposal
5	Data collection
6	Data collection
7-8	MID-TERM
9	Data analysis
10	Data analysis
11	Results
12	Conclusions and recommendations
13	Writing research report
14	Presentation of research report
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

<b>COURSE CODE</b>	546201003	<b>COURSE NAME</b>	Reading Fluency Strategies in Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final Exam	1	40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	This course includes basic concepts in reading, reading fluency and reading comprehension, teaching methods that improve reading fluency , reading fluency problems in children with reading problems, intervention methods and programs for reading fluency , scientific research topics for reading fluency .		
<b>COURSE OBJECTIVES</b>	In the Reading Fluency Strategies in Learning Disabilities course, it is aimed to learn basic concepts in reading, to explain the relation between reading fluency and reading comprehension, to learn teaching methods that improve reading fluency, to identify reading fluency problems in children with reading problem, to use intervention methods and programs for reading fluency and to plan studies on reading fluency.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Students who have successfully completed the Reading Fluency Strategies in Learning Disabilities course will have the skills necessary to identify reading fluency problems in children with learning disabilities and to implement intervention-based interventions related to the subject.		
<b>COURSE OUTCOMES</b>	At the end of this course students will be able to; 1. explain basic concepts in reading, 2. discuss the connection between reading fluency and		

	<p>reading comprehension,</p> <p>3. will be able to explain teaching methods that develop reading fluency,</p> <p>4. Describe reading fluency problems in children with reading problems,</p> <p>5. Use intervention methods and programs for reading fluency,</p> <p>6. Will be able to conduct scientific research for reading fluency.</p>
<b>TEXTBOOK</b>	<p>1) Reading Fluency Lecture Notes - English References</p> <p>2) Reading Fluency Lecture Notes - Turkish References</p>
<b>OTHER REFERENCES</b>	<p>William N. Bender &amp; Martha J. Larkin (2009). Reading strategies for elementary students with learning difficulties. Thousand Oaks, CA: Corwin. ISBN: 978-1-4129-6069-4</p> <p>Jennifer Serravallo. (2015). The reading strategies book: Your everything guide to developing skilled readers. Portsmouth, NH: Heinemann</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Reading Research: The Importance of Replication; Reading instruction and students with learning disabilities
2	Fluency: It's all about audience; Developing fluency
3	Fluency: Bridge between decoding and reading comprehension; Decoding and Fluency: Foundation Skills For Struggling Older Readers
4	Strategies for building vocabulary and reading fluency; Helping students become accurate, expressive readers: Fluency instruction for small groups
5	Oral reading fluency norms: A valuable assessment tool for reading teachers; Reading fluency assessment and instruction: What, why, and how?
6	Teaching Reading; Intensive Interventions in Reading for Students with Reading Disabilities: Meaningful Impacts
7-8	Mid Term Exam
9	Teaching fluency; The Effects of a Fluency Intervention Program on the Fluency and Comprehension Outcomes of Middle-School Students with Severe Reading Deficits
10	Access to General Education Curriculum: The Effect of Preteaching Key Words Upon Fluency and Accuracy in Expository Text; Reading Comprehension and Fluency: Examining the Effects of Tutoring and Video Self-Modeling on First-Grade Students with Reading Difficulties
11	Using Video Self- and Peer Modeling to Facilitate Reading Fluency in Children With Learning Disabilities; Extending Readers Theatre: A Powerful and Purposeful Match With Podcasting
12	A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities; Enhancing the Reading Fluency and Comprehension of Children With Reading Disabilities in an Orthographically Transparent Language
13	The Effects of Reading Fluency Interventions on the Reading Fluency and Reading Comprehension Performance of Elementary Students With Learning Disabilities: A Synthesis of the Research; The Effects of Two Repeated Reading Interventions on

	Generalization of Fluency
14	Repeated Reading: Research into Practice; The Effects of Repeated Reading on Reading Fluency for Students With Reading Disabilities: A Meta-Analysis
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

<b>COURSE CODE</b>	546201004	<b>COURSE NAME</b>	Assesment and Diagnosis in Intellectual Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final Exam	1	40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	Basic concepts in the field of intellectual disability. Basic concepts about evaluation. Formal /informal evaluation. Medical / educational diagnosis. The process of diagnosis and evaluation of individuals with intellectual disabilities in Turkey.		
<b>COURSE OBJECTIVES</b>	Understanding of intellectual disability field and basic concepts of evaluation, comprehending formal and informal evaluation methods and medical and educational diagnosis, understanding the process of diagnosis and evaluation of individuals with intellectual disabilities in Turkey.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			
<b>COURSE OUTCOMES</b>	At the end of this course students; 1. Learn basic concepts about the field of intellectual disability 2. Learn the basic concepts of evaluation. 4. Formal and informal assessment methods knows. 5. Know medical and educational diagnosis. 6. Acquire the process of diagnosis and evaluation of individuals with intellectual disabilities in Turkey.		
<b>TEXTBOOK</b>			
<b>OTHER REFERENCES</b>			

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction
2	Basic concepts about intellectual disability
3	Basic concepts about assessment
4	Formal evaluation
5	Informal evaluation
6	Medical and educational assessment
7-8	Mid Term Exam
9	Tools used in evaluation
10	The process of diagnosing intellectual disabilities in Turkey
11	Problems in assessing / diagnosing intellectual disabilities in Turkey
12	Examination of related studies
13	Examination of related studies
14	Examination of related studies
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
EŞKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

<b>COURSE CODE</b>	546201005	<b>COURSE NAME</b>	Evaluation, Placement and Transition in Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final	1	40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	Students will learn how to interpret and use the results of educational evaluation, how to use them in creating individualized education plan, how to participate in educational evaluation process, how to participate in education, how to prepare the child for education, how to prepare the individual family service plan and to share the interest of the child with the preparation of primary school and the transition process.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to enable the person who takes the course to know the methods of educational evaluation in early childhood, to learn the adaptations to be made in the educational evaluation, to know the educational evaluation tools and equipment, to interpret the result of the educational evaluation and use it in the formation of the IEP and to inform the educational evaluation process about the student and the family, To be able to explain the environment in which the child will be educated after the evaluation, to explain how the education placement process will be, to give information about the process of preparing the primary school and to explain the statements made during the transition period.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			



<b>COURSE OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Students explain the evaluation process in early childhood at the end of this course.</li> <li>2. will have knowledge about adaptations to be done during evaluation.</li> <li>3. Explain the function of educational assessment tools and equipment.</li> <li>4. interpret results of the evaluation and use results of the evaluation to improve the IEP,</li> <li>5. The educational evaluation provides attendance of the student and the family to the process.</li> <li>6. Explain the process after evaluation.</li> <li>7. describe the educational placement process.</li> <li>8. Prepare an individual family service plan.</li> <li>9. Explains early childhood services.</li> <li>10. Describe the transition to primary school post-primary school.</li> <li>11. Explains the skills that the child will gain during primary school preparation</li> <li>12. Makes individual transition planning.</li> </ol>
<b>TEXTBOOK</b>	Diken, i. H. (2010). Erken Çocukluk Eğitimi (Editör). PEGEM AKADEMİ: Ankara.
<b>OTHER REFERENCES</b>	The compulsory and recommended resources are course notes, power point presentations (voice and written).
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projection.

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction of the course
2	Definition of early childhood Special education in early childhood Educational evaluation methods in early childhood Adaptation to educational evaluation.
3	Educational evaluation tools
4	Formal and informal educational evaluation methods
5	Use of the results of the educational evaluation in creating the IEP
6	The role of the family in educational evaluation and evaluation in different settings
7-8	Mid Term Exam
9	Transition and placement for pre-school education preparation.
10	Individual family service planning and IEP preparation process
11	Educational adaptations
12	Home and school-based practices.
13	Preparation skills for elementary school, primary school child and family preparation.
14	Preparing transition and transition plan for elementary school
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Fall

COURSE CODE 546201006 COURSE NAME Family Education in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project	1	10
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40

PREREQUIEITE(S)

**COURSE DESCRIPTION**

Family and society. Family involvement: past, present and future trends. Family characteristics, family dynamics, reactions, family needs and evaluation. Supports that can be provided to families, emotional support, support for siblings and family elders (grandparents), ways of coping with stress. Communication with family members. Family education approaches family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. Family education programs. Support for positive behavior, behavior management, skills training and family education programs in the teaching of academic skills. Working with families in transition and adulthood. Child abuse and neglect. Assessment tools for parents, scales. Ethical issues in the implementation of family education programs.

**COURSE OBJECTIVES**

The aim of the Family Education course is to ensure that students have knowledge of family characteristics and family reactions, the child's family influences, assessment tools for determining family needs, and the application of family education programs.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. Learn about family characteristics, family dynamics, reactions, family needs and evaluation.

	<p>2. Support for families, emotional support, support for siblings and family elders (grandparents), and ways of coping with stress.</p> <p>3. Communication with family members. Family education approaches, family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. They will learn family education programs.</p> <p>4. Will be informed about family behavior programs in the areas of positive behavior support, behavior management, skills acquisition and teaching of academic skills, work in transition and adulthood, and child abuse and neglect.</p> <p>5. Assessment tools for parents, scales. They will describe ethical issues in the implementation of family education programs.</p>
<b>TEXTBOOK</b>	Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eđitimi. Ankara: Pegem A yayınevi
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Family and Society.
2	Family Participation: Past, Present and Future Trends.
3	Family Characteristics, Family Dynamics, Reactions, Family Needs and Evaluation.
4	Support for grandparents and sister or brother. Ways of dealing with stress .
5	Family communication. Family education approaches family education programs.
6	Working together with family and collaborative teaching practices, Effective school-family collaboration.
7-8	Mid Term Exam
9	Home Based Programs.
10	Family education programs.
11	Positive Behavior Support, Behavior Management, Skill Building and Family Education Programs in the Teaching of Academic Skills.
12	Transition and Working with Families in Adulthood.
13	Child abuse and neglect.
14	Assessment tools for parents, scales. Ethical issues in implementation of family education prgs
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	during practices in special education, scientific research studies, and teaching professions.			
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 546202001 COURSE NAME Single Subject Research Methods

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Defining the process of research and teaching, describing the principles of applied behavior analysis and evaluation and measurement. Defining validity and discussing reliability. Visually analyzing the data gathered in single subject research designs. Describing the characteristics of single subject designs and discussing ABAB model. Describing the multiple baseline models and multiple probe models and comparative single subject methods, alternating treatments designs, adapted alternating teratments designs, paralel treatment designs.		
COURSE OBJECTIVES	The aim of Single Subject Research Methods course is to inform students on scientific research and learning process, principles of applied behavior analysis, evaluation and measurement, reliability and validity, properties of single subject researches, multiple baseline, multiple probe model, comparison single subject methods, alternating treatments model, adapted alternating treatments model and paralel treatment model.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	This course will contribute positively to professional education because special education experts frequently use single subject research methods.		
COURSE OUTCOMES	At the end of this course, the students will be able to; 1. define the process of research and teaching. 1.1. define research and teaching. 1.2. discuss the		

	<p>similarities and differences of the process of research and teaching.</p> <p>2. describe the principles of applied behavior analysis</p> <p>2.1 discuss the principles of applied behavior analysis by comparison. 2.2 identify the ethical research behaviors.</p> <p>3.define measurement and evaluation. 3.1 define measurement. 3.2 define direct and indirect measurement techniques.</p> <p>4. define validity. 4.1 describe internal validity. 4.2 discuss the threats of internal validity. 4.3 discuss how to control the threats of internal validity. 4.4 describe external validity. 4.5 describe the possible ways of increasing external validity. 4.6 describe social validity.</p> <p>5. discuss reliability. 5.1 describe reliability. 5.2 identify the types of reliability. 5.3 analyze reliability coefficient.</p> <p>6. visually analyze the data gathered in single subject research designs. 6.1 discuss the types of graphics. 6.2 visually analyze the data. 6.3 discuss the concept of tendency and stability of the data.</p> <p>7. describe the characteristics of single subject designs and discuss ABAB model. 7.1 discuss the concept of replication, estimation, and verification. 7.2 discuss all aspects of ABAB model.</p> <p>8.describe the multiple baseline models. 8.1 discuss the characteristics of multiple baseline models. 8.2 discuss the advantages and disadvantages of multiple baseline models.</p> <p>9.describe the multiple probe models. 9.1 discuss the characteristics of multiple probe models. 9.2 discuss the advantages and disadvantages of multiple probe models.</p> <p>10. describe comparative single subject methods. 10.1 explain the characteristics of comparative single subject designs. 10.2 identify the problems in the comparative single subject designs.</p> <p>11. describe alternating treatments designs. 11.1 discuss the advantages and disadvantages of alternating treatment designs.</p> <p>12. describe adapted alternating treatments designs. 12.1 discuss the advantages and disadvantages of adapted alternating treatment designs.</p> <p>13. describe paralel treatment designs. 13.1 discuss the advantages and disadvantages of adapted paralel treatment designs.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	<p>Tekin-İftar, E., ve Kırcaali-İftar, G (2004). Özel Eğitimde Yanlırsız Öğretim Yöntemleri. Ankara: Nobel Yayıncılık.</p> <p>Kırcaali-İftar, G ve Tekin, E. (1997). Tek-Denekli Araştırma Modelleri. Ankara: Türk Psikologlar Derneği.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector and computer for presentation of course

COURSE SYLLABUS	
WEEK	TOPICS
1	Research and Teaching
2	Applied Behavior Analysis
3	Measurement and Evaluation
4	Validity
5	Reliability
6	Visual Analysis of Data
7-8	Mid-Term Exam
9	Characteristics of Single Subject Research Models
10	Multiple Baseline Model
11	Multiple Probe Model
12	Comparative Single Subject Research Models
13	Alternating Treatment Model
14	Adapted Alternating Treatment Model
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	their academic studies, professions and daily life.			
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
EŞKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 546202002 COURSE NAME Statistical Methods in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course includes basic concepts of statistics, creating series from collected data, describing frequency distributions, generating information with central tendency and variability measures, making probability calculations, determining standard scores, measuring relation between two variables, making simple linear regression analysis, performing t-test, performing variance analysis, performing chi-square independence test, performing Mann-Whitney U test, performing Wilcoxon signed rank test, performing Kuruskal-Wallis H test, making sampling plan and application, explaining the relation between quantitative and qualitative variables, making index calculations, making time series and analysis, and evaluating data on single-subject research methods.		
COURSE OBJECTIVES	The purpose of statistical methods in special education course is to define statistical data, variables, scale types, main mass, sampling, data organization, distributional information, probability, sampling distributions and application, hypothesis testing, t- test, variance analysis, chi-square independence test , Mann-Whitney U test, Wilcoxon signed rank test, Kuruskal-Wallis H test and linear regression analysis for graudate students.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who have successfully completed Statistical Methods in Special Education course will have the necessary		

	statistical skills in scientific studies to be carried out in the field of special education.
<b>COURSE OUTCOMES</b>	<p>At the end of this course; students will be able to</p> <ol style="list-style-type: none"> <li>1. explain the basic concepts of statistics,</li> <li>2. generate series from collected data,</li> <li>3. describe the frequency distributions,</li> <li>4. produce information with central tendency and variability measures,</li> <li>5. do probability calculations,</li> <li>6. set standard scores,</li> <li>7. measure the relationship between two variables,</li> <li>8. do simple linear regression analysis,</li> <li>9. create a hypothesis,</li> <li>10. perform the T-test,</li> <li>11. analyze variance,</li> <li>12. perform chi-square independence testing,</li> <li>13. perform the Mann-Whitney U test,</li> <li>14. perform Wilcoxon signed rank tests,</li> <li>15. perform Kuruskal-Wallis H test,</li> <li>16. do sampling plan and application,</li> <li>17. describe the relationship between quantitative and qualitative variables,</li> <li>18. perform index calculations,</li> <li>19. perform time series and analysis,</li> <li>20. evaluate data on single-subject research methods.</li> </ol>
<b>TEXTBOOK</b>	Şener Büyüköztürk, Ömay Çokluk & Nilgün Köklü. Sosyal Bilimler İçin İstatistik. Ankara: Pegem Akademi. ISBN: 978-975-6802-33-5
<b>OTHER REFERENCES</b>	Şener Büyüköztürk. Deneysel Desenler. Öntest-Sontest Kontrol Grubu Desen ve Veri Analizi. Ankara: Pegem Akademi. ISBN: 978-975-6802-43-4
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction; Frequency Distributions
2	Describing Frequency Distributions
3	Probability, Standard Normal Distribution and Standard Scores
4	Correlation: Relationship Between Two Variables and Measuring the Relationship
5	Simple Linear Regression Analysis
6	Inferential Statistics
7-8	MidTerm Exam
9	T-Test: Testing of Differences Between Means
10	Analysis of Variance: Testing of Differences Between Means
11	Chi-Square Independence Test
12	Mann-Whitney U Test: Testing the Differences Between Means
13	Wilcoxon Signed Rank Test: Testing Differences Between Means
14	Kruskal Wallis H test: Testing the Differences Between Means

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Spring

COURSE CODE 546202003 COURSE NAME Diagnosis and Assesment in Learning Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course includes definitions of learning disabilities, diagnosis methods of learning disabilities, development of assesment process, formal and informal assesment methods, medical and educational diagnosis, diagnosis and assesment process for students with learning disabilities.		
COURSE OBJECTIVES	In the Diagnosis and Assesment in Learning Disabilities course, it is aimed to explain the definitions of learning disabilities, to explain the methods used to diagnose learning difficulties, to improve the evaluation process, to explain the formal and informal evaluation methods, to examine the medical and educational diagnosis, to explain the diagnosis and evaluation process of the individuals with learning difficulties in Turkey.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who have successfully completed the Diagnosis and Assesment in Learning Disabilities course will have the skills necessary for the diagnosis and evaluation process of children with learning disabilities.		
COURSE OUTCOMES	At the end of this course students will be able to; 1. Describe learning disabilities, 2. Describe the methods used to diagnose learning disabilities, 3. Explain the evaluation process, 4. Explain formal and informal evaluation methods, 5. Discuss medical and educational diagnosis,		

	6. Describe the process of diagnosis and evaluation of individuals with learning disabilities in Turkey.
<b>TEXTBOOK</b>	Notes of lecture
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction
2	Definitions of Learning Disabilities
3	Definitions of Learning Disabilities
4	Diagnosis Methods of Learning Disabilities
5	Diagnosis Methods of Learning Disabilities
6	Deveopments in the Diagnosis Process
7-8	Mid Term Exam
9	Deveopments in the Diagnosis Process
10	Formal and Informal Assesment Methods
11	Formal and Informal Assesment Methods
12	Medical and Educational Diagnosis
13	Medical and Educational Diagnosis
14	Diagnosis and Assesment Process for Students with Learning Disabilities in Turkey
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

<b>COURSE CODE</b>	546202004	<b>COURSE NAME</b>	Reading Comprehension Strategies in Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final Exam	1	40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	This course covers reading comprehension and reading instruction, reading comprehension teaching methods, reading comprehension problems in children with reading problems, intervention methods and programs for reading comprehension, and scientific research on reading comprehension.		
<b>COURSE OBJECTIVES</b>	The goal of Reading Comprehension Strategies in Learning Disabilities course is to learn the teaching methods that develop the reading comprehension, understand reading comprehension and general reading problems in children with reading problems, learn the intervention methods and programs on reading comprehension, and carry out scientific researches about reading comprehension.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	Students who have successfully completed the Reading Comprehension Strategies in Learning Disabilities course will have the skills necessary to identify reading comprehension problems in children with learning disabilities and implement intervention-based applications related to the topic.		
<b>COURSE OUTCOMES</b>	At the end of this course, students will be able to 1. describe reading comprehension and reading instruction, 2. describe teaching methods that improve reading comprehension,		



	<p>3. express reading comprehension problems in children with reading problems,</p> <p>4. describe the intervention methods and programs for the reading comprehension,</p> <p>5. plan scientific research regarding reading comprehension.</p>
<b>TEXTBOOK</b>	Janette K. Klingner, Sharon Vaughn, & Alison Boardman. Teaching Reading Comprehension to Students with Learning Difficulties. Guilford Press: New York. ISBN: 978-1462517374
<b>OTHER REFERENCES</b>	Melekoğlu, M. A. & Çakiroğlu, O. Özel Öğrenme Güçlüğü Olan Çocuklar. Ankara: Vize Yayıncılık. ISBN: 978-605-4551-98-9
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and Projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Overview of Reading Comprehension
2	Assesing Reading Comprehension
3	Assesing Reading Comprehension
4	Vocabulary Instruction
5	Instructional Practices that Promote Reading Comprehension
6	Instructional Practices that Promote Reading Comprehension
7-8	Mid Term Exam
9	Promoting Content-Area Literacy
10	Supporting English Language Learners with Learning Difficulties
11	Intensive Interventions for Students with Significant Reading Difficulties
12	Intensive Interventions for Students with Significant Reading Difficulties
13	Multicomponent Approaches to Strategy Instruction
14	Multicomponent Approaches to Strategy Instruction
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 546202005 COURSE NAME Research in Inclusion

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research on inclusion, comparison of the findings of national and international surveys, the importance of research in the achievement of inclusion.		
COURSE OBJECTIVES	To have students know research on inclusion, the importance of research in the achievement of inclusion, and the comparison of national and international research.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, students will learn about integration research to; 1. Evaluate from the point of conformity with scientific research methods. 2. Evaluate scientific research in terms of the rules to be followed in reporting. 2.Compare with current applications. 3. Evaluate and comment on issues. 4. Compare national and international literature.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector		

### COURSE SYLLABUS

WEEK	TOPICS
1	Steps in scientific research, principles, reporting on scientific research
2	Evaluation of scientific research reports
3	Current practices in inclusion: World and Turkey
4	Findings from inclusion studies
5	Findings from inclusion studies
6	Findings from inclusion studies
7-8	Mid-term
9	Current inclusion studies: World and Turkey
10	Current inclusion studies: World and Turkey
11	Current inclusion studies: World and Turkey
12	Current inclusion studies: World and Turkey
13	Current inclusion studies: World and Turkey
14	Current inclusion studies: World and Turkey
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Spring

COURSE CODE 546202006 COURSE NAME Teaching Non-Academic Skills

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Learning theories, basic concepts related to learning. Classification of non-academic skills. Basic concepts related to skills education. Things to do in order to prepare for skills training. Teaching methods frequently used in skills teaching.		
COURSE OBJECTIVES	To teach theories, basic concepts related to learning. To classify non-academic skills. To comprehend basic concepts related to skills education. To gain the necessary skills to prepare for the teaching of skills. To introduce the teaching methods which are frequently used in skill teaching.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course students; 1. Recognize learning theories and basic concepts related to learning. 2. Classify non-academic skills. 3. Know the basic concepts related to teacher education. 4. Know what to do in order to prepare for teacher education. 5. Recognize the teaching methods that are frequently used in the vocational education.		
TEXTBOOK			
OTHER REFERENCES			

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Learning theories, basic concepts related to learning
2	Classification of non-academic skills
3	Basic concepts related to skills education
4	Preparing and evaluating skills instruction
5	Preparation for skills instruction, skill analysis
6	Preparation for Skill Instruction, Preparation of ÖBT
7-8	MidTerm Exam
9	Preparation for Skill Instruction, Preparation of ÖBT
10	Teaching methods used in skill teaching
11	Teaching methods used in skill teaching
12	Teaching methods used in skill teaching
13	Examination of related studies
14	Examination of related studies
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	status, additional disability, health problem etc.) and their needs.			
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**





T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

<b>COURSE CODE</b>	546202007	<b>COURSE NAME</b>	Teaching Job and Vocational Skills for Individuals with Special Needs
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final Exam		40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	It is expected that students who take this course should have knowledge about the methods used to gain the job and vocational skills necessary for the independent living of individuals with special needs as much as possible. At the same time, it is expected that the students who take the courses will be able to plan the transition process in the professional life for the individuals with disabilities		
<b>COURSE OBJECTIVES</b>	The aim of the course is to inform the students in terms of acquiring the necessary job and vocational skills to support the independent life of individuals with various disabilities and planning the transition period of these individuals.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			
<b>COURSE OUTCOMES</b>	At the end of this course students; 1. Describe the importance of independent living skills. 2. Discuss practices for increasing the quality of life of individuals with disabilities. 3. Describe the characteristics of the methods and techniques used to gain job and vocational skills to individuals with disabilities. 4. Plan and implement job and vocational training for individuals with disabilities.		

	5. Prepare plans for transition to work and professional life for individuals with disabilities.
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	The quality of life concept and improving quality of life
2	Independent living skills and importance
3	Examination of Special Education Vocational Training Center Program
4	Investigation of the studies on the teaching of job and vocational skills
5	Investigation of the studies on the teaching of job and vocational skills
6	Preparing a teaching plan for the teaching of job and vocational skills
7-8	Mid Term Exam
9	Legislation on job and vocational skills in Turkey
10	Examination of studies on transition skills
11	Examination of studies on transition skills
12	Preparing a transition plan
13	Presentation of research proposals
14	Presentation of research proposals
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 546202008 COURSE NAME Development of Social Competences

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students are expected to have knowledge of various teaching methods and techniques used to improve the social competencies of individuals with various disabilities and at the same time having difficulties in using social skills. In addition, the students who take the courses using these teaching methods and techniques to plan social skills teaching; It is also expected that they will be able to determine the effectiveness of their teaching by applying them to students who demonstrate social skills deficiencies.		
COURSE OBJECTIVES	The general aim of the course is to gain the competence of the students on the methods and techniques used to improve social competence by understanding the concepts of social competence and disabilities.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	A considerable proportion of students with special needs live in limited use of social skills. The skills to be taught to teach these skills are directly influential in the professional development of the candidates.		
COURSE OUTCOMES	At the end of this course; students 1. Explain concepts related to social competence. 2. Explain basic learning theories which are the basis of teaching social skills. 3. List and discuss the methods used in the evaluation of social skills; can evaluate the social skills of individuals with special needs using these evaluation		

	<p>methods.</p> <p>4. List and explain the methods and techniques used in teaching social skills.</p> <p>5. Discuss the positive and limited aspects of the methods and techniques used in teaching social skills.</p> <p>6. Plan and apply teaching methods and techniques used in teaching social skills.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Concepts related to social competence
2	Components of social competence. Learning theories underlying social competence development
3	Evaluation of social skills
4	Methods used in the development of social competence: Modeling and teaching with video model
5	Methods used in the development of social competence: Shaping. Behavioral rehearsal and role play. Feedback.
6	Methods used in the development of social competence: Social reinforcement. Direct teaching
7-8	Mid Term Exam
9	Methods used in the development of social competence: Cognitive process approach
10	Methods used in the development of social competence: Self-management. Basic response teaching
11	Efficiency-based teaching practices in the development of social competence
12	Social stories. Opportunity teaching
13	Alternative methods of developing social competence. Ensuring the permanence and generalization of social skills
14	Presentation of Research Proposals
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

<b>COURSE CODE</b>	546202009	<b>COURSE NAME</b>	Research-based Practices in Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final	1	40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	Realizing scientific based practices and describing preparation process to school, explaining the best practices, describing evaluation process and scientific research processes and realizing to evaluate student success and explaining home-centered practices.		
<b>COURSE OBJECTIVES</b>	The aim of this course is to provide information for students about the preparation process to school in early childhood, the best practices, the early education practices for the children who are in the group of disability or risk, home-centered practices, transition services and extrascholastic services in school term.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			
<b>COURSE OUTCOMES</b>	At the end of this course the students will be able to; 1. realize scientific based practices. 2. explain the best practices. 3. realize the early education practices for the children who are in the group of disabilities. a. understand the early education practices for the children who are in the group of risk. 4. explain transition practices. 5. explain services in the term of early childhood. a. realize school term services.		

	b. explain extrascholastic services. 6. explain the future of the field.
<b>TEXTBOOK</b>	Diken, i. H. (2010). Erken Çocukluk Eğitimi (Editör). PEGEM AKADEMİ: Ankara.
<b>OTHER REFERENCES</b>	The compulsory and recommended resources are course notes, power point presentations (voice and written).
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projection.

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Scientific based practices
2	Preparation to school
3	The best practices
4	Evaluation
5	Early education practices for the children who are in the group of disabilities or risk.
6	Effective intervention programs.
7-8	Mid Term Exam
9	Good transition practices for preparation to pre-school.
10	Scientific research processes.
11	Evaluation of student success.
12	Home-centered practices.
13	School term services.
14	Extrascholastic services. The future of the field.
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 546202010 COURSE NAME Academic Writing in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Academic Writing in Special Education course includes the methods of searching different sources, the techniques of searching different sources, preparing references according to different sources, ways of citation, the rules and techniques of academic writng methods and ethic principles.		
COURSE OBJECTIVES	At the end of this course, the students will be able to describe the methods of searching different sources Students will be able to describe the techniques of searching different sources. Students will be able to describe preparing references according to different sources. Students will be able to describe ways of citation. Students will be able to the rules and techniques of academic writng methods. Students will be able to describe ethic principles.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who successfully complete this course will have the necessary technical knowledge and experience for preparing academic writings in the field of special education.		
COURSE OUTCOMES	At the end of this course, the students 1. describes the methods of searching different sources 2. Students describe the techniques of searching different sources, 3.Students describe preparing references and citations according to different styles 4. Students describe the rules and techniques of		

	academic writing methods. 5. Students describe ethic principles.
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	The methods of searching different sources
2	The techniques of searching different source
3	Preparing references according to different sources
4	Ways of citation
5	The rules and techniques of academic writing methods
6	Etique principles.
7-8	MidTerm Exam
9	Analyzing sample article 1
10	Analyzing sample article 2
11	Analyzing sample article 3
12	Article report 1
13	Article report 2
14	Article report
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	skills, and increase their functional academic skills.			
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE		COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	5	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID - TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ( )		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.		
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		

### COURSE SYLLABUS

WEEK	TOPICS
1	Study of determining the topic of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparation and presentation of the report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Preparation and presentation of the report
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation of the report

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

**Date:**

**Instructor(s):**

**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE		COURSE NAME	Master Thesis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	0	1	0	0	25	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	50
	Quiz		
	Homework		
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	50
PREREQUIEITE(S)			
COURSE DESCRIPTION	The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.		
COURSE OBJECTIVES	Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this module students will be able to: 1. Choose a problem statemant and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem, 3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.		
TEXTBOOK	Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el		



	<p>kitabı. Ankara: Pegem Akademi.  Ekiz, D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık.  Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık.  Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.  Marshall, C. ve Rossman G. (1989). Designing qualitative research. London: Sage Publications.</p>
<b>OTHER REFERENCES</b>	<p>Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Class evaluation
15-16	FINAL EXAM

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	participates seminars, conferences, workshops etc.			
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**

**INCLUSION IN EDUCATION MASTER PROGRAM NON-THESIS**

<b>Course Code</b>	<b>Course Name</b>	<b>ECTS</b>	<b>T+P+C</b>	<b>C/E</b>	<b>Language</b>
<b><u>Fall Semester (I. Semester)</u></b>					
	Introduction to Special Education	10	3+0+3	C	Turkish
	Research Methods in Education and Science Ethics	10	3+0+3	C	Turkish
	School, Family and Community Relations in Inclusion	10	3+0+3	C	Turkish
	History and Legal Legislation of Inclusion	10	3+0+3	E	Turkish
	Individualization and Adaptation of Instruction	10	3+0+3	E	Turkish
	Support Services in Inclusion	10	3+0+3	E	Turkish
	Research in Inclusion	10	3+0+3	E	Turkish
<b>Total Credits</b>		<b>30</b>	<b>15</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
	Classroom and Behavior Management in Inclusive Settings	10	3+0+3	C	Turkish
	Individualized Education Program	10	3+0+3	C	Turkish
	Preparing for Inclusion and Transition Planning	10	3+0+3	E	Turkish
	Teaching Non-Academic Skills	10	3+0+3	E	Turkish
	Teaching Methods in Special Education	10	3+0+3	E	Turkish
	Development of Social Competences	10	3+0+3	E	Turkish
	Family Education in Special Education	10	3+0+3	E	Turkish
<b>Total Semester Credits</b>		<b>30</b>	<b>15</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
	Term Project	25	0+1+0	C	Turkish



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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	Introduction to Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Definition of special education, history and legal regulations, evaluation process in special education and characteristics of children with special needs.		
COURSE OBJECTIVES	The aim of this course is to inform teachers from general education, primary school, primary school, secondary school and high school about special education services provided to students with special needs. First of all, the basic principles and concepts of special education will be discussed and the classification of the special education will be evaluated and the status of special education will be evaluated in our country.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	1. Define special education, 2. Describe the basic principles of special education, 3. Describe the causes of disabilities, 4. Describe the historical approach to disabilities, 5. will be able to express the characteristics and education of children with intellectual disabilities, 6. will be able to express the characteristics and education of children with hearing impairment, 7. will be able to express the characteristics and education of children with visual impairment, 8. will be able to express the characteristics and		

	<p>education of children with physical disability,  9. will be able to express the characteristics and education of children with language and communication disorders,  10. will be able to express the traits and characteristics of children who have a continuing illness,  11. To express the characteristics and education of children with specific learning disabilities,  12. Can express the characteristics and education of children with attention deficit and hyperactivity disorder,  13. Can express the characteristics and education of children with autism,  14. To express the characteristics and education of gifted and talented children,  15. Describe the state of special education in our country and what institutions and institutions are established for this purpose.</p>
<b>TEXTBOOK</b>	Editör: İbrahim H. Diken. Özel Gereksinimi Olan Öğrenciler ve Özel Eğitim. Ankara: Pegem Akademi. ISBN: 978-605-5885-26-7
<b>OTHER REFERENCES</b>	The compulsory and recommended resources are course notes, power point presentations (voice and written).
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction and examination of course syllabus
2	Children with Special Needs and Special Education
3	Evaluation in Special Education
4	Causes of disabilities, historical approach to disabilities
5	Students with intellectual disabilities
6	Students with learning disabilities
7-8	Mid Term Exam
9	Students with speech and language disorders
10	Students with autism spectrum disorders (ASD)
11	Students with hearing impairment and students with visual impairment
12	Students with physical disability / persistent disease
13	Students with emotional and behavioral disorders
14	Gifted and talented students
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	professions.			
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	Research Methods in Education and Science Ethics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (Presentation)		20
FINAL EXAM	Final	1	30
PREREQUIEITE(S)			
COURSE DESCRIPTION	In this course; understanding of theoretical and conceptual information about scientific research and scientific research process, scientific research paradigms, evaluation of research methods, research ethics, publication ethics, quantitative, qualitative and mixed research methods, developing and implementing a research proposal, related statistics and reporting issues will be covered.		
COURSE OBJECTIVES	The aim of Research Methods in Education course is to explain science and research concepts, ways of acquiring knowledge in subjects, scientific methodology, the difference between social sciences and science, scientific research methods, research process in educational sciences, research topic setting process, preparation stages of research plan, steps of determination of hypothesis and research questions, determination process of appropriate research model, sampling methods, stages of determination of the measurement process, determining the measurement system, the ethical rules to be followed while conducting the research, and the ethical rules appropriate for the preparation and publication of the publications to be formed as a result of the research, and to give them practical skills.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, candidates of master of science will		

	<p>have basic skills in researches to be carried out in educational sciences and they will be able to plan and carry out researches according to scientific methods.</p>
<b>COURSE OUTCOMES</b>	<p>Having completed the requirements of this course successfully, at the end of this course;</p> <ul style="list-style-type: none"> <li>- will be able to define science and research concepts.</li> <li>* will be able to discuss ways of acquiring knowledge in one subject.</li> <li>* will be able to describe the scientific method.</li> <li>* will be able to define the difference between social sciences and science.</li> <li>* will be able to classify scientific research methods.</li> <li>- Describe the research process in social sciences.</li> <li>* will be able to discuss the identification process of research topics.</li> <li>* will be able to describe the preparation of the research plan.</li> <li>* will be able to describe determination of hypothesis and research question.</li> <li>* will be able to determine appropriate research model.</li> <li>* will be able to define the sampling methods.</li> <li>* will be able to describe the measurement system.</li> <li>- will be able to describe research methods.</li> <li>* will be able to discuss the descriptive method.</li> <li>* will be able to discuss observational research.</li> <li>* will be able to discuss interview investigations.</li> <li>- will be able to explain the ethical rules that must be followed in the process of carrying out research.</li> <li>- Describe the code of ethics that must be followed in the process of preparing and publishing scientific publications.</li> </ul>
<b>TEXTBOOK</b>	<p>Selçuk Beşir DEMİR (Çeviri Editörü). Araştırma Deseni: Nitel, Nicel ve Karma Yöntem Yaklaşımları. Ankara: Eğiten Kitap. ISBN: 978-605-4757-28-2 (John W. Creswell. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles: Sage. ISBN: 978-1-4522-2610-19</p>
<b>OTHER REFERENCES</b>	<p>1) Phillip D. Rumrill, Bryan G. Cook &amp; Andrew L. Wiley. Research in Special Education: Designs, Methods, and Applications (2nd Edition). Illinois, USA. ISBN: 978-0-398-08604-6</p> <p>(2) Publication Manual of the American Psychological Association (APA) Sixth editon. Washington, DC. ISBN: 1-4338-0561-8</p> <p>(3) Şener Büyüköztürk, Özcan E. Akgün, Şirin Karadeniz, Funda Demirel, &amp; Ebru Kılıç. Bilimsel Araştırma Yöntemleri. Ankara: Pegem Akademi. ISBN: 978-994-4919-28-9</p> <p>(4) Şener Büyüköztürk. Deneysel Desenler: Öntest-Sontest Kontrol Grubu Desen ve Veri Analizi. Ankara: Pegem Akademi. ISBN: 978-975-6802-43-4.</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	<p>Projector</p>



COURSE SYLLABUS	
WEEK	TOPICS
1	Selection of Research Approach; Introduction to Research Methods in Special Education
2	Usage of Theories; Literature Review; Academic Writing in Behavioral Sciences and Social Sciences
3	Writing Strategies and Ethical Considerations; Research Stages in Special Education
4	Introduction Section in Academic Papers; Measurement and Statistics in Special Education Research; Academic Writing Structure and Content
5	Purpose Section in Academic Papers; Ethical Issues in Special Education Research and What to Do
6	Research Questions and Hypotheses; Open and Clear Writing in Academic Writing
7-8	MidTerm Exam
9	Validity in research; Mechanical Dimension of Writing Style
10	Quantitative Methods; Reporting Results
11	Citations and References; Qualitative Methods
12	Synthesis-based Research Methods; Mixed Methods
13	Creating and Evaluating Research Articles; The Future of Special Education Research
14	Scientific Publication Preparation and Publishing Process
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	status, additional disability, health problem etc.) and their needs.			
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Fall

<b>COURSE CODE</b>		<b>COURSE NAME</b>	School, Family and Community Relations in Inclusion
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

**COURSE CATAGORY**

<b>Basic Science</b>	<b>Educational Science</b>		<b>Social Science</b>
	X		

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
<b>MID – TERM</b>	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project	1	10
	Report		
	Others ( )		
<b>FINAL EXAM</b>	Final Exam		40
<b>PREREQUIEITE(S)</b>			
<b>COURSE DESCRIPTION</b>	Family and society. Family involvement: past, present and future trends. Family characteristics, family dynamics, reactions, family needs and evaluation. Supports that can be provided to families, emotional support, support for siblings and family elders (grandparents), ways of coping with stress. Communication with family members. Family education approaches family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. Family education programs. Support for positive behavior, behavior management, skills training and family education programs in the teaching of academic skills. Working with families in transition and adulthood. Child abuse and neglect. Assessment tools for parents, scales. Ethical issues in the implementation of family education programs.		
<b>COURSE OBJECTIVES</b>	The aim of the School, Family and Community Relations in Inclusion course is to ensure that students have knowledge of family characteristics and family reactions, the child's family influences, assessment tools for determining family needs, and the application of family education programs.		
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			
<b>COURSE OUTCOMES</b>	1. Learn about family characteristics, family		

	<p>dynamics, reactions, family needs and evaluation.</p> <p>2. Support for families, emotional support, support for siblings and family elders (grandparents), and ways of coping with stress.</p> <p>3. Communication with family members. Family education approaches, family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. They will learn family education programs.</p> <p>4. Will be informed about family behavior programs in the areas of positive behavior support, behavior management, skills acquisition and teaching of academic skills, work in transition and adulthood, and child abuse and neglect.</p> <p>5. Assessment tools for parents, scales. They will describe ethical issues in the implementation of family education programs.</p>
<b>TEXTBOOK</b>	Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eđitimi. Ankara: Pegem A yayınevi
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Family and Society.
2	Family Participation: Past, Present and Future Trends.
3	Family Characteristics, Family Dynamics, Reactions, Family Needs and Evaluation.
4	Support for grandparents and sister or brother. Ways of dealing with stress .
5	Family communication. Family education approaches family education programs.
6	Working together with family and collaborative teaching practices, Effective school-family collaboration.
7-8	Mid Term Exam
9	Home Based Programs.
10	Family education programs.
11	Positive Behavior Support, Behavior Management, Skill Building and Family Education Programs in the Teaching of Academic Skills.
12	Transition and Working with Families in Adulthood.
13	Child abuse and neglect.
14	Assessment tools for parents, scales. Ethical issues in the implementation of family education programs
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	History and Legal Legislation of Inclusion
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Historical development process of inclusion in the world and in Turkey. National and international contracts, laws, regulations related to inclusion.		
COURSE OBJECTIVES	To have students understand how the inclusion emerged in the historical process, how it was accepted and spread; Sociological origins, philosophy; National and international agreements, laws and regulations relating to inclusion; Current inclusion practices and future inclusion concepts.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course students, 1. Comprehend the world's development of inclusion. 2. Comprehend the development of inclusion in Turkey. 3. Explain the sociological, philosophical and legal basis of inclusion. 4. Know the present and future of inclusiveness.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector		

### COURSE SYLLABUS

WEEK	TOPICS
1	Introduction to inclusion: Basic principles and concepts.
2	Development of inclusion in the world
3	Development of inclusion in Turkey
4	Sociological and philosophical foundations of inclusion
5	International contracts for inclusion
6	Examples of legal regulation in the world related to inclusion
7-8	Mid-term
9	Legal bases of inclusion in Turkey: Laws no 2916, 5378 and 573
10	Legal basis of inclusion in Turkey: Special Education Services Regulation
11	Legal basis of inclusion in Turkey: Circular of education practices through inclusion
12	The present and the future of inclusion: World
13	The present and the future of inclusion: Turkey
14	The present and the future of inclusion: Turkey
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**





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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	Individualization and Adaptation of Instruction
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Characteristics of inclusive environments. What is needed for success in inclusion? The concept of individualization and the importance of education. Individualization needs to be done: curriculum-based evaluation, rough evaluation, preparation of papers, rules to be followed in evaluation. Long-term, short-term and educational purpose-setting. Arrangements that can be made at inclusive classrooms and schools. Adapting instruction. Examples of individualization and adaptation in inclusive classes.		
COURSE OBJECTIVES	Students who take the course; Learn about the characteristics of inclusive environments and the requirements for inclusion to succeed. The concept of individualization and importance of education, knows what to do for individualization. Write long-term, short-term and instructional purposes. Know the arrangements that can be made in inclusive classrooms and schools. Know how to adapt the instruction.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course; students 1. Tell the characteristics of the inclusive environments. 2. Tell what to do for a successful inclusion. 3. Describe individualization, explains the importance		

	<p>of education.</p> <p>4. Write long, short-term, and instructional purpose.</p> <p>5. Know the regulations that must be done in schools for inclusion.</p> <p>6. Know the regulations that should be done in the class.</p> <p>7. Know instructional adaptations that can be done in class.</p> <p>8. Prepare and implement the instruments to be used by the students.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Characteristics of inclusive environments
2	What you need for a successful inclusion
3	What is individualization, what is the importance in education?
4	What to do for individualization: Evaluation principles, rules to be followed
5	What to do for individualization: Rough assessment, curriculum-based assessment
6	Things to do for individualization: Preparation and application ÖBT
7-8	Mid-term
9	Things to do for individualization: Writing long-term, short-term, instructional objectives.
10	Physical, social, instructional arrangements that can be done in inclusive schools, IEP preparation
11	Physical and social arrangements that can be made in inclusive classes
12	Instructional adaptation in inclusive classes: IEP implementation, use of materials, effective teaching methods
13	Instructional adaptation in inclusive classes: Time management, classroom management
14	Instructional adaptation in integration classes: Adaptations in assessment
15-16	Final exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	participates seminars, conferences, workshops etc.			
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



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EŞKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	Support Services in Inclusion
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course includes inclusive environments, collaboration in inclusion, assesment of student needs in inclusion, planning instruction in inclusion, instructional accomodations in inclusion, independent learning strategies in inclusion, assesment of learning in inclusion, behavior management and development of social skills in inclusion.		
COURSE OBJECTIVES	In the Support Services in Inclusion course, it is aimed to describe inclusive environments, to discuss the process of collaboration in inclusion, to asses student needs in inclusion, to plan instruction in inclusion, to plan instructional accomodations in inclusion, to explain independent learning strategies in inclusion, to plan the assesment of learning in inclusion, to describe behavior management and development of social skills in inclusion.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who have successfully completed the Support Services in Inclusion course will have the skills necessary to plan and implement effective instruction in inclusion.		
COURSE OUTCOMES	At the end of this course students will be able to; 1. describe inclusive environments, 2. discuss the process of collaboration in inclusion, 3. asses student needs in inclusion, 4. plan instruction in inclusion, 5. plan instructional accomodations in inclusion, 6. explain independent learning strategies in inclusion,		

	7. plan the assesment of learning in inclusion, 8. plan behavior management in inclusion 9. plan development of social skills in inclusion.
<b>TEXTBOOK</b>	İ. H. Diken (Editör). İlköğretimde kaynaştırma. Ankara: Pegem Akademi, ISBN:978-605-364-097-4
<b>OTHER REFERENCES</b>	Melekoglu, M. A. (2014). Characteristics of inclusive classrooms in Turkey. Journal of the International Association of Special Education, 15 (2), 24-30. Güner Yıldız, N., & Melekoğlu, M. A. (2016). Kaynaştırma sınıflarındaki öğrencilerin derse katılım ve problem davranışlarının incelenmesi (Investigating the academic engagement and problem behaviors of students in inclusive classrooms). Kesit Akademi Dergisi (The Journal of Kesit Academy), 2 (3), 42-56. doi: 10.18020/kesit.28
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Special education and inclusion applications
2	Collaboration in the inclusion
3	Assessing the needs of students in the inclusion environments
4	Planning the instruction in the inclusion environmets
5	Low-incidence disabilities
6	High-incidence disabilities
7-8	MidTerm Exam
9	Instructional accomodations
10	Independent learning strategies in the inclusion environmets
11	Assessment of learning in the inclusion environments
12	Behavior management in the inclusion environment
13	Development of social competencies
14	Preparation activities for inclusion Special education support services
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE		COURSE NAME	Research in Inclusion
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research on inclusion, comparison of the findings of national and international surveys, the importance of research in the achievement of inclusion.		
COURSE OBJECTIVES	To have students know research on inclusion, the importance of research in the achievement of inclusion, and the comparison of national and international research.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, students will learn about integration research to; 1. Evaluate from the point of conformity with scientific research methods. 2. Evaluate scientific research in terms of the rules to be followed in reporting. 2.Compare with current applications. 3. Evaluate and comment on issues. 4. Compare national and international literature.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector		

### COURSE SYLLABUS

WEEK	TOPICS
1	Steps in scientific research, principles, reporting on scientific research
2	Evaluation of scientific research reports
3	Current practices in inclusion: World and Turkey
4	Findings from inclusion studies
5	Findings from inclusion studies
6	Findings from inclusion studies
7-8	Mid-term
9	Current inclusion studies: World and Turkey
10	Current inclusion studies: World and Turkey
11	Current inclusion studies: World and Turkey
12	Current inclusion studies: World and Turkey
13	Current inclusion studies: World and Turkey
14	Current inclusion studies: World and Turkey
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				



**Date:**

**Instructor(s):**

**Signature:**



T.C.  
EŞKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE		COURSE NAME	Classroom and Behavior Management in Inclusive Settings
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Psychological approaches, learning and behavior management theories. Basic principles and concepts in behavior management. The relationship between teacher behaviors and student behaviors. Basic concepts in classroom management, effective strategies. Effective class and behavior management in inclusive classes.		
COURSE OBJECTIVES	Psychological approaches, theories of learning and behavior management. Introduction to basic principles and concepts in behavior management. An examination of the relationship between teacher behaviors and student behaviors. Basic concepts in classroom management and effective classroom management strategies. Understanding what to do for effective class and behavior management in inclusive classes.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course students; 1. Know psychological approaches, theories related to learning and behavior management. 2. Learn basic concepts in classroom management, effective classroom management strategies. 3. Know what to do in order to create an effective and productive learning environment in the classrooms. 4. Explain relationships between teacher behaviors		

	and student behaviors. 5. Explain basic principles and concepts in behavior management.
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Psychological approaches
2	Learning and behavior management theories
3	Basic principles and concepts in behavior management
4	Relationship between teacher and student behaviors
5	Basic principles and concepts in classroom management
6	Effective classroom management strategies
7-8	Mid-term
9	Effective classroom management strategies
10	Effective classroom and behavior management in inclusive classes
11	Effective classroom and behavior management in inclusive classes
12	Effective classroom and behavior management in inclusive classes
13	Examination of related studies
14	Examination of related studies
15-16	Final exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Spring

COURSE CODE		COURSE NAME	Individualized Education Program
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Evaluation in special education, what is IEP, history and legal regulations. Determining student performance, preparing criterion-dependent measurement instrument and IEP process.		
COURSE OBJECTIVES	This course is aimed at: the elements of the curriculum, what is the Individualized Educational Program (IEP), where and by whom it is developed, the need to develop programs and adapt existing programs in the field of special education, the elements and development of individualized education programs, determination and planning of long and short-term goals, identification of special education and support services, all service plans, family service plans and transition plans, and long and short-term goals.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	<ul style="list-style-type: none"><li>- Describe individualized education program</li><li>- List the benefits of IEP</li><li>- Know who can do IEP</li><li>- Know when and how to make the IEP</li><li>- Can take the student's performance</li><li>-Determines special education support services</li><li>-Determines long-term and short-term goals for the child with special needs</li></ul>		
TEXTBOOK	1. Hakan Sarı & Şenay İlik (2014). Bireyselleştirilmiş Eğitim Programları. Ankara: Eğiten Kitap		

	2. Gürsel Oğuz (Ed.) (2003). Bireyselleştirilmiş Eğitim Programlarının Geliştirilmesi. Anadolu Üniversitesi Yayınları. No:1484. Eskişehir
<b>OTHER REFERENCES</b>	The compulsory and recommended resources are course notes, power point presentations (voice and written).
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction and examination of course syllabus
2	Evaluation in Special Education
3	Basic information about BEP (definition, history, legal regulations)
4	Basic information about BEP (definition, history, legal regulations)
5	Research on IEP and its importance
6	Cooperation in IEP process and IEP unit
7-8	Mid Term Exam
9	IEP development process
10	Determining student performance (formal and informal assessment tools)
11	Objective writing (UDA, KDA and ÖA)
12	IEP writing
13	IEP writing
14	IEP writing
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



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## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE COURSE NAME Preparing for Inclusion and Transition Planning

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Evaluation in special education, Preparatory skills in inclusion, transition, types of transition, transition team, transition planning, legal process, transition services, cooperation in transition process, sample transition plans and transition research.		
COURSE OBJECTIVES	The general aim of this course is to prepare the students for the transition period to different school levels (primary school, middle school, high school and adulthood) depending on the developmental periods of the students who are in different age groups and to make the studies about planning these transition processes.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	1. explain the process of evaluation in special education and information about IEP 2. Explain preparation skills for inclusion 3. Explain what the transition is 4. Explain the types of transition 5. Tells who is on the transition team 6. Make transition planning studies 7. Explain the legal process and transit services related to the transition 8. Explain the principles of self-reliance in the transition period		



	9. Be aware of scientific studies related to transition.
<b>TEXTBOOK</b>	1. Hakan Sarı & Şenay İlik (2014). Bireyselleştirilmiş Eğitim Programları. Ankara: Eğiten Kitap 2. Hasan Avcıoğlu (2015). A'dan Z'ye BEP. Ankara: Vize Yayıncılık
<b>OTHER REFERENCES</b>	The compulsory and recommended resources are course notes, power point presentations (voice and written).
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projection.

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction of the course
2	Basic information about Evaluation in Special Education and IEP (definition, history, legal regulations)
3	What is inclusion?, its importance, legal process and current studies
4	Preparing for inclusion (Social adjustment skills: Behavioral skills, Social skills, language and communication skills)
5	Preparation for inclusion (Daily life skills) Preparation for inclusion (Academic skills)
6	What are the types of transitions, types of transitions, transitional teams and transitional services related to transitions
7-8	Mid Term Exam
9	Cooperation and roles in the transition process
10	Transition planning process and evaluation
11	Transition planning process
12	Transition planning process
13	The work to be done on the transition and the needs of the area
14	Sample transition plans
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE		COURSE NAME	Teaching Non-Academic Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Learning theories, basic concepts related to learning. Classification of non-academic skills. Basic concepts related to skills education. Things to do in order to prepare for skills training. Teaching methods frequently used in skills teaching.		
COURSE OBJECTIVES	To teach theories, basic concepts related to learning. To classify non-academic skills. To comprehend basic concepts related to skills education. To gain the necessary skills to prepare for the teaching of skills. To introduce the teaching methods which are frequently used in skill teaching.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course students; 1. Recognize learning theories and basic concepts related to learning. 2. Classify non-academic skills. 3. Know the basic concepts related to teacher education. 4. Know what to do in order to prepare for teacher education. 5. Recognize the teaching methods that are frequently used in the vocational education.		
TEXTBOOK			
OTHER REFERENCES			

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Learning theories, basic concepts related to learning
2	Classification of non-academic skills
3	Basic concepts related to skills education
4	Preparing and evaluating skills instruction
5	Preparation for skills instruction, skill analysis
6	Preparation for Skill Instruction, Preparation of ÖBT
7-8	MidTerm Exam
9	Preparation for Skill Instruction, Preparation of ÖBT
10	Teaching methods used in skill teaching
11	Teaching methods used in skill teaching
12	Teaching methods used in skill teaching
13	Examination of related studies
14	Examination of related studies
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	status, additional disability, health problem etc.) and their needs.			
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Spring

COURSE CODE		COURSE NAME	Teaching Methods in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	25
	Quiz		
	Homework	1	35
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40

PREREQUIEITE(S)

COURSE DESCRIPTION

Students will learn data methods of data collection, reliability and validity of teaching methods, effective teaching, effective instruction, stimulus control, transfer of stimulus control, efficiency productivity, social validity, instructional arrangements, stages of learning, observation learning, untargeted information acquisition, systematic teaching and steps, They will have knowledge about teaching methods such as analysis, errorless teaching methods, use of clues in teaching, natural teaching methods, peer-centered teaching, direct teaching, stepped teaching, video model teaching. At the same time, students are expected to plan a teaching process in co-operation with the instructor and conduct a research that identifies the effects of this process.

COURSE OBJECTIVES

The most general aim of the course is to acquire the competence to plan and carry out teaching with these methods as having knowledge about the teaching methods used by the students to offer instruction to students with special needs.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Since the course includes a detailed examination of effective teaching methods and techniques to meet the basic needs of students with special needs, it is directly related to professional education.

COURSE OUTCOMES

At the end of this course students,  
1. Identify stimulus control transfer using applied behavior analysis principles.

	<p>2. Discuss a teaching arrangement and group instruction.</p> <p>3. Describe the terms of effectiveness, productivity, clue, fading, and session.</p> <p>4. Do skill analysis.</p> <p>5. Apply a single curriculum on each of the teaching methods listed in as one-step, chain behavior and skills.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	<p>Uygulamalı Davranış Analizi</p> <p>Otizm Spektrum Bozukluğu Olan Çocuklar ve Eğitimleri</p> <p>Yanlışsız Öğretim Yöntemleri</p> <p>Özel Gereksinimli Bireylere Matematik Öğretimi</p>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Learning teaching, effective teaching. Efficiency, productivity, social validity, teaching arrangements, stages of learning.
2	Observational learning. Untargeted knowledge acquisition
3	Systematic teaching and stages. Points to consider when deciding on teaching method.
4	Data collection methods. Reliability analysis.
5	Errorless teaching methods.
6	Direct Teaching Method
7-8	Mid Term Exam
9	Stepped Teaching Method
10	Video Model Teaching
11	Student Oriented Learning Strategies
12	Teaching Practices
13	Teaching Practices
14	Teaching Practices
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**





T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

## DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE		COURSE NAME	Development of Social Competences
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

### COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

### ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students are expected to have knowledge of various teaching methods and techniques used to improve the social competencies of individuals with various disabilities and at the same time having difficulties in using social skills. In addition, the students who take the courses using these teaching methods and techniques to plan social skills teaching; It is also expected that they will be able to determine the effectiveness of their teaching by applying them to students who demonstrate social skills deficiencies.		
COURSE OBJECTIVES	The general aim of the course is to gain the competence of the students on the methods and techniques used to improve social competence by understanding the concepts of social competence and disabilities.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	A considerable proportion of students with special needs live in limited use of social skills. The skills to be taught to teach these skills are directly influential in the professional development of the candidates.		
COURSE OUTCOMES	At the end of this course; students 1. Explain concepts related to social competence. 2. Explain basic learning theories which are the basis of teaching social skills. 3. List and discuss the methods used in the evaluation of social skills; can evaluate the social skills of individuals with special needs using these evaluation		

	<p>methods.</p> <p>4. List and explain the methods and techniques used in teaching social skills.</p> <p>5. Discuss the positive and limited aspects of the methods and techniques used in teaching social skills.</p> <p>6. Plan and apply teaching methods and techniques used in teaching social skills.</p>
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Concepts related to social competence
2	Components of social competence. Learning theories underlying social competence development
3	Evaluation of social skills
4	Methods used in the development of social competence: Modeling and teaching with video model
5	Methods used in the development of social competence: Shaping. Behavioral rehearsal and role play. Feedback.
6	Methods used in the development of social competence: Social reinforcement. Direct teaching
7-8	Mid Term Exam
9	Methods used in the development of social competence: Cognitive process approach
10	Methods used in the development of social competence: Self-management. Basic response teaching
11	Efficiency-based teaching practices in the development of social competence
12	Social stories. Opportunity teaching
13	Alternative methods of developing social competence. Ensuring the permanence and generalization of social skills
14	Presentation of Research Proposals
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1:</b> None <b>2:</b> Partially contribution <b>3:</b> Completely contribution				

**Date:**

**Instructor(s):**

**Signature:**



SEMESTER Spring

COURSE CODE		COURSE NAME	Family Education in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project	1	10
	Report		
	Others ( )		
FINAL EXAM	Final Exam		40

PREREQUIEITE(S)

**COURSE DESCRIPTION**

Family and society. Family involvement: past, present and future trends. Family characteristics, family dynamics, reactions, family needs and evaluation. Supports that can be provided to families, emotional support, support for siblings and family elders (grandparents), ways of coping with stress. Communication with family members. Family education approaches family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. Family education programs. Support for positive behavior, behavior management, skills training and family education programs in the teaching of academic skills. Working with families in transition and adulthood. Child abuse and neglect. Assessment tools for parents, scales. Ethical issues in the implementation of family education programs.

**COURSE OBJECTIVES**

The aim of the Family Education course is to ensure that students have knowledge of family characteristics and family reactions, the child's family influences, assessment tools for determining family needs, and the application of family education programs.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. Learn about family characteristics, family dynamics, reactions, family needs and evaluation.

	<p>2. Support for families, emotional support, support for siblings and family elders (grandparents), and ways of coping with stress.</p> <p>3. Communication with family members. Family education approaches, family education programs. Working together with family and collaborative teaching practices, effective school-family cooperation. Home-based programs. They will learn family education programs.</p> <p>4. Will be informed about family behavior programs in the areas of positive behavior support, behavior management, skills acquisition and teaching of academic skills, work in transition and adulthood, and child abuse and neglect.</p> <p>5. Assessment tools for parents, scales. They will describe ethical issues in the implementation of family education programs.</p>
<b>TEXTBOOK</b>	Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eđitimi. Ankara: Pegem A yayınevi
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projector

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Family and Society.
2	Family Participation: Past, Present and Future Trends.
3	Family Characteristics, Family Dynamics, Reactions, Family Needs and Evaluation.
4	Support for grandparents and sister or brother. Ways of dealing with stress .
5	Family communication. Family education approaches family education programs.
6	Working together with family and collaborative teaching practices, Effective school-family collaboration.
7-8	Mid Term Exam
9	Home Based Programs.
10	Family education programs.
11	Positive Behavior Support, Behavior Management, Skill Building and Family Education Programs in the Teaching of Academic Skills.
12	Transition and Working with Families in Adulthood.
13	Child abuse and neglect.
14	Assessment tools for parents, scales. Ethical issues in implementation of family education prgs
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	during practices in special education, scientific research studies, and teaching professions.			
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1: None 2: Partially contribution 3: Completely contribution</b>				

**Date:**

**Instructor(s):**

**Signature:**

**SPECIAL EDUCATION DOCTORATE PROGRAM**

Course Code	Course Name	ECTS	T+P+C	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
545011001	Counselling Parents of Hearing Impaired Child	10	1+2+2	E	Turkish
545011002	Conceptual & Theoretical Bases-Mental Retardation	10	3+0+3	E	Turkish
545011003	Fundamental Topics in Special Education	10	3+0+3	E	Turkish
545011004	Lang Development Theories-Normal& Hearing Impaired	10	3+0+3	E	Turkish
545011005	Assessment in Early Childhood Special Education	10	2+2+3	E	Turkish
545011006	Theoretical Base-Early Childhood Special Education	10	2+2+3	E	Turkish
545011007	Childhood Language Disorders: Therapy Approaches	10	3+0+3	E	Turkish
<b>Total Credits</b>		<b>30</b>	<b>12</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
545012001	Single Subject Research Methods	10	3+0+3	E	Turkish
545012002	Evaluating Special Education Research	10	3+0+3	E	Turkish
545012003	Develop Social Competence-Developmentally Delayed	10	3+0+3	E	Turkish
545012004	Adults with Special Needs	10	3+0+3	E	Turkish
545012005	Qualitative Research Methods	10	3+0+3	E	Turkish
545012006	Math Instruction for Children Special Needs	10	3+0+3	E	Turkish
545012007	Assistive Technologies for Visually Impaired	10	3+0+3	E	Turkish
545012008	Social Skill Instruction for Visually Impaired	10	3+0+3	E	Turkish
545012009	Research in Learning Disabilities	10	3+0+3	E	Turkish
545012010	Alternative Communication Methods & Technologies	10	2+0+2	E	Turkish
545012011	Functional Communication Training	10	2+0+2	E	Turkish
<b>Total Credits</b>		<b>30</b>	<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
545011008	Applied Parental Training	10	3+0+3	E	Turkish
545011009	Interdisciplinary Special Education Seminar	10	3+0+3	E	Turkish
545011010	Research Review Early Childhood Special Education	10	3+0+3	E	Turkish
545011011	Meta Analysis in Single Subject Research	10	3+0+3	E	Turkish
545011012	Science Education of Hearing Impaired Children	10	3+0+3	E	Turkish
545011013	Contemporary Approaches-Early Childhood Special Ed	10	2+2+3	E	Turkish
545011014	Seminar	10	0+3+0	E	Turkish
<b>Total Credits</b>		<b>30</b>	<b>9</b>		
<b>Bahar Dönemi (IV. Yarıyıl)</b>					
545011701	Dr.D.Proficiency	30	0+1+0	C	Turkish
<b>Güz Denemi (V. Yarıyıl)</b>					
545011901	Special Topics	5	3+0+0	C	Turkish
545012701	Doctoral Thesis	25	0+1+0	C	Turkish
<b>Bahar Denemi (VI. Yarıyıl)</b>					
545011901	Uzmanlık Alan Dersi	5	3+0+0	C	Turkish
545012701	Doctoral Thesis	25	0+1+0	C	Turkish



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE 545011001 COURSE NAME Counselling Parents of Hearing Impaired Child

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	1	2	0	2	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Analyzing family sistem. Preparing session plans according to family's needs. Analyzing child's needs. Listening to family problems. Analyzing their own sessions.		
COURSE OBJECTIVES	The aim of Counselling Parents Who Have a Hearing Impaired Child and Practice course is to inform doctoral students on analysis of family system, preparing session plans according to family needs, analyzing child's needs, listening family's problems, analyzing counseling sessions.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Counselling Parents Who Have a Hearing Impaired Child and Practice course supports special education experts' development on counseling so, it contributes positively professional education.		
COURSE OUTCOMES	At the end of this course, the students will be able to; 1. Analyze family sistem 1.1. detects problems in the family 1.2. detect family's educational needs 1.2. detect family's counselling needs 2. Prepare session plans according to family's needs 2.1. support family's for active participation 2.2. observefamily's interaction 2.3. provide appropriate suggestions 3. Analyze child's needs 3.1. plan appropriate activities related to the child's language skills 3.2. plan appropriate activities related to the child's listening skills 3.3.plan appropriate activities related to the child's cognitive skills 4. Listen to family problems 4.1. produce appropriate solutions 4.2. guide families to produce their own solutions 5. Analyze their own session 5.1. evaluate him/herself 5.2. discuss his/her weak points 5.3. produce solutions to his/her weak points and discusses these solution		
TEXTBOOK			
OTHER REFERENCES	The developmental systems approach to early intervention (2004) Edited by MJ Guralnick. Baltimore: PH Brooks Pub. Early intervention practices around the world (2003) Edited by SL Odom. Baltimore: PH Brooks Pub. Early Childhood Intervention (2000) e-book		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		



COURSE SYLLABUS	
WEEK	TOPICS
1	Analysis of family system
2	Defining families' needs
3	Preparing education plan according to families' needs
4	Defining child's needs
5	Preparing education plan according to child's needs
6	Listening families' problems
7-8	Mid-term Exam
9	Analyzing the counseling session
10	Presenting implementation examples
11	Presenting implementation examples
12	Presenting implementation examples
13	Presenting implementation examples
14	Presenting implementation examples
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



SEMESTER | Fall

COURSE CODE	545011002	COURSE NAME	Conceptual & Theoretical Bases-Mental Retardation
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others ( )	-	-
FINAL EXAM	Final Exam	1	60

PREREQUIEITE(S)	The students are responsible for joining the courses regularly and join the discussions. At the same time, they would prepare lesson plans, and they would present them.
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COURSE DESCRIPTION	At this course; handle locutions and definitions, early basic of AAIDD's definitions, classification, assessment of intelligence, assessment of adaptive behaviors and identification.
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COURSE OBJECTIVES	At the end of this course the students will be informed about locutions and definitions, early basic of AAIDD's definitions, classification, assessment of intelligence, assessment of adaptive behaviors and identification.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	<p>At the end of this course, the student will be able to;</p> <ol style="list-style-type: none"><li>1. explain concepts related to intellectual disability 1.1. explain intellectual disability in relation to developmental disability, 1.2. recognize the terms that is used to describe intellectual disability, 1.3. recognize the key components of various developed definitions, 1.4. explain intellectual disability definitions developed by AAIDD, 1.5. discuss the impacts of definitions to practices.</li><li>2. explain the theoretical basis of key concepts within intellectual disability definitions. 2.1. define the concepts in the 1992 and 2002 AAIDD definitions and the relationships between these concepts, 2.2. define the relationship between ICF and AAIDD systems, 2.3. gain socio-ecological point of view towards intellectual disability concept.</li><li>3. debate classification systems of individuals with intellectual disability. 3.1. recognize traditional classification systems, 3.2. explain classification system that AAIDD suggested, 3.3. debate the impact of classification systems on practices.</li><li>4. debate importance of evaluation of intelligence based on definition of intellectual disability. 4.1. explain various intelligence and intellectual disability theories, 4.2. recognize different instruments that are used for measurement of intelligence, 4.3. explain the concepts related to intelligence instruments and measurements, 4.4. debate the limitations of intelligence instruments, 4.5. debate the status and usage of intelligence instruments in relation to diagnosis of individuals with intellectual disability in Turkey.</li><li>5. debate the importance of adaptational behaviors in relation to diagnosis of intellectual disability. 5.1. explain various adaptation theories, 5.2. describe the subjects that needs to be taken into account for evaluation of adaptational behaviors, 5.3. explain basic concepts that are related to the evaluation of adaptational behaviors, 5.4. describe various instruments that are used to</li></ol>
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	evaluate adaptational behaviors 5.5. debate the status and usage of adaptation instruments that are used for diagnosis of intellectual disability.
<b>TEXTBOOK</b>	Eripek,S.(2009). Zihinsel yetersizliği olan çocuklar. Ankara: Maya Akademi Sucuoğlu,B. (2009). Zihin engelliler ve eğitimleri. Ankara: Kök yayıncılık
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projection for presentation

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction to course program
2	Terms and definitions
3	Terms and definitions
4	Theoretical base of AAIDD definitions
5	Theoretical base of AAIDD definitions
6	Theoretical base of AAIDD definitions
7-8	MidTerm Exam
9	Classification
10	Assesment of intelligence
11	Assessment of intelligence
12	Assessment of adaptive behavior
13	Diagnosis
14	Diagnosis
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011003 | COURSE NAME | Fundemental Topics in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ( )	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This lesson includes subject following, basic principle of special education, the inclusion of individual with disabilities, early identification and early intervention, individualized education, teacher training and preperation to inclusion, research based instruction methods, transition to schools, transition from daily life to school life, transition to work.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to informed about basic principle of special education, the inclusion of individual with disabilities, early identification and early intervention, Individualized education, teacher training and preperation to inclusion, research based instruction methods, transition to schools, transition from daily life to school life, transition to work.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of the this course the studens will be able to perform 1. Basic principle of special education. 2. The inclusion of individual with disabilities. 3. Early identification and early intervention. 4. Individualized education. 5. Teacher training and preperation to inclusion. 6. Research based instruction methods. 7. Transition to schools. 8. Transition from daily life to school life. 9. Transition to work.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection for presentation		

COURSE SYLLABUS	
WEEK	TOPICS
1	basic principle of special education. Research based instruction methods. Transition to schools. Transition from daily life to school life. transition to work.
2	The inclusion of individual with disabilities.
3	Early identification and early intervention.
4	Individualized education.
5	Teacher training and preparation to inclusion.
6	Teacher training and preparation to inclusion.
7-8	MidTerm Exam
9	Research based instruction methods.
10	Research based instruction methods.
11	Transition to schools.
12	Transition from daily life to school life.
13	Transition to work.
14	General review.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011004 | COURSE NAME | Lang Development Theories-Normal& Hearing Impaired

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others ( )	-	-
FINAL EXAM	Final Exam	1	60
PREREQUIEITE(S)	None		
COURSE DESCRIPTION	This lesson includes subject following, what is language and communication, what are the features of language, introduction to language acqusition theories of normal children and children with hearing disorder, language and brain; information process theory, the factors contributed to language development, the language development of childrena 0-12 month, The language development in verbal period in normal children and children with hearing disorder.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to informed about what is language and communication, what are the features of language, introduction to language acqusition theories of normal children and children with hearing disorder, language and brain; information process theory, the factors contributed to language development, the language development of childrena 0-12 month, The language development in verbal period in normal children and children with hearing disorder.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1- will be able to explain the language and communication concepts. 1.1 compares the language and communication concepts 1.2 explains the basic characteristics of language by writing and speaking 1.3 tells the cultural characteristics of language and communication 1.4 classifies the wor- Will be able to explain the characteristics of Turkish language 2.1 Identifies the language family that Turkish language belongs to 2.2 Tells the characteristics of Turkish based on the language components. Id languages - Wil be able to compare the basic characteristics of language development theories. 3.1 explains the factors effective on language acquisition for both normally hearing and hearing impaired individuals. 3.2 tells the basic characteristics of the behaviorist language acquisition theories. 3.3 tells the basic characteristics of the cognitive language acquisition theories 3.4 tells the basic characteristics of social interactionist language acquisition theories. 3.5 tells the basic characteristics of information processing theories.Will be able to comparatively analyze the basic language development phases concerning the language components for both hearing impaired and normally hearing individuals. 4.1 analyzes the basic preverbal language development phases concerning the language components for both hearing impaired and normally hearing individuals. 4.2 analyzes the basic verbal language development phases concerning the language components for both hearing impaired and normally hearing individuals. 4.3 analyzes the language-communication samples recorded according to his/her own observations based on the language components and language acquisition theories. 4.4 prepares a written and spoken report based on the analyzes of the language and communication samples.		
TEXTBOOK			
OTHER REFERENCES			

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and projection for presentation.
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	What are language and communication? What are the characteristics of language? what are the characteristics of Turkish?
2	The overview of the theories of language acquisition in both normally hearing and hearing impaired children
3	The behaviorist perspective
4	The nativist perspective
5	Cognitive perspective
6	Language and Brain; Information processing approach
7-8	MidTerm Exam
9	Religious Holiday
10	The interactionist perspective The essential factors which contribute language acquisition
11	Language development of 0-12 month old normally hearing and hearing impaired babies (Preverbal Period)
12	Language development of normally hearing and hearing impaired children (Verbal Period)
13	Interaction analysis
14	Interaction analysis
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

**Date:**  
**Instructor(s):**  
**Signature:**



SEMESTER | Fall

COURSE CODE	545011005	COURSE NAME	Assessment in Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	2	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Explaining the diagnosis in early childhood and the screening process in early childhood. Comprehension Individualized Education Plan. Will comprehend Individualized Family Service Plan. Erken çocuklukta tanılamayı açıklayabilecek. Erken çocuklukta taramayı açıklayabilecek. Bireysel Eğitim Planını kavrar. Bireysel Aile Hizmet Planını kavrar.		
COURSE OBJECTIVES	The aim of this lesson is to give the students informations and skills about the importance of early diagnosis and screening, theoretical approaches about the evaluation process, Individualize Family Service Plan (0-3 years) and Individualized Education Plan.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lecture the students will be able to; 1. explain early screening. a. explain early diagnosis. 2. comprehend developmental approach. a. explain behavioral approach. 3. explain cognitive approach. a. explain the screening process in early childhood. b. explain the diagnosis process in early childhood. 4. explain standard evaluation approaches a. explain alternative evaluation approaches. b. learn how to develop an Individualized Education Plan.		
TEXTBOOK			
OTHER REFERENCES	Strand, Paul S., Cerna, Sandra., Skucy, Jim., (2007) Assessment and Decision-Making in Early Childhood Education and Intervention. Springer Science+Business Media Volume 16, Issue 2, pp. 209 - 218 Scott R. McConnell, (2000) Assessment in Early Intervention and Early Childhood Special Education:Building on the Past to Project Into Our Future. Topics in Early Childhood Special Education, Spring; vol. 20, 1: pp. 43-48.		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		



COURSE SYLLABUS	
WEEK	TOPICS
1	The Importance of early diagnosis and screening.
2	The theoretical approaches about the evaluation process.
3	Developmental, behavioral, cognitive and ecological approach.
4	Screening and diagnosis process in early childhood.
5	Evaluation for programming (0-3 years)
6	Standard and alternative evaluation approaches and tools.
7-8	Midterm Exam
9	Screening and diagnosis process in early childhood.
10	Evaluation for programming (3-6 years)
11	Standard and alternative evaluation approaches and tools.
12	Planning: Individualized Family Service Plan (0-3 years)
13	Developing Individualize Education Plan (3-6 years)
14	Transition process and planning
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011006 | COURSE NAME | Therotical Foundations of Early Childhood Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	2	2	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Explaining early prevention and theoretical approaches in early childhood special education, approaches of mutual interaction, attachment theory, social learning theory, the reflections of practices of the theories in early childhood special education.		
COURSE OBJECTIVES	The aim of this lesson is to inform students about prevention in early childhood, theoretical approaches in early childhood special education, attachment theory and social learning theory.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lesson the students will be able to; 1. comprehend early prevention. 2. explain theoretical approaches in early childhood special education. 3. explain approaches. a. explain biological approach. b. understand cognitive approach. c. explain developmental approach. d. explain educational approach. 4. define the approach of mutual interaction. 5. explain attachment theory. 6. comprehend social learning theory.		
TEXTBOOK			
OTHER REFERENCES	Handouts and power point presentations as recommended and required reading is provided at course website (WebCT)		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Theoretic approaches concerning early prevention and special education in early childhood.
2	Theoretic approaches concerning early prevention and special education in early childhood.
3	Theoretic approaches concerning early prevention and special education in early childhood.
4	Biological, cognitive, developmental, psychoanalytic, behavioral and educational approaches.
5	Biological, cognitive, developmental, psychoanalytic, behavioral and educational approaches.
6	Biological, cognitive, developmental, psychoanalytic, behavioral and educational approaches.
7-8	Mid Term Exam
9	Mutual interaction (Transactional) approach.
10	Mutual interaction (Transactional) approach.
11	Mutual interaction (Transactional) approach.
12	Attachment theory, social learning theory, the reflections of practices of the theories in early childhood special education.
13	Attachment theory, social learning theory, the reflections of practices of the theories in early childhood special education.
14	Attachment theory, social learning theory, the reflections of practices of the theories in early childhood special education.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

**Date:**  
**Instructor(s):**  
**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011007 | COURSE NAME | Childhood Language Disorders: Therapy Approaches

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	In Childhood Language Disorders: Therapy Approaches lesson, students will be able to describe naturalistic teaching, creating teaching opportunities, help strategies, incidental teaching, basic conversation skill, taking turns, talk that teaches, praising the child, questions that teaches, expanding language and prompting language		
COURSE OBJECTIVES	The aim of this lesson is to teach students to describe naturalistic teaching, to create teaching opportunities, help strategies, incidental teaching, basic conversation skill, taking turns, talk that teaches, praising the child, questions that teaches, expanding language and prompting language.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.will be able to describe Students will be able to describe assesment, what is language intervention, intervention processes and procedures, intervention processes and procedures, developing intervention plans; determining intervention goals, trainer-oriented approaches, child-oriented approaches, Hybrid intervention approaches, facilitating spontaneous talking, facilitating positive social interactions with peers, classroom-based intervention, involving the family in the intervention process		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Assesment
2	What is language intervention?
3	Intervention processes and procedures
4	Intervention processes and procedures
5	Developing intervention plans; determining intervention goals
6	Trainer-oriented approaches
7-8	MidTerm Exam
9	Child-oriented approaches
10	Hybrid intervention approaches
11	Facilitating spontaneous talking
12	Facilitating positive social interactions with peers
13	Classroom-based intervention
14	Prompting Language
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE | 545011901 | COURSE NAME | Special Topics

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	5	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ( )		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.		
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		

COURSE SYLLABUS	
WEEK	TOPICS
1	Study of determining the topic of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparation and presentation of the report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Preparation and presentation of the report
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation of the report

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

**Date:**  
**Instructor(s):**  
**Signature:**



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE	545011701	COURSE NAME	Ph.D.Proficiency
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	0	1	0	0	30	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	x		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	2	50
	Project		
	Report	2	50
	Others ( )		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	After sucessfully completing doctoral courses, four different academic papers need to be prepared based on four questions from three academicians from the department.		
COURSE OBJECTIVES	Determining academic competence based on performance of the doctoral student in conducting academic research and writing academic papers.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, students will be able to demonstrate their competence by writing extensive academic papers based on their experiences during doctoral courses.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			



**COURSE SYLLABUS**

WEEK	TOPICS
1	Providing questions
2	Literature review
3	Literature review
4	Literature review
5	Literature review
6	Literature review
7-8	Literature review
9	Writing academic papers
10	Writing academic papers
11	Writing academic papers
12	Writing academic papers
13	Writing academic papers
14	Writing academic papers
15-16	Evaluating academic papers

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
 Instructor(s):  
 Signature:



SEMESTER Spring

COURSE CODE 545012001 COURSE NAME Single Subject Research Methods

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Defining the process of research and teaching, describing the principles of applied behavior analysis and evaluation and measurement. Defining validity and discussing reliability. Visually analyzing the data gathered in single subject research designs. Describing the characteristics of single subject designs and discussing ABAB model. Describing the multiple baseline models and multiple probe models and comparative single subject methods, alternating treatments designs, adapted alternating tratments designs, paralel treatment designs.

COURSE OBJECTIVES

The aim of Single Subject Research Methods course is to inform doctoral students on scientific research and learning process, principles of applied behavior analysis, evaluation and measurement, reliability and validity, properties of single subject researches, multiple baseline, multiple probe model, comparison single subject methods, alternating treatments model, adapted alternating treatments model and paralel treatment model.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

This course will contribute positively to professional education because special education experts frequently use single subject research methods.

COURSE OUTCOMES

At the end of this course, the students will be able to;

1. define the process of research and teaching. 1.1. define research and teaching. 1.2. discuss the similarities and differences of the process of research and teaching.
2. describe the principles of applied behavior analysis 2.1 discuss the principles of applied behavior analysis by comparison. 2.2 identify the ethical research behaviors.
3. define measurement and evaluation. 3.1 define measurement. 3.2 define direct and indirect measurement techniques.
4. define validity. 4.1 describe internal validity. 4.2 discuss the threats of internal validity. 4.3 discuss how to control the threats of internal validity. 4.4 describe external validity. 4.5 describe the possible ways of increasing external validity. 4.6 describe social validity.
5. discuss reliability. 5.1 describe reliability. 5.2 identify the types of reliability. 5.3 analyze reliability coefficient.
6. visually analyze the data gathered in single subject research designs. 6.1 discuss the types of graphics. 6.2 visually analyze the data. 6.3 discuss the concept of tendency and stability of the data.
7. describe the characteristics of single subject designs and discuss ABAB model. 7.1 discuss the concept of replication, estimation, and verification. 7.2 discuss all aspects of ABAB model.
8. describe the multiple baseline models. 8.1 discuss the characteristics of multiple baseline models. 8.2 discuss the advantages and disadvantages of multiple baseline models.
9. describe the multiple probe models. 9.1 discuss the characteristics of multiple probe models. 9.2 discuss the advantages and disadvantages of multiple probe models.
10. describe comparative single subject methods. 10.1 explain the characteristics of comparative single subject designs. 10.2 identify the problems in the comparative single subject designs.
11. describe alternating treatments designs. 11.1 discuss the advantages and disadvantages of

	alternating treatment designs. 12. describe adapted alternating treatments designs. 12.1 discuss the advantages and disadvantages of adapted alternating treatment designs. 13. describe paralel treatment designs. 13.1 discuss the advantages and disadvantages of adapted paralel treatment designs.
<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	Tekin-İftar, E., ve Kırcaali-İftar, G (2004). Özel Eğitimde Yanlızsız Öğretim Yöntemleri. Ankara: Nobel Yayıncılık. Kırcaali-İftar, G ve Tekin, E. (1997). Tek-Denekli Araştırma Modelleri. Ankara: Türk Psikologlar Derneği.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector and computer for presentation of course

COURSE SYLLABUS	
WEEK	TOPICS
1	Research and Teaching
2	Applied Behavior Analysis
3	Measurement and Evaluation
4	Validity
5	Reliability
6	Visual Analysis of Data
7-8	Mid-Term Exam
9	Characteristics of Single Subject Research Models
10	Multiple Baseline Model
11	Multiple Probe Model
12	Comparative Single Subject Research Models
13	Alternating Treatment Model
14	Adapted Alternating Treatment Model
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012002 COURSE NAME Evaluating Special Education Research

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Defining research methods in special education, examining statistical analysis, defining evidence based practises, evaluating researches in special education, evaluating national and international journals on special education.		
COURSE OBJECTIVES	The aim of Evaluating Special Education Research course is to generate an idea about research methods in special education, develop skills on evaluating special education researches with quantitative methods, raise awareness about the scopes of national and international journals in special education.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the and of this lesson the students will be informed on the following topics, defining research methods in special education, examining statistical analysis, defining evidence based practises, evaluating descriptive, correlational, causal-comparative, quasi-experimental and experimental researches, evaluating national and international journals on special education.		
TEXTBOOK			
OTHER REFERENCES	*Heward (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. The Journal of Specail Education, 36(4), 186-205. *Wallace et al. (2001). Knowledge and skills for teachers supervising the work of paraprofessionals. Exceptional Children, 67(4), 520-533. *Pretti-Frantczak et al. (2002). Preschool teachers' use of assessment and curricula. Exceptional Children, 69(1), 109-123. *Praisner (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. Exceptional Children, 99(2), 135-145. *Cook et al. (2000). Teachers' attitudes toward their included students with disabilities. Exceptional Children, 67(1), 115-135. *Munk et al. (2002). Preliminary findings on presonalized grading plans for middle school students with learning disabilities. Exceptional Children, 67(2), 211-234. *Saint-Laurent et al. (1998). Academic achievement effects of an in-class service model on students with and without disabilities. Exceptional Children, 64(2), 239-253.		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		

COURSE SYLLABUS	
WEEK	TOPICS
1	Research Methods in Special Education
2	Evaluating Students' Master Thesis and Statistical Analysis
3	Evidence Based Practises
4	Evaluating an article designed in Descriptive Research
5	Evaluating an article designed in Correlational Research
6	Evaluating an article designed in Correlational Research II
7-8	Mid-term Exam
9	Evaluating an article designed in Causal- Comparative Research
10	Evaluating an article designed in Quasi-Experimental Research
11	Evaluating an article designed in Quasi-Experimental Research II
12	Evaluating an article designed in Experimental Research
13	Evaluating National Journals in Special Education
14	Evaluating International Journals in Special Education
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012003 COURSE NAME Develop Social Competence-Developmentally Delayed

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Describing related with social competencies. Classifying social skills and using assesment strategies of social skills. Describing social skills training strategies.		
COURSE OBJECTIVES	The aim of Developing Social Competence of Childrens with Developmentally Delayed course is to inform doctoral students on social skills, social competence, classification, evaluation, generalization, sociometric techniques, natural observation, functional analysis, strategies on teaching social skills, social validity studies.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to; 1. Describe related with social competencies. 1.1. define social skills. 1.2. define social competence. 1.3. define social incompetence. 2. Classify social skills and use assesment strategies of social skills. 2.1. classify social skills. 2.2. describe sociometric techniques. 2.3. use natural observation on assesment of social skills. 2.4. use functional assesment strategies. 3. Describe social skills training strategies. 3.1. explain using social stories on social skills training. 3.2. explain using video modelling on social skills training. 3.3. explain peer mediated strategies on social skills training.		
TEXTBOOK			
OTHER REFERENCES	*Kaltsounis, Theodore (1987). Teaching social studies in the elementary school: The basic for citizenship(Sec.Ed.) New Jersey: Prentice Hall Inc. *Michaelis, John U., Garcia, Jesus (1996). Social studies for children: A guide to basic instruction (11. Ed.) Allyn and Bacon, Boston. *Savage, Tom V., Armstrong, David G. (1987). Effective teaching in elementary social studies. Mac millan Pub.Com., NewYork. *Turner, Thomas N.(1999). Essentials of classroom teaching series: essentials of elementary social studies (Sec.Ed.)Allyn and Bacon, Boston.		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts: Social competence, social skills and etc.
2	Classification of social skills.
3	Assesment of social skills.
4	Sociometric technics
5	Natural observation, functional analysis.
6	Strategies of teaching social skills
7-8	MidTerm Exam
9	Literature review of studies conducted by using social skills training.
10	Literature review of studies conducted by using social skills training.
11	To present and discuss of each student's proposal.
12	To present and discuss of each student's proposal.
13	To present and discuss of each student's proposal.
14	Generalization of social skills. Social validity about teaching social skills.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012004 COURSE NAME Adults with Special Needs

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Defining the adulthood characteristics and needs. Learning legal regulations and community services. Assessing and planning the transition to adulthood. Learning involvement in community life.		
COURSE OBJECTIVES	The aim of Adults with Special Needs course is to inform doctoral students about characteristics of adulthood, their needs and legal regulations, community services, transition to adulthood, how their participation to community life will be.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Define the adulthood characteristics and needs. 1.1 identify social and emotional characteristics of adults with special needs 2. Learn legal regulations 3. Learn community services 4. Assess and plan the transition to adulthood 5. Learn involvement in community life		
TEXTBOOK			
OTHER REFERENCES	Handouts		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		



COURSE SYLLABUS	
WEEK	TOPICS
1	Foundation of Transition: Legislations, Implementations
2	Foundation of Transition: Supports; Family position, Family researches
3	Planning of Transition Process: Transition strategies
4	Planning of Transition Process: Planning transitions
5	Service Providers for Adults: Civil community organizations
6	Service Providers for Adults: Business and Industry;
7-8	MidTerm Exam
9	Developing Vocational Skills: Teaching basic vocational skills
10	Developing Vocational Skills: Employability skills
11	Transition to Community Life: Moving from family
12	Transition to Community Life: Job placement
13	Social Security: Lifelong education, Health, Social security
14	Recreation, Leisure, and Healthy Living for students in transition Healthy life
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
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Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012005 COURSE NAME Qualitative Research Methods

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Explaining general aspects of qualitative research methods, comparing some of the main qualitative research designs and explaining basic qualitative data collection techniques based on the main characteristics of research designs, collecting qualitative data about certain phenomenon, evaluate the methods of reporting qualitative data.		
COURSE OBJECTIVES	The aim of Qualitative Research Methods is to inform doctoral students on basic characteristics of qualitative methods, data collection techniques in qualitative researches, designs, role of researchers, process of data collection, action research and qualitative research designs.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION			
COURSE OUTCOMES	<p>At the end of this course, the student will be able to;</p> <ol style="list-style-type: none"><li>1. explain general aspects of qualitative research methods. 1.1. explain general aspects of qualitative research. 1.2. explain general aspects of quantitative research. 1.3. compare characteristics of qualitative research and quantitative research. 1.4. explain mixed research methods. 1.5. compare ethical issues of qualitative research and quantitative research.</li><li>2. compare some of the main qualitative research designs and their characteristics. 2.1. categorize some of main (well-known) qualitative research designs. 2.3. exemplify some of main qualitative research designs based on their characteristics. 2.4. explain how to improve validity of some main qualitative research designs. 2.5. examine the settings, participants and researcher/researchers' roles according to the ethical issues, in some main qualitative research designs.</li><li>3. explain basic qualitative data collection techniques based on the main characteristics of the research designs. 3.1. explain the main characteristics of qualitative data collection techniques. 3.2. discuss how to employ those data collection techniques based on different qualitative research designs. 3.3. explain how to improve the trustworthiness of the research during data collection process. 3.4. evaluate a complete qualitative research and its findings based on the determined criteria.</li><li>4. collect qualitative data about a certain phenomenon. 4.1. conduct detailed observations about the research topic. 4.2. conduct individual interviews with the participants. 4.3. collect related documents for document analysis. 4.4. report the qualitative data and major findings of the research.</li><li>5. explain analysis methods of the qualitative data. 5.1. explain various qualitative data analysis methods. 5.2. explain how to employ those qualitative data analysis methods. 5.3. explain how to improve trustworthiness of the research during data analysis. 5.4. apply rules of ethics in data analysis.</li><li>6. evaluate the methods of reporting qualitative data. 6.1. develop evaluation criteria for qualitative research reports. 6.2. evaluate a qualitative research report based on the evaluation criteria. 6.3. critically analyzes a published qualitative research report according to the evaluation criteria.</li></ol>		

<b>TEXTBOOK</b>	
<b>OTHER REFERENCES</b>	*Bogdan, R. C., Biklen, S. K. (1998). Qualitative research in education: an introduction to theory and methods.(3rd Edition). USA: Allyn and Bacon. *Creswell, J. W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (Second Edition). New Jersey: Pearson Education, Inc. *Yıldırım, A. & Şimşek, H. (2005). Sosyal bilimlerde nitel araştırma yöntemleri. (Genişletilmiş 5. Baskı). Ankara: Seçkin Yayıncılık.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector and computer for presentation of course

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introducing the program and determining the course rules.
2	Comparing the characteristics of qualitative and quantitative approaches, Qualitative data collection techniques (Detailed observation)
3	Qualitative data collection techniques(Detailed observation) Ethical issues of qualitative research, Difficulties in doing qualitative research.
4	Qualitative data collection (Detailed observation and document analysis) Ethical issues in qualitative research, Difficulties in doing qualitative research.
5	Qualitative data collection techniques ( Interview) Ethical issues in Qualitative studies Difficulties faced in doing qualitative study
6	Qualitative research designs Researcher's Role Data collection process
7-8	MidTerm Exam
9	Qualitative research designs Researcher's Role Data collection process
10	Feed back of the 1. Exam Homework for interview technique (2. Exam)
11	Qualitative research designs Researcher's Role Data collection process
12	Applied qualitative research-Action Research
13	Qualitative data analysis (Overview) / Computer based qualitative data analysis / Evaluation of qualitative study
14	Final Exam- Report: Critically analyzed published qualitative research
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012006 COURSE NAME Math Instruction for Children Special Needs

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Mathematics Instruction for Children Special Learning Needs course includes definition and importance of mathematics, subjects, private aims of mathematics and writing, assesment in teaching mathematics and bulding up criterion referenced tests, direct mathematics instruction and designing to types of knowledge, mathematics instruction to step based approach, touch math, addition and subtraction, multiplication and division, analysing of errors and correction, teaching verbal problems, time, length and value criterias, individualizing mathematics programs		
COURSE OBJECTIVES	At the end of this lesson, students will be able to describe subjects, private aims of mathematics and writing. Students will be able to describe assesment in teaching mathematics and bulding up criterion referenced tests. Students will be able to describe direct mathematics instruction and designing to types of knowledge. Students will be able to describe mathematics instruction to step based approach. Students will be able to describe touch Math. Students will be able to describe addition and subtraction Individualizing mathematics programs. Students will be able to describe multiplication and division. Students will be able to describe nalysing of errors and correction. Students will be able to describe teaching verbal problems. Students will be able to describe time, length and value criterias.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Definition and importance of mathematics; 1. Students will be able to describe subjects, private aims of mathematics and writing. 2.Students will be able to describe assesment in teaching mathematics and bulding up criterion referenced tests. 3.Students will be able to describe direct mathematics instruction and designing to types of knowledge. 4.Students will be able to describe mathematics instruction to step based approach. 5.Students will be able to describe touch Math. 6.Students will be able to describe addition and subtraction Individualizing mathematics programs.7. Students will be able to describe multiplication and division. 8.Students will be able to describe nalysing of errors and correction. 9.Students will be able to describe teaching verbal problems. 10.Students will be able to describe time, length and value criterias.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Subjects, private aims of mathematics and writing
2	Assessment in teaching mathematics and building up criterion referenced tests
3	Direct mathematics instruction and designing to types of knowledge
4	Mathematics instruction to step based approach
5	Touch Math
6	Addition and subtraction
7-8	MidTerm Exam
9	Multiplication and division
10	Analysing of errors and correction
11	Teaching verbal problems
12	Time, length and value criterias
13	Individualizing mathematics programs 1
14	Individualizing mathematics programs 2
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012007 COURSE NAME Assistive Technologies for Visually Impaired

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	TURKISH

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course; students will be able to explain visually impaired supporting technologies, the importance and benefit of the technologies and support systems for the Visually Impaired, will be able to explain of technological support tools and of supporting non-technological, will be able to learn Supports use in educational environment and supports the user in daily life		
COURSE OBJECTIVES			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course , the students will be able to learn maintenance of assistive technology and will be able to explain Computers and computer programs, Navigation system. Also will be able to explain visually impaired supporting technologies, the importance and benefit		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Visually impaired supporting technologies, the importance and benefit
2	Support systems for the Visually Impaired
3	Technological support tools
4	Supporting non-technological
5	Computers and computer programs
6	Navigation systems
7-8	Selection of appropriate assistive technology-Midterm Exam
9	Supports use in educational environment
10	Supports use in educational environment
11	Supports the user in daily life
12	Supports the user in daily life
13	Supporting technologies Care
14	Maintenance of assistive technology
15-16	Maintenance of assistive technology-Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012008 COURSE NAME Social Skill Instruction for Visually Impaired

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course; students will be able to learn to definition of social skills, types of social skills,lack of social skills and aggressive behavior, to explain children with mental retardation and pervasive developmental disorder in children exhibiting social and emotional development and feelings of emotional competence discernment, comprehension and expression, emotional competence-promoting activities, learn teaching social skills in school-age children, direct teaching method mid-term teaching social skills in school-age children-2-Peer teaching social skills throug,Teaching social skills in school-age children-3-Social stories treatment and school-age children, and social skills training, cognitive Strategy Instruction offensive.		
COURSE OBJECTIVES	The aim of this course is to learn to definition of social skills, types of social skills,lack of social skills and aggressive behavior, to explain children with mental retardation and pervasive developmental disorder in children exhibiting social and emotional development and feelings of emotional competence discernment, comprehension and expression, emotional competence-promoting activities, learn teaching social skills in school-age children, direct teaching method mid-term teaching social skills in school-age children-2-Peer teaching social skills throug,Teaching social skills in school-age children-3-Social stories treatment and school-age children, and social skills training, cognitive Strategy Instruction offensive.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to learn social emotional skills and peer relationships appropriate therapies designing the evaluation and assessment results, types of social skills,lack of social skills and aggressive behavior, then will be able to explain Social skills in early childhood education teaching skills-opportunity-game Instruction, to use of technology in the teaching of social skills-videos of being a models		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			



COURSE SYLLABUS	
WEEK	TOPICS
1	The definition of social skills, Types of social skills, lack of social skills and aggressive behavior
2	With mental retardation and pervasive developmental disorder in children exhibiting social and emotional development
3	Social emotional skills and peer relationships appropriate therapies designing the evaluation and assessment results
4	Feelings of emotional competence discernment, comprehension and expression. Emotional competence-promoting activities.
5	Social skills in early childhood education teaching skills-Opportunity-Game Instruction
6	Social skills in early childhood education teaching skills Friendship-Friendship skills activities
7-8	Teaching social skills in school-age children-in-1 Direct Teaching Method Mid-Term
9	Teaching social skills in school-age children-2-Peer teaching social skills through
10	Teaching social skills in school-age children-3-Social stories treatment
11	
12	Use of technology in the teaching of social skills-videos of being a models
13	Student presentations and giving feedback
14	Student presentations and giving feedback
15-16	Student presentations and giving feedback- Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012009 COURSE NAME Research in Learning Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Examining Research in Learning Disabilities. Reading Problems Learning Disability Researches. Writing Problems and Learning Disability Researches. Mathematics Problems and Learning Disability Researches. Comparison of Learning Disability Researches in the World and Turkey		
COURSE OBJECTIVES	the aim of this lesson inform students about the following topics; Examining Research in Learning Disabilities. Reading Problems Learning Disability Researches. Writing Problems and Learning Disability Researches. Mathematics Problems and Learning Disability Researches. Comparison of Learning Disability Researches in the World and Turkey.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to learn 1. Examining Research in Learning Disabilities. 2. Reading Problems Learning Disability Researches. 3. Writing Problems and Learning Disability Researches. 4. Mathematics Problems and Learning Disability Researches. 5. Comparison of Learning Disability Researches in the World and Turkey		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Examining Research in Learning Disabilities.
3	Examining Research in Learning Disabilities.
4	Examining Research in Learning Disabilities.
5	Reading Problems Learning Disability Researches.
6	Reading Problems Learning Disability Researches.
7-8	Mid Term Exam
9	Writing Problems and Learning Disability Researches.
10	Writing Problems and Learning Disability Researches.
11	Mathematics Problems and Learning Disability Researches.
12	Mathematics Problems and Learning Disability Researches.
13	Comparison of Learning Disability Researches in the World and Turkey
14	Comparison of Learning Disability Researches in the World and Turkey
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



SEMESTER Spring

COURSE CODE	545012010	COURSE NAME	Alternative Communication Methods & Technologies
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Alternative Communication Methods and Technologies lesson, students will be able to describe basic foundations of augmentative and alternative communication(AAC), the relationship between assistive technology and AAC, the various AAC team assessment models and approaches, the roles and responsibilities pertaining to the members of the AACassessment and intervention team, the specific capabilities and components associated with the AACassessment process, possible barriers and trouble shooting issues associated with appropriatedecision making in AAC intervention, knowledge of the impact of developmental, acquired andother disabilities as related to AAC., different AAC needs of individuals in the home/community vs. theschool or medical setting, integrate and synthesize information to identify needs and makeappropriate recommendations for AAC intervention.		
COURSE OBJECTIVES	The aim of this lesson is to teach students to describe the basic foundations of augmentative and alternative communication(AAC), the relationship between assistive technology and AAC, the various AAC team assessment models and approaches, the roles and responsibilities pertaining to the members of the AACassessment and intervention team, the specific capabilities and components associated with the AACassessment process, possible barriers and trouble shooting issues associated with appropriatedecision making in AAC intervention, knowledge of the impact of developmental, acquired andother disabilities as related to AAC, different AAC needs of individuals in the home/community vs. theschool or medical setting, integrate and synthesize information to identify needs and makeappropriate recommendations for AAC intervention.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.will be able to describe, At the end of this course, the student will be able to; 1.Describe the basic foundations of and alternative communication(AAC). 2.Discuss the relationship between assistive technology and AAC. 3.Describe the various AAC team assessment models and approaches. 4.Describe the roles and responsibilities pertaining to the members of the AACassessment and intervention team. 5.Identify the specific capabilities and components associated with the AACassessment process. 6.Identify possible barriers and trouble shooting issues associated with appropriatedecision making in AAC intervention. 7.Describe/demonstrate knowledge of the impact of developmental, acquired andother disabilities as related to AAC. 8.Identify different AAC needs of individuals in the home/community vs. theschool or medical setting.- 9.Interpret, integrate and synthesize information to identify needs and makeappropriate recommendations for AAC intervention.		
TEXTBOOK			

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic concepts in human interaction and communication.
2	Sign-symbol-channel concepts in relation to AAC
3	The role of symbolic representation in voluntary human interaction.
4	Types and definitions of different symbol systems.
5	Defining assistive vs. alternative systems used for communication
6	Aspects of AAC.
7-8	MidTerm Exam
9	AAC technology for the blind.
10	AAC technology for the speech impaired.
11	Examples of AAC and their application -1
12	Examples of AAC and their application -2
13	Examples of AAC and their application -3
14	Examples of AAC and their application -4
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

**Date:**  
**Instructor(s):**  
**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012011 COURSE NAME Functional Communication Training

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	In Functional Communication Training lesson, students will be able to describe naturalistic teaching, treating teaching opportunities, help strategies, incidental teaching, basic conversation skill, taking turns, talk that teaches, praising the child questions that teaches, expanding language and prompting language.		
COURSE OBJECTIVES	At the end of this course, the student will be able to; 1.will be able to describe, 2.Students will be able to describe What is Naturalistic Teaching? 3. Students will be able to describe Creating Teaching Opportunities 4. Student will be able to describe Help Strategies 5. Student will be able to describe Incidental Teaching 6.Students will be able to describe Basic Conversation Skill 7. Students will be able to describe Taking Turns 8. Students will be describe Talk That Teaches 9. Students will be able to Praising the Child 10. Students will be able to Questions that Teaches 11. Students will be able to describe Expanding Language 12. Students will be able to describe Prompting Language		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.will be able to describe, 2.Students will be able to describe What is Naturalistic Teaching? 3. Students will be able to describe Creating Teaching Opportunities 4. Student will be able to describe Help Strategies 5. Student will be able to describe Incidental Teaching 6.Students will be able to describe Basic Conversation Skill 7. Students will be able to describe Taking Turns 8. Students will be describe Talk That Teaches 9. Students will be able to Praising the Child 10. Students will be able to Questions that Teaches 11. Students will be able to describe Expanding Language 12. Students will be able to describe Prompting Language		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

**COURSE SYLLABUS**

WEEK	TOPICS
1	Introduction to Naturalistic Teaching
2	What is Naturalistic Teaching?
3	Creating Teaching Opportunities
4	Help Strategies
5	Incidental Teaching
6	Basic Conversation Skill
7-8	MidTerm Exam
9	Taking Turns
10	Talk That Teaches
11	Praising the Child
12	Questions that Teaches
13	Expanding Language
14	Prompting Language
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
 Instructor(s):  
 Signature:



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545012701 COURSE NAME Doctorate Thesis

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	0	1	0	0	25	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	50
	Quiz		
	Homework		
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	50
PREREQUIEITE(S)			
COURSE DESCRIPTION	The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.		
COURSE OBJECTIVES	Taking the lead for doctoral student, ensuring students to acquire knowledge, skills and attitude		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this module students will be able to: 1. Choose a problem statemant and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem, 3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.		
TEXTBOOK	Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications.		
OTHER REFERENCES	Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc. Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.		
TOOLS AND EQUIPMENTS REQUIRED			



COURSE SYLLABUS	
WEEK	TOPICS
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Class evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE 545011008 COURSE NAME Applied Parental Training

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Describing family characteristics and reactions, discussing effects of child on family system, defining family needs, using the evaluation tools that related to family needs, defining family education goals, implementing family education programs.		
COURSE OBJECTIVES	The aim of Applied Parental Training course is to inform doctoral students on characteristics of family and family reactions, evaluating tools on defining family needs, implementation family education programs.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. describe family characteristics and reactions. 2. discuss effects of child on family system. 3. define family needs. 4. use the evaluation tools that related to family needs. 5. define family education goals. 6. implement family education programs.		
TEXTBOOK	Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eğitimi. Ankara: Pegem A yayınevi.		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		

COURSE SYLLABUS	
WEEK	TOPICS
1	Children with special needs and their families
2	Services and supports for families
3	Meeting families' needs
4	Collecting data on families and evaluation
5	Family Participation
6	Communication with families and ethics
7-8	Mid-term Exam
9	Family education implementation models
10	Family education implementation models
11	Family education programs
12	Family education programs
13	Student presentations
14	Student presentations
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011009 | COURSE NAME | Interdisciplinary Special Education Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Defining scientific disciplines related to special education, describing contemporary issues in scientific disciplines related to special education, reviewing contemporary studies in scientific disciplines related to special education, writing a review article on a specific topic in scientific disciplines related to special education.		
COURSE OBJECTIVES	The aim of Interdisciplinary Special Education Seminar course is to inform doctoral students on special education and psychological counseling and guidance, educational technology, education management, primary schools program, preschool education.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. define scientific disciplines related to special education. 2. describe contemporary issues in scientific disciplines related to special education. 3. review contemporary studies in scientific disciplines related to special education. 4. write a review article on a specific topic in scientific disciplines related to special education		
TEXTBOOK			
OTHER REFERENCES	Handouts		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		

COURSE SYLLABUS	
WEEK	TOPICS
1	THE FIELD OF SPECIAL EDUCATION AND RELATED DISCIPLINES
2	THE FIELD OF SPECIAL EDUCATION AND PSYCHOLOGICAL COUNSELING AND GUIDANCE
3	THE FIELD OF SPECIAL EDUCATION AND PSYCHOLOGICAL COUNSELING AND GUIDANCE
4	THE FIELD OF SPECIAL EDUCATION AND PSYCHOLOGICAL COUNSELING AND GUIDANCE
5	THE FIELD OF SPECIAL EDUCATION AND EDUCATIONAL TECHNOLOGY
6	THE FIELD OF SPECIAL EDUCATION AND EDUCATIONAL TECHNOLOGY
7-8	MidTerm Exam
9	THE FIELD OF SPECIAL EDUCATION AND EDUCATIONAL TECHNOLOGY
10	THE FIELD OF SPECIAL EDUCATION AND EDUCATIONAL ADMINISTRATION
11	THE FIELD OF SPECIAL EDUCATION AND EDUCATIONAL ADMINISTRATION
12	THE FIELD OF SPECIAL EDUCATION AND DIFFERENT SUBJECTS IN ELEMENTARY EDUCATION
13	THE FIELD OF SPECIAL EDUCATION AND DIFFERENT SUBJECTS IN ELEMENTARY EDUCATION
14	THE FIELD OF SPECIAL EDUCATION AND PRESCHOOL EDUCATION
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011010 | COURSE NAME | Research Review Early Childhood Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Synthesizing of related literature in early childhood special education, writing a literature review based article on early childhood special education		
COURSE OBJECTIVES	The aim of Reviews of Studies Regarding Early Childhood Special Education course is to inform doctoral students on basic concepts about special education in early childhood, defining topic according to literature, examining and reporting articles.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. synthesize related literature in early childhood special education 2. write a literature review based article on early childhood special education		
TEXTBOOK			
OTHER REFERENCES	HANDOUTS		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course		

COURSE SYLLABUS	
WEEK	TOPICS
1	EARLY CHILDHOOD SPECIAL EDUCATION: MAIN CONCEPTS
2	IDENTIFYING A TOPIC TO WRITE A LITERATURE REVIEW BASED ARTICLE
3	IDENTIFYING A TOPIC TO WRITE A LITERATURE REVIEW BASED ARTICLE
4	REVIEW OF ARTICLES AND REPORTING THEM
5	REVIEW OF ARTICLES AND REPORTING THEM
6	REVIEW OF ARTICLES AND REPORTING THEM
7-8	MidTerm Exam
9	REVIEW OF ARTICLES AND REPORTING THEM
10	REVIEW OF ARTICLES AND REPORTING THEM
11	REVIEW OF ARTICLES AND REPORTING THEM
12	REVIEW OF ARTICLES AND REPORTING THEM
13	REVIEW OF ARTICLES AND REPORTING THEM
14	REVIEW OF ARTICLES AND REPORTING THEM
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:  
Instructor(s):  
Signature:



SEMESTER	Fall
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COURSE CODE	545011011	COURSE NAME	Meta Analysis in Single Subject Research
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	x		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Debating single subject research. Discussing the concept of meta-analysis. Creating a database for the meta-analysis. Using the Microsoft Office Access. Discussing the meta-analysis in single subject research. Making a meta-analysis study.		
COURSE OBJECTIVES	The aim of Meta Analysis in Single Subject Research course is to inform doctoral students on definition of meta-analysis, its differences from review, its steps, evidence based paractises in special education, meta analysis in single subject research methods, mea analysis methods used in single subject research methods, comparison of meta-analysis methods.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Debate single subject research. 1.1 Describe the characteristics of single-subject research. 1.2 Compare the single-subject research with each other in terms of similarities and differences. 1.3 Explain when the single-subject research are used. 2. Discuss the concept of meta-analysis. 2.1 Define the concept of meta-analysis. 2.2 Explain the differences between meta-analysis and review. 2.3 Explain the benefits of meta-analysis. 2.4 Debate the criticism about meta-analysis.2.5 Counts the steps of the meta-analysis. 3. Create a database for the meta-analysis. 3.1 Use the Microsoft Office Access. 3.2 Create a database using Microsoft Access. 3.3 Entry the data into database obtained from articles. 3.4 Make calls or search in the database. 4. Discuss the meta-analysis in single subject research. 4.1 Describe the requirement for a meta-analysis in the field of special education. 4.2 Define the evidence-based interventions. 4.3 Count the criteria of evidence-based interventions. 4.4 Express the meta-analysis methods used in single-subject research. 4.5 Compare the meta-analysis methods used in single-subject research to with each other in terms of similarities and differences. 5. Make a meta-analysis study. 5.1 Review the literature for meta-analysis. 5.2 Review the article for descriptive analysis. 5.3 Digitize the data obtained from articles. 5.4 Calculate the effect size of data obtained from articles. 5.5 Report the meta-analysis. 5.6 Present the meta-analysis.		
TEXTBOOK			
OTHER REFERENCES	Abramson J. H. (1994). Making Sense of Data. 2nd edition. New York: Oxford University Press. Akgöz, S., Ercan, İ., & Kan, İ. (2004). Meta-analizi. Uludağ Üniversitesi Tıp Fakültesi Dergisi, 30, 107-112. Balci, A. (2001). Sosyal Bilimlerde Araştırma: Yöntem, Teknik ve İlkeler. Ankara: PegemA Yayıncılık. Banda, D. R., & Therrien, W. J. (2008). A teacher's guide to meta-analysis. Teaching Exceptional Children, 41, 66-71.		



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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Projector and computer for presentation of course

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Course Introduction Review of Course Outline
2	Review of Single Subject Research Methods
3	Meta-Analysis Meta-Analysis and Review
4	Advantages of the Meta-Analysis Criticisms against the Meta-Analysis
5	Meta-Analysis Stages
6	Using Microsoft Office Access 2007/2010
7-8	MidTerm Exam
9	Meta-Analysisin Special Education Evidence-Based Intervention
10	Meta-Analysis in Single Subject Research, Meta-Analysis Methods Used in Single Subject Research
11	Investigation of the Meta-Analysis of Articles Used in Single Subject Research 1st Homework Delivery
12	Comparing the Meta-Analysis Methods Used in Single Subject Research
13	Assignment Office
14	Homework Presentation Homework Delivery
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



T.C.  
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011012 | COURSE NAME | Science Education of Hearing Impaired Children

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ( )	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)	The students are responsible for joining the courses regularly and join the discussions.		
COURSE DESCRIPTION	This lesson includes subject following, the subjects of Science Education in classes of primary schools, techniques of materials preparation, the techniques of materials using, how to do test, techniques of preparation of test paper, subject declination, the checking of materials, preparing of materials to next activity and applying, importance of next activity, annual plan and unit plan, importance of assessment.		
COURSE OBJECTIVES	The aim of this lesson is to inform students about the subjects of Science Education in classes of primary schools, techniques of materials preparation, the techniques of materials using, how to do test, techniques of preparation of test paper, subject declination, the checking of materials, preparing of materials to next activity and applying, importance of next activity, annual plan and unit plan, importance of assessment.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Recognize the curriculums of preschool and primary school science and technology lesson. 1.1. Recognize the goals of preschool and primary school science and technology lesson. 1.2. Recognize the contents of preschool and primary school science and technology lesson. 1.3. Recognize the instructional methods of preschool and primary school science and technology lesson. 1.4. Recognize the instructional materials of preschool and primary school science and technology lesson. 1.5. Recognize the evaluation techniques of preschool and primary school science and technology lesson. 2. Explain the evaluation techniques of preschool and primary school science and technology lesson. 2.1. Explain the formal evaluation techniques of preschool and primary school science and technology lesson. 2.2. Explain the informal evaluation techniques of preschool and primary school science and technology lesson. 3. Explain the activities used in applying preschool and primary school science and technology lesson. 3.1. Determine the language level of hearing impaired students according to the preschool and primary school science and technology lesson. 3.2. Determine the knowledge level of hearing impaired students according to the preschool and primary school science and technology lesson. 3.3. Prepare science and technology activities appropriate for the language and knowledge level of hearing impaired students. 4. Prepare group language lesson materials appropriate for the level of hearing impaired students. 4.1. Determine contents and materials appropriate for the level of hearing impaired students. 4.2. Prepare contents and materials appropriate for the level of hearing impaired students. 5. Plan group language lesson appropriate for the level of hearing impaired students. 5.1. Recognize the language and knowledge level of hearing impaired students. 5.2. Plan group language lesson appropriate for the level of hearing impaired students. 5.3. Plan group language lesson and one-to-one working appropriate for the level of hearing impaired students.		

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Developing primary curriculum.
2	Preparing material.
3	Developing topic.
4	Developing science material.
5	Preparing follow-up activities.
6	Preparing follow-up activities.
7-8	MidTerm Exam
9	Writing plan for science lesson.
10	Developing topic.
11	Proctive and assessment.
12	Practice
13	Preparing science curriculum.
14	Assessment
15-16	Final Exam

<b>NO</b>	<b>PROGRAM OUTCOMES</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

**Date:**  
**Instructor(s):**  
**Signature:**



T.C.  
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011013 | COURSE NAME | Contemporary Approaches in Early Childhood Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	2	2	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ( )		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Specifying and evaluating the contemporary practices with scientific based in early childhood in the field of special education. Realizing the evaluation of the effectiveness of the early education scientific based practices for the children aged 0-6 and for their families.		
COURSE OBJECTIVES	The aim of this lesson is to inform students about scientific based contemporary practices and evaluation, the effectiveness of the early education scientific based practices for the children aged 0-6 and for their families also, to give information about review and evaluation of international and national special education practices in early childhood.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lesson the students will be able to; 1. realize the contemporary practices with scientific based in early childhood in the field of special education. 2. explain evaluation the contemporary practices with scientific based in early childhood in the field of special education. 3. realize the effectiveness of the practices with scientific based for the children who have different developmental disabilities and aged 0-6. a.realize the effectiveness of the practices with scientific based for the families whose children have different developmental disabilities and aged 0-6. 4. explain the review of international special education practices in early childhood. a. explain the evaluation of international special education practices in early childhood. 5. explain the review of national special education practices in early childhood. a. explain the evaluation of national special education practices in early childhood.		
TEXTBOOK			
OTHER REFERENCES	Handouts and power point presentations as recommended and required reading is provided at course website (WebCT).		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Specification of the contemporary practices with scientific based in early childhood in the field of special education.
2	Specification of the contemporary practices with scientific based in early childhood in the field of special education.
3	Evaluation of the contemporary practices with scientific based in early childhood in the field of special education.
4	Evaluation of the contemporary practices with scientific based in early childhood in the field of special education.
5	Evaluation of the effectiveness of the early education practices with scientific based for the children who have different developmental disabilities and aged 0-6.
6	Evaluation of the effectiveness of the early education practices with scientific based for the children who have different developmental disabilities and aged 0-6.
7-8	Mid Term Exam
9	Evaluation of the effectiveness of the early education practices with scientific based for the families whose children have different developmental disabilities and aged 0-6.
10	Evaluation of the effectiveness of the early education practices with scientific based for the families whose children have different developmental disabilities and aged 0-6.
11	Review of international and national special education practices in early childhood.
12	Review of international and national special education practices in early childhood.
13	Evaluation of international and national special education practices in early childhood.
14	Evaluation of international and national special education practices in early childhood.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:  
Instructor(s):  
Signature:



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ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE | 545011014 | COURSE NAME | Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	0	3	0	0	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ( )		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.		
COURSE OBJECTIVES	The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .		
TEXTBOOK	APA (2009). Amerikan psikoloji derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.		
OTHER REFERENCES	Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		



COURSE SYLLABUS	
WEEK	TOPICS
1	Current developments and problems in the field
2	Determining a problem
3	The literature review
4	Preparing a research proposal
5	Data collection
6	Data collection
7-8	MID-TERM
9	Data analysis
10	Data analysis
11	Results
12	Conclusions and recommendations
13	Writing research report
14	Presentation of research report
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
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2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Instructor(s):  
Signature: