



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Introduction to Education
-------------	--	-------------	---------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

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

COURSE OBJECTIVES

This course aims to provide basic information about educational sciences and pedagogies for special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Şişman, M. (2021). Eğitim Giriş, Pegem Akademi Yayıncılık, Ankara.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of education
2	The relationship between science and education and it's other functions
3	The historical development of educational science
4	Trends in education in the 21st century
5	Research methods in educational science
6	Research methods in educational science
7	Structure of the Turkish National Education System
8	MID-TERM EXAM
9	Structure of the Turkish National Education System
10	Characteristics of the Turkish National Education System
11	The role of teachers in the education system
12	Teaching profession
13	Applications in the field of teacher training
14	Developments in the field of teacher training
15	Developments in the field of teacher training
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department
COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Development in Infancy and Childhood
--------------------	--	--------------------	--------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts: development, growth, maturation; prenatal development and factors affecting prenatal development; physical development, definition and importance; physical development characteristics of children age 0-6; physical and physiological characteristics of adolescence; cognitive development, definition and importance; concepts of cognitive development; language development, definition and importance; characteristics of language development period; factors affecting language development; social-emotional development, definition and importance; social-emotional developmental characteristics according to period; moral development, definition and importance; moral development and characteristics; sexual development and education; sexual development process; sex education; self-care skills, the development of self-care skills and self-care skills according to developmental stage

COURSE OBJECTIVES

This aim of this course is to provide foundational information about 0-6 year child development for special education teacher candidates

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

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

OTHER REFERENCES

San Bayhan, P. & Artan, İ. (2012). Çocuk Gelişimi ve Eğitimi. Morpa Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Ataturk's Principles and History of Turkish Revolution 1
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Concepts, definitions, methods and definition of source, the Industrial Revolution and the French Revolution, the Ottoman Empire (XIX. Century), administrative reforms, I. and II. Constitutional Monarchy, Tripoli and Balkan Wars, World War I, Armistice Agreement, Wilson Principles, Paris Conference, M. Kemal's arrival in Samsun and Anatolia, Amasya Circular, the National Congress, Opening of the Chamber of Deputies, Parliament Organization and insurrections Organization to constitution, establishment of regular army, I. İnönü, II. İnönü, Kütahya-Eskişehir, Sakarya Wars and Grand Attack, agreements during the War of Independence, the Treaty of Lausanne, Abolition of the Sultanate.

COURSE OBJECTIVES

This course is part of the overall culture of the special education teachers to gain information about Ataturk's principles and institutions of our republic period.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

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

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Foreign Language 1
--------------------	--	--------------------	--------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	This course is designed to enable students carry out all kinds of activities in a foreign language in their own academic reading, speaking, listening and writing skills in a particular activity. In this course, by creating interesting contexts, giving exercises to increase the legibility of the language, demonstrating the use of the language in real communication skills linguistic and communicative skills of the students will be developed and their proficiency in a foreign language will be increased.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to have special education teacher candidates gain the language skills they will use in all kinds of academic activities.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will gain required foreign language skills to use for courses and studies.
--	--

COURSE OUTCOMES	Speaks in a foreign language. Writes in a foreign language. Reads in a foreign language.
------------------------	--

TEXTBOOK	Course notes and reading texts
-----------------	--------------------------------

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Grammar
2	Grammar
3	Vocabulary
4	Vocabulary
5	Reading
6	Reading
7	Reading
8	MID-TERM EXAM
9	Listening
10	Listening
11	Speaking
12	Speaking
13	Writing
14	Writing
15	Writing
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Turkish 1: Oral Expression
-------------	--	-------------	----------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (Weekly Speaking and Writing Activities)		10	60
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Features of Turkish, basic speaking and writing skills, correct and effective speaking skills, writing types and techniques, and speaking and writing practices.

COURSE OBJECTIVES

As a teacher candidate; to comprehend the characteristics of Turkish, to use it correctly and effectively, to use Turkish at a high level during the education period by improving speaking and writing skills.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

To be able to use Turkish correctly, effectively and competently in speaking and writing as a teacher candidate.

COURSE OUTCOMES

Teacher candidates taking this course will be able to distinguish the basic language features of Turkish and speak and write Turkish correctly and effectively.

TEXTBOOK

- G. Leyla UZUN ve İlknur KEÇİK, (2001) Türkçede Sözlü ve Yazılı Anlatım, Anadolu Üniversitesi Yayınları

OTHER REFERENCES

- Yusuf Çotuksöken, (2011) Uygulamalı Türk Dili, Papatya Yayıncılık
- Mualla Murat Nuhoglu, (2009) Üniversiteler İçin Metne Dayalı Örnekli-Uygulamalı Türk Dili, Nobel Akademik Yayıncılık
- Fevziye Abdullah Tansel, (1978), İyi ve Doğru Yazma Usulleri, Ötüken Y.
- Murat Gülsoy, (2018) Büyübozumu: Yaratıcı Yazarlık, Can Yayınları
- Günseli Oral, (2003) Yine Yazı Yazıyoruz, Pegem Akademi Yayıncılık

TOOLS AND EQUIPMENTS REQUIRED

Board, Projection, Sound System, Sample Speech Video Records, Student Notebooks, Sample Written Texts

COURSE SYLLABUS

WEEK	TOPICS
1	Language, mother tongue, alphabet, written language, spoken language and its features
2	Spelling and punctuation rules, reflections on spoken and written language (theory and practice)
3	Sound events, reflections on spoken and written language (theory and practice)
4	Expression disorders, reflections on spoken and written language (theory and practice)
5	Characteristics, criteria, good and bad examples and applications of oral expression
6	Characteristics, criteria, good and bad examples and applications of oral expression
7	Paragraph creation and paragraph types (introduction-development-concluding paragraphs) & applications
8	MID-TERM EXAM
9	Types of written expression (explanation, discussion, narration, description) and their applications
10	Ways to develop thinking (defining, exemplifying, witnessing, comparison, etc.) practices
11	Text structure (structural features of the text, introduction-development-result sections) and application
12	Characteristics of textuality (coherence, coherence, contingency, informativeness, intertextuality) & applications
13	Text writing (drafting, writing, editing, sharing) and its applications
14	Informative, Descriptive, Narrative, Descriptive text writing and applications
15	Informative, Descriptive, Narrative, Descriptive text writing and applications
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Information Technologies
-------------	--	-------------	--------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Information technologies, basic concepts related to software and hardware, operating systems, word processing, spreadsheet program, presentation of data, Internet use in education, information technology and its impact on social structure and place in education, information systems security and related ethical issues.

COURSE OBJECTIVES

The purpose of this course is to equip will special education teacher candidates witt the computer skills they will use for academic activities.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

Performs basic operations that can be done with the computer.

TEXTBOOK

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Information technologies
2	Basic concepts related to software and hardware
3	Operating systems
4	Word processing
5	Spreadsheet program
6	Presentation of data
7	Presentation of data
8	MID-TERM EXAM
9	Internet use in education
10	Internet use in education
11	Information technology and its impact on social structure and place in education
12	Information technology and its impact on social structure and place in education
13	Information technology and its impact on social structure and place in education
14	Information systems security and related ethical issues
15	Information systems security and related ethical issues
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Health and First Aid
-------------	--	-------------	----------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Definition of First Aid and generalization, respiratory system and things to do in an emergency, the circulatory system and things to do in an emergency, cardiac arrest and things to do in emergencies, bleeding and things to do in emergencies, burns and things to do in emergencies, injuries, fractures and things to do in emergencies, poisoning and emergency situations Things to do, loss of consciousness and first aid, epileptic seizures, things to do during and after the seizure.

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

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

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Description of first aid and basic concepts
2	Respiratory and things to do in an emergency
3	Circulatory system and things to do in an emergency
4	Cardiac arrest and things to do in an emergency
5	Bleeding and things to do in an emergency
6	Burns and things to do in an emergency
7	Burns and things to do in an emergency
8	MID-TERM EXAM
9	Injuries and breaking and things to do in an emergency
10	Poisoning and things to do in an emergency
11	Loss of consciousness and first aid
12	Epilepsy
13	Things to do during seizures
14	Things to do after seizure
15	General review
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Effective Communication and Professional Ethics
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The importance of effective communication, communicating with peers, communicating with instructors, the importance and characteristics of special education teaching, the general competencies that special education teachers should have, personal and professional development in special education, following and applying scientifically based practices, definition and importance of ethics, general ethical principles and application areas, conceptual introduction to ethics, theory of ethics, special education teaching and ethics, students with special education needs and ethics, families of students with special education needs and ethics, ethical principles in special education, supporting students with special education needs and their families knowledge acquisition, preservation and sharing, cooperation, respect for socio-cultural differences, respect for gender, following, learning and sharing scientific knowledge.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to provide effective communication skills, professional and ethical general competencies that special education teachers should have.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will begin to have basic skills related to effective communication skills, professional and ethical general competencies that special education teachers should have.
--	---

COURSE OUTCOMES	<p>Explains the importance of effective communication.</p> <p>Explains the importance of effective communication with peers and lecturers.</p> <p>Explains the importance of effective communication with individuals with special needs, their families and specialists.</p> <p>Defines the basic concepts related to the importance and characteristics of special education teaching.</p> <p>Tells the general competencies that special education teachers should have.</p> <p>Explain the definition and importance of ethics.</p> <p>Tells the ethical principles in special education.</p>
------------------------	---

TEXTBOOK	Lecture notes.
-----------------	----------------

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	The importance of effective communication
2	Communicate effectively with peers and lecturers
3	Communicate effectively with individuals with special needs, their families and professionals
4	General competencies, personal and professional development that special education teachers should have
5	Following and applying scientifically based practices
6	Definition and importance of ethics and general ethical principles and application areas
7	Definition and importance of ethics and general ethical principles and application areas
8	MID-TERM EXAM
9	Conceptual introduction to ethics, ethical theory
10	Special education teaching and ethics
11	Students with special educational needs and ethics
12	Families of students with special educational needs and ethics
13	Ethical principles in special education: supporting students with special educational needs and their families
14	Knowledge acquisition, preservation and sharing, and cooperation
15	Respect for socio-cultural differences, respect for gender, following scientific knowledge, learning and sharing
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Special Education 1
-------------	--	-------------	---------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	4	0	0	4	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	10
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

There are no prerequisites for the course.

COURSE DESCRIPTION

Within the scope of this course, the basic concepts of Special Education, the principles of special education, its history, common types of disability; its definition, prevalence, evaluation, and issues related to training programs will be discussed.

COURSE OBJECTIVES

The aim of the course is to provide information about the basic subjects and concepts related to Special Education and the types of disabilities that are frequently encountered.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Thanks to this course, pre-service teachers will acquire basic concepts related to special education and will begin to have basic knowledge about the field.

COURSE OUTCOMES

Defines the basic concepts of special education.
List the principles of special education.
Explain the common types of disability.

TEXTBOOK

Melekoğlu, M., Sönmez-Kartal, M. (2019). Özel Eğitim.Vize Yayıncılık: Ankara.

OTHER REFERENCES

Lecture Notes

TOOLS AND EQUIPMENTS REQUIRED

Computer and Projector

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of special education
2	Basic concepts of special education
3	Intellectual disability
4	Intellectual disability
5	Intellectual disability
6	Autism spectrum disorder
7	Autism spectrum disorder
8	MID-TERM EXAM
9	Autism spectrum disorder
10	Autism spectrum disorder
11	Visual impairment
12	Visual impairment
13	Hearing impairment
14	Hearing impairment
15	Hearing impairment
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Education Psychology
-------------	--	-------------	----------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Definition and functions of educational psychology, learning and development-related basic concepts, physical, cognitive, emotional, social and moral development, factors affecting learning, learning theories, learning theories reflections on the teaching process, factors affecting learning.

COURSE OBJECTIVES

The main objective of this course is to learn the nature, factors affecting learning, learning theory and the psychology of learning to teach is also occurring during childhood physical, mental, emotional, and social development, to investigate.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

--

COURSE OUTCOMES

Know education as a science, understand the relation between education and other sciences. know the relation between education and other social institutions, understand new perspectives and approaches in education.

TEXTBOOK

Senemoğlu, N. (2011). Gelişin öğrenme ve öğretim Kuramdan Uygulama. Ankara: Pegem Akademi Yayıncılık.

OTHER REFERENCES

Yeşilyaprak, B. (2011). Eğitim Psikolojisi gelişim, öğrenme, öğretim. Ankara: Pegem Akademi Yayıncılık.
Yavuzer, H. (2012). Çocuk Psikolojisi. Ankara: Remzi Kitabevi

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	The importance of training teachers and students in psychology, the nature of development,
2	Development of physical and Devinsel
3	Cognitive development
4	Language development
5	Personality development
6	Moral Development
7	Moral Development
8	MID-TERM EXAM
9	The role of educational institutions and teachers to facilitate the development of children and adolescent
10	The nature of learning
11	Behavioral Theories of Learning
12	Social Learning Theory
13	Behavioral Theories of Learning
14	Humanistic Learning Theory
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Development in Adolescence and Adulthood
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts: physical, cognitive, language, social-emotional, self-care development and characteristics between the ages of 6-12; Physical, cognitive, language, social-emotional and self-care development and characteristics in adolescence after 12 years of age; characteristics of the adult period and moral development and characteristics according to the periods; sexual development and education; concepts related to sexual development; factors affecting sexual development; sexual development process according to developmental periods.

COURSE OBJECTIVES

The aim of this course is to provide special education teacher candidates with basic information about the period between the ages of 6-12, the adolescence period after the age of 12 and the development of adulthood.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teacher candidates will gain basic concepts about child development and development periods between the ages of 6-12, adolescence and adulthood at the age of 12 and beyond, and will begin to have basic skills related to the field.

COURSE OUTCOMES

Defines the basic concepts of development. Defines the basic concepts of physical, cognitive and linguistic development related to the 6-12 age period, adolescence and adulthood. Social-emotional development characteristics; have knowledge about moral development. Knows the basic concepts and processes related to sexual development.

TEXTBOOK

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

OTHER REFERENCES

San Bayhan, P. & Artan, İ. (2012). Çocuk Gelişimi ve Eğitimi. Morpa Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Ataturk's Principles and History of Turkish Revolution 2
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Basic concepts about Atatürk Principles and Revolution, Atatürk Principles and Revolutions.
---------------------------	---

COURSE OBJECTIVES	To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	To underline the idea that the national unity based on the principle "peace in the country peace in the world" can only be achieved through political, economic and military progress.
--	--

COURSE OUTCOMES	<p>At the end of this course; Students</p> <ol style="list-style-type: none"> 1.Explains Principles of Atatürk and main concepts related to Revolution history. <ol style="list-style-type: none"> 1.1.Explians the concepts of Reform/Revolution. 1.2.Describes the concept of National Forces. 1.3.Explains the concepts of Republic/Democracy. 1.4.Recognizes the concept of Ideology. 2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State. <ol style="list-style-type: none"> 2.1.Explains the developments at Ottoman Empire before Turkish Revolution. 2.2.Describes the World War I and its results. 2.3.Explains Turkish War of Independence. 2.4.Recognizes Turkish Revolution. 2.5.Remembers the mian principles of Turkish foreign politics. 2.6.Explains Principles of Atatürk and their importance. 3.Explains the effects of the developments at Europe and World on Turkish Republic. <ol style="list-style-type: none"> 3.1.Explains the effects of European and World politics on Turkey and the results of them. 3.2.Describes the effects of Capitalism/Emperialism on Turkey.
------------------------	---

	3.3.Explains the relations / problems between Turkey and its neighbours. 3.4.Explains the importance of Turkey at Europe and World
TEXTBOOK	Turan, Şerafettin (1995). Türk Devrim Tarihi, 3. ve 4. Kitap
OTHER REFERENCES	Timur, Taner. (1997). Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi.
TOOLS AND EQUIPMENTS REQUIRED	---

COURSE SYLLABUS

WEEK	TOPICS
1	Basic qualities of Revolutions & Turkish Revolution
2	Currents of Affecting the Turkish Revolution
3	Democratic State of Law
4	Establishment of the Turkish Law System
5	Establishment of the Turkish Education System
6	Restructuring of the Turkish Economy
7	Restructuring of the Turkish Economy
8	MID-TERM EXAM
9	Nature of the General Principle of Principles and Republicanism
10	Nationalism Policy
11	Principles of Populism and Statism
12	Laicism Policy
13	Policy Revolution
14	Criticisms and Responses Against Atatürk
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Foreign Language 2
--------------------	--	--------------------	--------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	--
------------------------	----

COURSE DESCRIPTION	Present Perfect ,Present Perfect Continuous , Adjectives , Adjectives & Adverbs , Adjectives & Adverbs , Passives , Passives , Conditionals , Relative Clause , Relative Clause , Noun Clause (49), Reported Speech (50), Gerunds And Infinitives .
---------------------------	---

COURSE OBJECTIVES	The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understanding reading and listening foreign language and expressing orally or in writing.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course.
--	---

COURSE OUTCOMES	Candidate teachers understand different social issues by reading English. Candidate of Classroom teachers gain abilities of reading, writing daily life's issues. Candidate of Classroom teachers gain ability of talking about themselves.
------------------------	---

TEXTBOOK	Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain
-----------------	---

OTHER REFERENCES	Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS

WEEK	TOPICS
1	Present Perfect, Present Perfect Continuous
2	Adjectives
3	Adjectives & Adverbs
4	Adjectives & Adverbs 2
5	Passives
6	Passives
7	Passives
8	MID-TERM EXAM
9	Conditionals
10	Conditionals 2
11	Relative Clause ,
12	Noun Clause
13	Noun Clause 2
14	Reported Speech, Gerunds And Infinitives .
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department
COURSE INFORMATION FORM

SEMESTER | **SPRING**

COURSE CODE		COURSE NAME	Turkish 2: Written Expression
--------------------	--	--------------------	-------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	
2nd Mid-Term			
Quiz			
Homework			2
Project			
Report			
Others (.....)		10	%60
FINAL EXAM		1	%40

PREREQUIEITE(S)

--

COURSE DESCRIPTION

Characteristics of Academic Speaking and Writing, Structure of Academic Discourse, Steps in Writing Scientific Reports and Articles, Ethical Principles to Consider in Scientific Speaking and Writing

COURSE OBJECTIVES

As a prospective teacher candidate; comprehending the characteristics of academic speaking and writing, utilizing academic language (both written and spoken) accurately and effectively, enhancing academic speaking and writing skills, and being able to proficiently employ academic language in all types of scholarly writings throughout the period of education

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

As a prospective teacher candidate, being able to utilize the Turkish language and academic discourse accurately, effectively, and proficiently in scientific speaking and writing processes

COURSE OUTCOMES

Teacher candidates who take this course will be able to distinguish the characteristics of Turkish and academic language, and use both Turkish and academic language (written and spoken) accurately and effectively

TEXTBOOK

- Mustafa Onur KAN, (2018) Akademik Yazma, Eğiten Kitap Yay

OTHER REFERENCES

- G. Leyla UZUN ve İlknur KEÇİK, (2001) Türkçede Sözlü ve Yazılı Anlatım, Anadolu Üniversitesi Yayınları
- Yusuf Çotuksöken, (2011) Uygulamalı Türk Dili, Papatya Yayıncılık
- Mualla Murat Nuhoglu, (2009) Üniversiteler İçin Metne Dayalı Örnekli-Uygulamalı Türk Dili, Nobel Akademik Yayıncılık
- Fevziye Abdullah Tansel, (1978), İyi ve Doğru Yazma Usulleri, Ötüken Y.

TOOLS AND EQUIPMENTS REQUIRED

Chalkboard, Projection System, Sound System, Sample Speech Video Recordings, Student Notebooks, Sample Written Texts

COURSE SYLLABUS

WEEK	TOPICS
1	Characteristics of Academic Language, Academic Speaking, and Writing
2	Utilization of Definitions, Concepts, and Terms in Academic Speaking and Writing
3	Objective and Subjective Expression in Speaking and Writing (Expository and Argumentative Discourse)
4	Structure and Types of Academic Texts (Articles, Reports, and Scientific Summaries, etc.)
5	Writing and Speaking Claims, Propositions (Verifying, Defending, or Refuting a Thought)
6	Writing/Speaking Persuasive, Argumentative Texts and Their Applications
7	Claim, Proposition Writing, and Speaking (Confirming, Defending, or Refuting a Thought)
8	MID-TERM EXAM
9	Formal Characteristics of Scientific Reports and Articles
10	Correct, "Formal Characteristics of Scientific Reports and Articles" accurately represents the given phrase. It addresses the structural and stylistic features that are expected in scientific reports and articles
11	Criteria for Academic Speaking and Writing Practice and Evaluation
12	Title Writing, Summarization, Keyword Crafting
13	Academic Speaking and Writing Exercises
14	Academic Speaking and Writing Exercises
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Universal Values and Individual Differences
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

The course includes: the scientific study of human behavior; an examination of psychological schools that explain the differences between individuals and within the individual, and the causes and consequences of differences; the issues of examining individual differences within universal values and human rights framework.

COURSE OBJECTIVES

The aim of the course is to develop knowledge, awareness, and attitudes that will enable pre-service teachers to respect the individual differences and rights of all students they will encounter in their professional lives, and thus make more effective teaching practices.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Teacher candidates will be supported to learn more about the individual differences of their students, whose individual characteristics differ from the average, and to make more effective professional practices in the future by developing awareness and positive attitudes.

COURSE OUTCOMES

At the end of this course, prospective teachers will be able to develop a contemporary understanding of universal values and human rights; will be able to learn about the reflections of individual differences such as personality, intelligence, talent, interest, and learning styles of students on education and will be able to discuss special education within the framework of fundamental human rights.

TEXTBOOK

OTHER REFERENCES

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

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department
COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Special Education 2
--------------------	--	--------------------	---------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework	1	10
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50
PREREQUIEITE(S)	There are no prerequisites for the course.		
COURSE DESCRIPTION	Within the scope of this course, rare types of disability; its definition, prevalence, evaluation, and issues related to training programs will be discussed.		
COURSE OBJECTIVES	The aim of the course is to provide information about types of disabilities that are rarely encountered.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Thanks to this course, pre-service teachers will acquire basic concepts related to special education and will begin to have basic knowledge about the field.		
COURSE OUTCOMES	Defines the basic concepts of special education. List the principles of special education. Explain the common types of disability.		
TEXTBOOK	Melekoğlu, M., Sönmez-Kartal, M. (2019). Özel Eğitim.Vize Yayıncılık: Ankara.		
OTHER REFERENCES	Lecture Notes		
TOOLS AND EQUIPMENTS REQUIRED	Computer and Projector		

COURSE SYLLABUS

WEEK	TOPICS
1	Learning disability
2	Learning disability
3	Language and speech disorders
4	Language and speech disorders
5	Physical disability
6	Physical disability
7	Physical disability
8	MID-TERM EXAM
9	Emotional and behavioral disorder
10	Emotional and behavioral disorder
11	Multiple disability
12	Multiple disability
13	Attention deficit and hyperactivity
14	Attention deficit and hyperactivity
15	Attention deficit and hyperactivity
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Braille Literacy
--------------------	--	--------------------	------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2.	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Braille writing system; tools and equipment used in the Braille writing system; Braille reading and writing the alphabet, one letter, two letters of syllables and words using abbreviations root reading, writing; math and science symbols.

COURSE OBJECTIVES

The aim of this course is to teach Braille literacy to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain basis concepts and skills related to Braille.

COURSE OUTCOMES

Defines the basic concepts of Braille literacy. Explains Braille literacy teaching practices.
Plans Braille literacy teaching.

TEXTBOOK

Lecture notes.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Braille writing system
2	Braille writing system
3	Braille writing system
4	Braille literacy
5	Braille literacy
6	Braille literacy
7	Braille literacy
8	MID-TERM EXAM
9	Braille math symbols
10	Braille math symbols
11	Braille science symbols
12	Braille science symbols
13	Braille science symbols
14	Application examples
15	Application examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Observations in Special Education Institutions
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2.	1	4	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Gaining school and class experience in special education institutions; observation of institutions and classrooms, to observe behavioral and developmental applications; observe the behavior of academic and non-academic behavior of children; observations and discussions; discussion recommendations about the issues that can be encountered in institutions and in the classroom.

COURSE OBJECTIVES

The aim of this course is to provide special education teachers information and experience about special education institutions.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain information and experience about special education institutions.

COURSE OUTCOMES

Observes special education institutions. Discuss notes on observations in special education institutions.
Solves problems encountered in special education institutions.

TEXTBOOK

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Institutions observation
2	Institutions observation
3	Institutions observation
4	Classroom observation
5	Classroom observation
6	Classroom observation
7	Classroom observation
8	MID-TERM EXAM
9	Classroom observation
10	Classroom observation
11	Classroom observation
12	Classroom observation
13	Discussions about the observations and solutions
14	Discussions about the observations and solutions
15	Discussions about the observations and solutions
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Inclusive Education Practices
--------------------	--	--------------------	-------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)

COURSE DESCRIPTION

The historical process of separate education in special education; criticism of separate education and political, legal, and social movements; the emergence of the concept of the least restrictive educational environment, its legal bases and types; transition from mainstreaming to inclusive education; definition of inclusive education, international developments and expansion; inclusive education in legislation and practice in Türkiye; factors affecting the success of inclusive education; supportive special education services in inclusive settings: counseling, classroom support, and resource room; collaboration and teamwork in inclusive education; current situation in inclusive education practices; research on inclusive education.

COURSE OBJECTIVES

The aim of the course is to enable pre-service teachers to gain knowledge of the historical developments, basic concepts, and current situation regarding the inclusive education environments where the majority of students with special needs are educated and the practices carried out in these environments.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Within the scope of this course, pre-service teachers will learn about inclusive education and the situation of inclusive education in practice. Thus, they will form the basis for their future studies in inclusive education environments.

COURSE OUTCOMES

At the end of this course, pre-service teachers will be able to define the basic concepts of placement and the least restrictive environment in special education, explain cooperation and teamwork in inclusive environments, and describe inclusive education practices in Türkiye and in the world.

TEXTBOOK

OTHER REFERENCES

İlköğretimde Kaynaştırma Uygulamaları – Bülbin Sucuoğlu ve Tevhide Kargın

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Measurement and Evaluation in Education
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

The place and the importance of measurement and evaluation in education, basis of measurement and evaluation, properties of educational psychometric instruments. The psychometric instruments which in use in education and their properties. Basic statistical techniques that in use for analyze the scores taken from psychometric instruments. Evaluating the educational outcomes, scoring and developing an educational psychometric instrument which related student's major.

COURSE OBJECTIVES

Comprehension the importance of measurement and evaluation in education. The knowledge of basic concepts of measurement and evaluation. Developing and administering a proper psychometric instrument. Using proper statistical analysis.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Comprehend the importance of measurement and evaluation in education and basic terms that related to it. Measure the reliability and validity of a psychometric instrument. Develop, administer and score psychometric instruments. Analyze the test statistics and item statistics of test scores.

TEXTBOOK

Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi.

OTHER REFERENCES

M. Fuat Turgut, Yaşar Baykul, Eğitimde Ölçme ve Değerlendirme, Pegem Akademi Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Introducing
2	Place and importance of measurement and evaluation in education.
3	Basic terms (measurement, types of measurement, types of scales and their properties, evaluation).
4	Error in measurement, techniques to determine reliability of a psychometric instrument.
5	Validity, techniques to determine validity of a psychometric instrument. Usefulness.
6	Psychometric instruments that use in education and their properties, essay questions, oral exams and short-answered questions.
7	Matching items, true/false items, and multiple choice tests.
8	MID-TERM EXAM
9	Performance assessment.
10	Test statistics, distribution statistics
11	Test statistics, distribution statistics
12	Item statistics
13	Item statistics
14	Item statistics
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Principles and Methods of Teaching
-------------	--	-------------	------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts related to education and training, program development process and elements that make up this process, planning of teaching, teaching principles, different teaching strategies, methods and techniques and their issues on the implementation

COURSE OBJECTIVES

Planning of teaching activities for the realization of an effective training, student-centered learning approaches used in the regulation of the teaching-learning processes, for the implementation of instructional strategies and teaching methods and techniques to develop the knowledge and skills.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Knows the basic concepts of education and training.
Analyze the program development process.
Recognize the elements of program development.
Queries relationships between the components of the program development process.
Explain the principles of teaching.
Examines the different approaches to learning.
Determine the teaching strategies which are appropriate the purpose, content and student properties.
Uses different teaching methods and techniques.
Effectively plan educational activities.
Describes the plan types which are used in teaching.
To make a plan of teaching appropriate for field by using appropriate teaching strategies, methods and techniques.

TEXTBOOK

Duman, B. (2011). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.

OTHER REFERENCES

Demriçel, Ö. (2011). Öğretim İlke ve Yöntemleri "Öğretme Sanatı". Ankara: Pegem Akademi Yayıncılık.
Hesapçioğlu, M. (2011). Öğretim İlke ve Yöntemleri. Ankara: Nobel Yayın Dağıtım.
Sönmez, V. (2010). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Program to analyze the development process
3	Examination of elements of the program development process
4	Planning of the teaching process
5	Approaches to learning
6	Teaching strategies
7	Teaching strategies
8	MID-TERM EXAM
9	Teaching methods and techniques
10	Teaching methods and techniques
11	Teaching tools and equipment
12	The duties and responsibilities of the teacher to improve the quality of instruction
13	Teacher competencies
14	Planning teaching activities
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Turkish Sign Language 1
--------------------	--	--------------------	-------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	---
COURSE DESCRIPTION	Developments and uses of sign languages in the world and in Turkey, usage features of Turkish Sign Language, hand-finger alphabet, grammatical features of Turkish Sign Language, Turkish Sign Language dictionary and its scope.
COURSE OBJECTIVES	The aim of the course is to enable students to acquire the historical development process of Turkish Sign Language, current sign language resources, basic Turkish Sign Language words, daily conversations and to gain basic sign language communication skills.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	In the scope of this course, pre-service teachers will learn the usage features of Turkish Sign Language and will be able to communicate with sign language at a basic level by developing their vocabulary related to sign language.
COURSE OUTCOMES	At the end of this course, students will be able to express the definition of Turkish Sign Language, its usage characteristics, hand-finger alphabet, daily spoken words in sign language and use sign language at a basic level.
TEXTBOOK	---
OTHER REFERENCES	---
TOOLS AND EQUIPMENTS REQUIRED	---

COURSE SYLLABUS

WEEK	TOPICS
1	Historical development of Turkish Sign Language
2	Uses of sign languages in the world
3	Usage features of Turkish Sign Language
4	Hand-Finger Alphabet and its usage areas
5	Daily colloquial words in Turkish Sign Language
6	Pronouns, verbs and question concepts in Turkish Sign Language
7	Pronouns, verbs and question concepts in Turkish Sign Language
8	MID-TERM EXAM
9	Numbers and time concepts in Turkish Sign Language
10	Colors and adjectives in Turkish Sign Language
11	Health concepts and our feelings in Turkish Sign Language
12	Concepts of home, family and clothes in Turkish Sign Language
13	Animals and plants in Turkish Sign Language
14	Occupations and vehicles in Turkish Sign Language
15	Food and drinks in Turkish Sign Language
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Early Childhood Special Education
-------------	--	-------------	-----------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts; identification of early childhood special education; law and early childhood special education; specialist in early childhood special education; family involvement; assessment in early childhood special education; intervention programs in early childhood special education; institute, home and institute-home based intervention; transition in early childhood special education; main themes in early childhood special education; play and developmentally appropriate intervention; natural instruction and family based intervention

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Bakkaloğlu, H., Çelik, S., & Tomris, G. (2022). Araştırmadan Uygulamaya Erken Çocukluk Özel Eğitimi El Kitabı. Vize Yayıncılık.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Fundamentals of Applied Behavior Analysis
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	2	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	20
	2nd Mid-Term		
	Quiz	1	20
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Fundamentals, history, definition, purpose, and basic concepts of applied behavior analysis; ethics in applied behavior analysis, description, and principles; identifying and defining target behaviors; behavioral goal writing; recording target behaviors and calculating reliability; graphing and analyzing data, data-based decision making; positive, negative, and automatic reinforcement; types, schedules, and use of reinforcement; types and use of prompts; stimuli shaping and behavior shaping; chaining and usage.
---------------------------	--

COURSE OBJECTIVES	This course aims to bring knowledge and skills to students in; applied behavior analysis and basic concepts; identifying, defining, and recording target behaviors; increasing appropriate behaviors and teaching new behaviors; reading and interpreting research based on applied behavior analysis. In addition, this course will enable the students to practice in simulations or authentic settings within the framework of the topics included in the content.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	At the end of this course, pre-service teachers will acquire basic concepts related to applied behavior analysis and have basic skills related to the field.
--	--

COURSE OUTCOMES	<ul style="list-style-type: none"> Defines the applied behavior analysis. Counts the principles of applied behavior analysis. Determines the target behavior. Defines target behavior. Writes behavioral goal. Records target behaviors. Calculates inter-observer reliability and application reliability. Graphs the collected data. Analyzes data and makes data-based decisions. Defines reinforcement, and lists types. Identifies effective reinforcers.
------------------------	---

	Defines prompting, and counts types. Uses prompting. Prepares task analysis.
TEXTBOOK	Erbaş, D. & Yücesoy-Özkan, Ş. (2017, Eds.). Uygulamalı Davranış Analizi. Pegem Akademi.
OTHER REFERENCES	Tekin-İftar, E. (2014, Ed.). Uygulamalı Davranış Analizi. Vize Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

COURSE SYLLABUS	
WEEK	TOPICS
1	Applied Behavior Analysis, Definition, History, Features, and Steps
2	Ethics in Applied Behavior Analysis
3	Identifying and Defining Target Behavior
4	Writing Behavioral Goal
5	Recording Target Behaviors
6	Recording Target Behaviors and Calculating Confidence
7	Recording Target Behaviors and Calculating Confidence
8	MID-TERM EXAM
9	Graphing and Visual Analysis
10	Data-Based Decision Making
11	Reinforcement and Reinforcement Types
12	Identifying Effective Reinforcers
13	Prompting and Prompts Types
14	Systematic Use of Prompts
15	Chaining
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teaching Methods in Special Education
--------------------	--	--------------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	2	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY			
Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge () Content Knowledge ()
ASSESSMENT CRITERIA			
MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term	1	20
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (Practice)	4	40
FINAL EXAM		1	40
PREREQUIEITE(S)	-		
COURSE DESCRIPTION	Teaching principles, learning principles, effective teaching and effective teacher, selection of teaching method, direct teaching, errorless teaching methods – methods based on response hints, natural teaching methods, video assisted teaching, planning the effective teaching, use of teaching methods		
COURSE OBJECTIVES	Special education teacher candidates learn the general characteristics of teaching methods and techniques to be used in teaching academic and non-academic skills to students with special education needs. They will be able to plan and apply teaching practices in special education.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	It is a course that will enable special education teacher candidates to gain the skills to apply teaching methods and techniques, the effects of which are scientifically proven, in order to teach students with special education needs.		
COURSE OUTCOMES	<p>Special education teacher candidates who successfully complete this course;</p> <ul style="list-style-type: none"> -Will be able to list teaching and learning principles, -Will be able to discuss the conditions to be considered in the selection of teaching method, -Will be able to explain the general features of direct instruction, -Will be able to list the steps of direct education, -Will be able to plan teaching using the direct teaching method, -To be able to teach by using the direct teaching method, -Will be able to explain the general characteristics of errorless teaching, -Will be able to define the basic concepts of errorless teaching, -Will be able to plan teaching by using errorless teaching methods, -To be able to teach by using errorless teaching methods, -Will be able to explain the general characteristics of natural education, -Will be able to plan teaching using natural teaching methods, -To be able to teach by using natural teaching methods, -Will be able to explain the general features of video-assisted teaching, -Will be able to list the steps of video-assisted teaching, -Will be able to plan teaching using video-assisted teaching method, -Will be able to teach by using video assisted teaching method. 		
TEXTBOOK	Aykut, Ç. ve Olçay, S. (Ed). (2022). Özel gereksinimli bireyler için etkili öğretim yöntemleri. Vize Akademik Yayıncılık		
OTHER REFERENCES	Sazak, E. (Ed.) (2022). Yanlırsız öğretim yöntemleri. Pegem Akademi Yayıncılık		
TOOLS AND EQUIPMENTS REQUIRED	Computer, projector.		

COURSE SYLLABUS

WEEK	TOPICS
1	Teaching principles, learning principles
2	Effective teaching, effective teacher
3	Choosing teaching method
4	Planning of instruction
5	Planning of instruction
6	Direct instruction
7	Direct instruction
8	MID-TERM EXAM
9	Direct instruction
10	Errorless teaching
11	Errorless teaching
12	Natural teaching
13	Natural teaching
14	Video-assisted instruction
15	Video-assisted instruction
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Assessment in Special Education
-------------	--	-------------	---------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	1	2	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

There are no prerequisites for the course.

COURSE DESCRIPTION

Within the scope of this course, the aims of assessment in special education are; medical, developmental, psychological and educational assessment; evaluation process: screening, diagnosis, placement, programming and program evaluation; pre-submission process in evaluation; submission and due diligence process; formal evaluation methods; informal assessment methods; curriculum-based assessment; observation; skills analysis; criterion dependent tests; study sample analysis; performance evaluation; reporting the evaluation process; developing measurement tools: preparing, applying, interpreting and using the obtained data to determine the performance and development of students in various teaching areas will be discussed.

COURSE OBJECTIVES

The aim of the course is to gain knowledge and skills about assessment in special education.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Thanks to this course, pre-service teachers will gain knowledge about assessment in special education and will begin to have knowledge and skills in developing and applying assessment tools.

COURSE OUTCOMES

Explain the evaluation process in special education.
List the assessment tools.
Prepares assessment tool.
Applies the assessment tool.

TEXTBOOK

Sola-Özgüç, C. (2021). Özel Eğitimde Değerlendirme. Vize Yayıncılık: Ankara.

OTHER REFERENCES

Lecture Notes

TOOLS AND EQUIPMENTS REQUIRED

Computer and Projector

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of assessment in special education
2	Assessment process in special education
3	Assessment process in special education
4	Formal assessment
5	Informal assessment
6	Informal assessment methods
7	Informal assessment methods
8	MID-TERM EXAM
9	Informal assessment methods
10	Informal assessment methods
11	Informal assessment methods
12	Informal assessment methods
13	Informal assessment methods
14	Informal assessment methods
15	Informal assessment methods
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	School Experience: Early Childhood Special Education
-------------	--	-------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	1	4	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Identifying the needs of the child and family, evaluating through observations and interviews, determining appropriate and correct goals for the child and his family, preparing and implementing an early childhood special education lesson plan that will support all developmental areas of the child, adult-child interaction strategies in the prepared lesson plan, naturalistic teaching strategies, environmental engagements, preparing and implementing a play-based early childhood special education plan, keeping records of students, keeping records of their teaching, evaluating what students can do, writing a final report, giving a graphical representation of student records.

COURSE OBJECTIVES

The aim of this course is to provide special education teacher candidates with the basic skills to practice in real teaching environments about the information transferred within the scope of early childhood special education course.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers candidates will gain the basic concepts of early childhood special education and will begin to have the skills to apply this theoretical knowledge in a real application environment.

COURSE OUTCOMES

Evaluates children and families with special needs in early childhood. It determines its requirements. Selects appropriate goals for the child and family in line with the needs. Plans and implements an early childhood special education program specific to these purposes.

TEXTBOOK

Bakkaloğlu, H., Çelik, S., & Tomris, G. (2022). Araştırmadan Uygulamaya Erken Çocukluk Özel Eğitimi El Kitabı. Vize Yayıncılık.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Identifying the needs of the child and family: Making observations
2	Identifying the needs of the child and family: Conducting interviews
3	Setting appropriate goals for the child and family
4	Make observations to plan the ECSE program
5	Placing adult-child interaction strategies in line with the needs of the child in the ECSE program
6	Include environmental regulations in the ECSE program in line with children's needs
7	Include environmental regulations in the ECSE program in line with children's needs
8	MID-TERM EXAM
9	Placing naturalistic teaching strategies in the ECSE program in line with children's needs
10	Preparing and implementing a play-based early childhood special education plan
11	Student record keeping
12	Keeping records of his teaching
13	Identifying what students can do with assessment tools
14	Write a results report
15	Include graphical representation of records
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Classroom Management
-------------	--	-------------	----------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

--

COURSE DESCRIPTION

Social and psychological factors that affect student behavior, classroom environment and group interaction, classroom management and discipline development and application of the rules, the use of time in the classroom, classroom organization, Motivation, Communication, starting a new era, creating a positive learning environment, and; Classroom and their ways of dealing with problems encountered in the conduct.

COURSE OBJECTIVES

The basic concepts and principles of effective classroom management comprehension and application, creating a positive classroom climate and classroom orkestralaştırılması life.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Define the concept of classroom management, learning environments understand the importance of creating a physical layout; classroom rules to explain what it is, the school and the class as a social system to interpret the learning-teaching process, to discuss the importance of organizing and effectively managing the plan; define the concept of communication, motivation-related concepts identify, definitions and conceptualizations to know about leadership, time effective ways to be able to recognize, understand the importance of the discipline of public life in the classroom, students may have a special apology to recognize groups; class to be aware of individual differences among students, special students identify strategies to be followed in order to solve problems who understand the need to co-operate; aoku-family co-operation to improve the preparation of a suitable environment and conditions, to contribute to the development of school-community relations.

TEXTBOOK

Aydın, A. (2011). *Sınıf yönetimi* (13.bs.). Ankara: Pegem.
Şişman, M. ve Turan, S. (Ed). (2011). *Sınıf yönetimi* (8.bs.). Ank.: Pegem.
Şişman, M. ve Turan, S. (2002). *Eğitimde TKY*. Ankara: Pegem.

OTHER REFERENCES

Jenkins, L. (1998). *Sınıflarda öğrenmenin iyileştirilmesi*. İst.: Rota/Kalder.
Langford, D. P. (1999). *Eğitimde Kalite Yönetimi*. İst.: Rota/Beko/Kalder
Çelik, V. (2003). *Sınıf Yönetimi*. Ankara: Nobel Yayıncılık.
Karip, E. (Ed). (2003). *Sınıf Yönetimi*. Ankara: Pegem.

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic Theory and Approaches to management
2	Determination and Application of Classroom Rules
3	Classroom Rules Determination and Implementation (Case Study 1)
4	Social class and the class as a System Learning Climate
5	Classroom Teaching-Learning Process Management
6	Classroom Communication and Group Interaction Process
7	As a leading teacher in the classroom
8	MID-TERM EXAM
9	His time in the classroom Learning Management
10	Classroom Discipline and Student Behaviour Management
11	Management of problematic students in the classroom and special
12	Teacher-Parent Talks Management
13	Models EFQM and Malcolm Baldrige Classroom Management Application
14	Models EFQM and Malcolm Baldrige Classroom Management Application
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	BAHAR
----------	-------

COURSE CODE		COURSE NAME	Research Methods in Education
-------------	--	-------------	-------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

--

COURSE DESCRIPTION

Challenges in Educational Research, Quantitative Research, Research Strategies, Qualitative Research, Research Methods and Principles

COURSE OBJECTIVES

Key Concepts and Principles of Research Methods; Research Process (identifying the problem, defining the problem and sample, data collection and analysis, interpreting results); General Characteristics of Data Collection Instruments; Data Analysis and Evaluation; Accessing Articles, Theses, and Databases; Research Models and Types; Fundamental Paradigms in Scientific Research; Quantitative and Qualitative Research Designs; Sampling, Data Collection, and Data Analysis in Qualitative Research; Validity and Reliability in Qualitative Research; Reviewing, Evaluating, and Presenting Articles or Theses; Preparing Research Reports in Accordance with Research Principles and Ethics; Action (Action) Research in Education

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Discussing Challenges in Student Educational Research, Students' Understanding of Quantitative Research Principles, Students' Familiarity with Research Strategies and Design Types, Students' Knowledge of Sampling Strategies in Quantitative and Qualitative Research, Students' Grasp of Qualitative Research Principles, Students' Ability to Analyze Research, Students' Capacity to Critique Research Methods

COURSE OUTCOMES

TEXTBOOK

Clark, V.P. & Creswell, J. W. (2009). Understand
Çepni, S. (2014) Araştırma ve Proje Çalışmalarına Giriş. Celepler Mat.
Metin, M. Ed. (2014) Kuramdan Uygulamaya Eğitimde Bilimsel Araştırma Yöntemleri. Pegem Yayıncılık
Karasar, N. (2014) Bilimsel Araştırma Yöntemi. Nobel Yayıncılık.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	What is Knowledge? What is the Source of Knowledge? What is Science?
2	Stages of the History of Science, Characteristics and Qualities of Science, Types of Scientific Knowledge: Fact, Hypothesis, Theory, Law, Relationship Between Science and Paradigm
3	Definition of Scientific Method, Stages of the Scientific Method, Fundamental Qualities of the Scientific Method, Basic Assumptions Underlying the Scientific Method, Fundamental Concepts in Scientific Research
4	Research Problem, Population, Sample, and Variables Concepts; Identifying the Research Problem, Determining the Research Topic, Selecting the Research Problem, Developing Sub-Problems, Types of Problems
5	Scientific Research Approaches, Quantitative Research Approaches, Qualitative Research Approach, Comparison of Qualitative and Quantitative Research Approaches
6	Research Methods and Their Classifications Used in Research
7	Research Methods and Their Classifications Used in Research
8	MID-TERM EXAM
9	Research Methods and Their Classifications Used in Research
10	Data Collection, Analysis, and Presentation
11	Data Collection, Analysis, and Presentation
12	Analysis of Qualitative Data
13	Validity and Reliability
14	Concepts of Scientific Ethics
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Turkish Sign Language 2
--------------------	--	--------------------	-------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	---
COURSE DESCRIPTION	Improving communication skills in sign language, making sentences and translation exercises from verbal Turkish to sign language, from sign language to verbal Turkish; The content and use of the Turkish Sign Language curriculum.
COURSE OBJECTIVES	The aim of the course is to improve students' communication skills with Turkish Sign Language, to teach them translation skills from verbal Turkish to sign language and vice versa, to gain sign language teaching skills by using the 'Turkish Sign Language' curriculum used in schools for the hearing impaired.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	In the scope of this course, teacher candidates will be able to communicate easily with Turkish Sign Language and will be equipped to teach sign language to students with hearing impairment, as well as teaching other academic skills with sign language.
COURSE OUTCOMES	At the end of this course, students will increase their vocabulary of Turkish Sign Language, be able to speak fluently in sign language, translate from verbal Turkish to sign language and from sign language to verbal Turkish, and use the Turkish Sign Language Teaching Program.
TEXTBOOK	---
OTHER REFERENCES	---
TOOLS AND EQUIPMENTS REQUIRED	---

COURSE SYLLABUS

WEEK	TOPICS
1	Sentence building exercises in Turkish Sign Language
2	Sentence building exercises in Turkish Sign Language
3	Sentence building exercises in Turkish Sign Language
4	Picture description studies in Turkish Sign Language
5	Picture description studies in Turkish Sign Language
6	Picture description studies in Turkish Sign Language
7	Picture description studies in Turkish Sign Language
8	MID-TERM EXAM
9	Making a paragraph translation in Turkish Sign Language
10	Making a paragraph translation in Turkish Sign Language
11	Making a paragraph translation in Turkish Sign Language
12	Translating text in Turkish Sign Language
13	Translating text in Turkish Sign Language
14	Content of Turkish Sign Language Curriculum
15	Use of Turkish Sign Language Curriculum
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



**ESOGÜ Special Education Department
COURSE INFORMATION FORM**

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Teaching Language and Communication Skills
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	
------------------------	--

COURSE DESCRIPTION	Basic concepts in language and communication skills, language development theories, language development periods in children, language development characteristics in children with special needs, evaluation of language and communication skills, expert and child-centered approaches in the development of language and communication skills.
---------------------------	---

COURSE OBJECTIVES	The aim of the course is to evaluate the language and communication skills of children with special needs and to provide them with the knowledge and skills necessary to determine the developmental levels of children and to apply the necessary language and communication interventions.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Within the scope of this course, pre-service teachers will be able to learn the developmental features of language and communication skills of students with special needs, evaluate their students in these areas of development, and prepare and implement the necessary support program according to the developmental characteristics they have determined after the assessment.
--	--

COURSE OUTCOMES	At the end of this course, students will be able to know the language development stages and characteristics of children with normal development, explain the possible language and development characteristics of children with special needs according to the type and degree of disability, evaluate the language and communication development of children with special needs, and prepare an intervention program suitable for this assessment.
------------------------	--

TEXTBOOK	Acarlar, F. and Diken, Ö.(Ed.) (2019.). Supporting Language and Communication Skills of Individuals with Disabilities
-----------------	---

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Language acquisition theories
3	Language development characteristics in children according to developmental periods
4	Communication and language development characteristics in individuals with intellectual disability
5	Communication and language development characteristics in individuals with autism spectrum disorder
6	Communication and language development characteristics in individuals with hearing impairment
7	Communication and language development characteristics in individuals with hearing impairment
8	MID-TERM EXAM
9	Communication and language development characteristics in individuals with learning disabilities
10	Assessment of language and communication skills
11	Language sample analysis
12	Examining sample reviews
13	Expert-centered approaches to support language and communication skills
14	Child-centered approaches to support language and communication skills
15	Mixed approaches to support language and communication skills
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Early Intervention Programs
--------------------	--	--------------------	-----------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Importance and definition of early intervention, basic components, basic theories shaping early intervention practices, evaluation in the early intervention process, development of early intervention according to needs, home-based, institution-based, home+institution-based and remote early intervention programs, parent-implemented early intervention programs, worldwide early intervention programs being implemented, early intervention programs being implemented in Turkey, Small Steps Early Education Program, Early Intensive Behavioral Education Program for Autistic Children, Responsive Teaching Program, Discrete Trials Educational Training Program, Naturalistic Teaching Early Intervention Program, Research on early intervention programs.

COURSE OBJECTIVES

The aim of this course is to provide special education teacher candidates with basic skills about the definition of early intervention, its importance, its basic components, the steps of early intervention program development, early intervention programs and types in the world and in Turkey, and scientific research.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teacher candidates will begin to have basic skills about the importance of early intervention, its definition, its basic components, the steps of developing an intervention program, and the early intervention programs being implemented in the world and in Turkey.

COURSE OUTCOMES

Defines early intervention. Explains the importance, tells the basic components. Explain the steps of early intervention program development. Knows what early intervention programs are in the world and in Turkey.

TEXTBOOK

Lecture notes

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:
02/08/2023

Date:



ESOGÜ Special Education Department
COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Advanced Topics in Applied Behavior Analysis
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	20
	2nd Mid-Term		
	Quiz	1	20
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Identifying and defining problem behavior; functions of problem behavior, determination of functions; antecedent-based practices: antecedent-based intervention and motivational intervention; positive behavioral support; reinforcement-based intervention: differential reinforcement, symbol reinforcement, and group-based reinforcement; withdrawal-based practices: extinction and response cost; punishment-based practices: time-out, overcorrection, and impulsive stimuli; self-management and self-management strategies; maintenance and generalization: maintenance strategies, generalization strategies; Prepare a behavior intervention plan.

COURSE OBJECTIVES

This course aims to gain knowledge and skills that make functional-behavioral assessments to increase the appropriate behaviors exhibited by children with special needs, reduce problem behaviors, and will enable them to prepare a behavior intervention plan based on this assessment.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Thanks to this course, pre-service teachers will acquire prepare behavior intervention plan and use the applied behavior analysis-based techniques and strategies.

COURSE OUTCOMES

- Determines the problem behavior.
- Defines problem behavior.
- Lists the function of problem behaviors.
- Defines the problem behavior and its function.
- Explains antecedent-based interventions.
- Uses reinforcement-based interventions.
- Explains withdrawal-based interventions.
- Explains punishment-based interventions.
- Defines self-management.
- Lists self-management strategies.
- Explains the generalization strategies.
- Explains the maintenance strategies.
- Prepares behavior management plan.

TEXTBOOK	Erbaş, D. & Yücesoy-Özkan, Ş. (2017, Eds.). Uygulamalı Davranış Analizi. Pegem Akademi.
OTHER REFERENCES	Tekin-İftar, E. (2014, Ed.). Uygulamalı Davranış Analizi. Vize Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	Computer, projector, video play program, and speaker. Items that will be used to make applications in the lesson and that are frequently used in daily life.

COURSE SYLLABUS	
WEEK	TOPICS
1	Identification of Problem Behaviors
2	Definition of Problem Behaviors and Writing Behavioral Goal
3	Determination of Problem Behavior's Functions
4	Functional Analysis
5	Antecedent-Based Intervention
6	Positive Behavior Support
7	Positive Behavior Support
8	MID-TERM EXAM
9	Reinforcement-Based Intervention
10	Reinforcement-Based Intervention
11	Withdrawal-Based Intervention
12	Punishment-Based Intervention
13	Self-Management and Self-Management Strategies
14	Generalization and Maintenance
15	Preparation of Behavior Management Plan
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Acquisition of Pre-learning Skills
-------------	--	-------------	------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course	
	X		General Knowledge () Content Knowledge ()	
ASSESSMENT CRITERIA				
MID-TERM	Evaluation Type	Quantity	%	
	1st Mid-Term	1	30	
	2nd Mid-Term			
	Quiz			
	Homework	1	20	
	Project			
	Report			
	Others (.....)			
FINAL EXAM		1	50	
PREREQUIEITE(S)	--			
COURSE DESCRIPTION	Pre-learning skills, matching, sorting, imitation, joint attention, receptive language, play, discrete trial teaching			
COURSE OBJECTIVES	This course aims to give teachers the necessary knowledge about the pre-learning skills.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teachers will have knowledge about the pre-learning skills			
COURSE OUTCOMES	<p>Says the pre-learning skills.</p> <p>Explains how to teach matching skills</p> <p>Explains how to teach sorting skills</p> <p>Explains how to teach imitation skills</p> <p>Explains how to teach joint attention skills</p> <p>Explains how to teach receptive language skills</p> <p>Explains how to teach play skills</p> <p>Explains how to teach with discrete trials.</p>			
TEXTBOOK	Lecture notes.			
OTHER REFERENCES				
TOOLS AND EQUIPMENTS REQUIRED				

COURSE SYLLABUS	
WEEK	TOPICS
1	Acquisition of pre-learning skills
2	Teaching basic matching skills
3	Teaching basic sorting skills
4	Practices of teaching basic matching and sorting skills
5	Teaching basic imitation skills
6	Practices of teaching basic imitation skills
7	Practices of teaching basic imitation skills
8	MID-TERM EXAM
9	Teaching joint attention skills
10	Teaching receptive language skills
11	Practices of teaching joint attention and receptive language skills
12	Teaching play skills
13	Practices of teaching play skills
14	Discrete trial teaching
15	Practice of discrete trial teaching
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Individualized Education and Transition Programs
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	There are no prerequisites for the course.
COURSE DESCRIPTION	Within the scope of this course, individualized education plans (IEP); Elements of the BEP; Legal basis of BEP; IEP and school programs (preschool, primary education programs); transition plans: definition and importance; types of transitions: hospital-to-home, home-to-institution, institution-to-organization; examples and development of different transition plans; IEP and transition plan adaptations and considerations for individuals with special education needs; Monitoring and evaluation of the BEP and transition plans will be covered.
COURSE OBJECTIVES	The aim of the course is to gain knowledge and skills about IEP and transition plans.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Thanks to this course, pre-service teachers will gain knowledge about IEP and transition plans and will begin to have knowledge and skills in developing and implementing IEP and transition plans.
COURSE OUTCOMES	Defines the basic concepts related to individualized education plan for individuals with special educational needs and transition plan preparation. Prepare individualized education and transition plan for individuals with special educational needs.
TEXTBOOK	Lecture Notes
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and Projector

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of IEP
2	Basic concepts of IEP
3	Legal basis of IEP
4	Components of IEP
5	Transition plans
6	Special education programs of Ministry of Education
7	Special education programs of Ministry of Education
8	MID-TERM EXAM
9	Preparation of IEP
10	Preparation of IEP
11	Preparation of IEP
12	Preparation of IEP
13	Preparation of IEP
14	Preparation of IEP
15	Preparation of IEP
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Observation in Inclusive Education
--------------------	--	--------------------	------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	1	4	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	-
------------------------	---

COURSE DESCRIPTION	Gaining school experience in general education institutions where special education services are provided; participation in education and training services; planning special education preparatory studies; collaborating with classroom teachers, counselors and others in educational settings; classroom management in educational settings; making instructional adaptations; conducting teaching; realizing in-class presentations of the applications carried out; Developing and implementing suggestions for the problems encountered.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to provide special education teacher candidates with school experience and the opportunity to be in education and training environments.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will start to gain experience in the teaching profession by being in educational environments.
--	--

COURSE OUTCOMES	Gains school experience. Collaborates with classroom teachers, counselors and others in educational settings. Performs in-class presentations; Develops and implements suggestions regarding the problems encountered.
------------------------	--

TEXTBOOK	Lecture notes.
-----------------	----------------

OTHER REFERENCES	-
-------------------------	---

TOOLS AND EQUIPMENTS REQUIRED	-
--------------------------------------	---

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction of the course-examination of the syllabus.
2	The structure, functioning and curricula of primary schools
3	Resources that provide natural support
4	Special education consultancy.
5	Teamwork in inclusive environments.
6	Teamwork in inclusive environments.
7	Teamwork in inclusive environments.
8	MID-TERM EXAM
9	Adaptations in the mainstreaming environment.
10	Adaptations in the mainstreaming environment.
11	Determining the content in general education areas.
12	Determining the content in general education areas.
13	Inclusion practices in the world and in Turkey.
14	Inclusion practices in the world and in Turkey.
15	Adaptations in the mainstreaming environment.
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Instructional Technologies
--------------------	--	--------------------	----------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Türkçe

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	--
------------------------	----

COURSE DESCRIPTION	The characteristics of various instructional Technologies, their place and use in the instructional process, the development of instructional materials by means of the instructional technologies and the evaluation of materials of varied qualities.
---------------------------	---

COURSE OBJECTIVES	The characteristics of various instructional Technologies, their place and use in the instructional process, the development of instructional materials by means of the instructional technologies and the evaluation of materials of varied qualities.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The instructional process is organized with instructional methodologies and instructional technology materials. The teaching ability is dependent on the teacher's being able to use the instructional methodologies and materials. With the use of instructional materials, the instruction gets more effective and fruitful. Therefore, the instructional materials hold an important place in the development of teaching skills.
--	--

COURSE OUTCOMES	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. explain the conceptual and theoretical foundations of instructional technologies and materials design. 2. explain the importance and benefits of using instructional technologies in the educational process. 3. utter the characteristics of various instructional technologies in their specializations. 4. explain the principles of the instructional technologies and materials design. 5. design and develop the necessary instructional materials in their own specializations. 6. choose the most appropriate instructional materials by considering the factors having an important role in the selection of the instructional materials in their specializations. 7. develop positive attitudes for using the instructional materials in their respective specializations 8. evaluate the various kinds of instructional technologies or materials developed in their specializations.
------------------------	--

TEXTBOOK	
-----------------	--

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	Data projector, computer, internet, overhead projector and other instructional Technologies and materials to be used for this field
--------------------------------------	---

COURSE SYLLABUS

WEEK	TOPICS
1	Main Concepts
2	The elements of a curriculum (goal, process, evaluation), classification of objectives
3	Communication and the Relations among Communication-Learning-Material
4	The place of instructional tools in instruction and the selection of tools
5	Development and design of instructional materials
6	Visual Materials (overhead projector, slayt, pictures, graphs, realia and models etc.)
7	Visual Materials (overhead projector, slayt, pictures, graphs, realia and models etc.)
8	MID-TERM EXAM
9	The use of communication media in education (TV, video, VCD, DVD, teletex, radio, tape,...)
10	The use of computers in education
11	PowerPoint
12	Internet, web-based education, e-learning
13	Distant Education
14	The evaluation of instructional materials
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Project Development in Special Education
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Project and Its Characteristics, Project Programs, Types of Scientific Projects, Project Development Process, Special Education and Project Development
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to teach teacher candidates the process of preparing projects in the field of special education and to equip them with the relevant skills.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Teacher candidates who actively participate in this course will have the opportunity to comprehensively learn the project preparation process while also enhancing their project development skills in special education. They will acquire the knowledge and skills to create a foundation that can be utilized in various areas such as project programs or school-based projects during their teaching careers in schools
--	--

COURSE OUTCOMES	The student will know types of project. The student will know the project development process. The student generates project ideas. The student develops a project report
------------------------	--

TEXTBOOK	Course Notes
-----------------	--------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS

WEEK	TOPICS
1	Course Introduction
2	What is a Project? What are its Characteristics?
3	Types of Scientific Projects
4	Project Development Process
5	Scientific Research Methods in Projects
6	Project Management Components
7	Responsibilities and Skills in Project Management
8	MID-TERM EXAM
9	Project Planning in Special Education
10	Project Development Process in Special Education
11	Research Methods Used in Special Education Projects
12	Preparing, Developing, and Concluding a Project Report
13	Sample Projects
14	Project Presentations
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Classroom and Behavior Management in Special Education
-------------	--	-------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

2COURSE CATAGORY

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

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Definition and importance of classroom management; proactive classroom management approach and other classroom management approaches; evidence-based practices in classroom management; general principles in classroom management; the importance of effective teaching in classroom management and effective teaching practices; school-wide positive behavioral support; developing a school-wide positive behavioral support plan; behavior management in the classroom; developing an individual behavior change plan.

COURSE OBJECTIVES

The aim of this course is for special education teacher candidates to acquire basic concepts of classroom management, effective approaches and evidence-based practices in classroom management, and effective classroom and behavior management strategies.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Effective classroom management is one of the indispensable elements of educational environments. Pre-service teachers will contribute to increasing the quality of education by using effective classroom management strategies in environments where students with special needs are present.

COURSE OUTCOMES

At the end of the course, pre-service teachers will be able to perform effective classroom and behavior management practices in environments where students with special needs are present.

TEXTBOOK

Sınıf ve Davranış Yönetimi – Nevin GÜNER YILDIZ ve Hasan KÖSE

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and importance of classroom management Proactive classroom management approach and other classroom management approaches
2	Evidence-based practices in classroom management
3	General principles in classroom management: physically arranging the classroom, using course equipment and materials, creating general rules and operating rules in the classroom
4	General principles in classroom management: use of strategies to support compliance; awareness and monitoring students; getting off to a good start
5	The importance of effective teaching in classroom management and effective teaching practices
6	School-wide positive behavioral support
7	School-wide positive behavioral support
8	MID-TERM EXAM
9	Developing a school-wide positive behavioral support plan
10	Behavior management in the classroom
11	Developing an individual behavior change plan
12	Developing an individual behavior change plan
13	Homework presentations
14	Homework presentations
15	Homework presentations
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teaching Literacy in Special Education
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

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

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

	Lecture notes.
--	----------------

OTHER REFERENCES

--	-----

TOOLS AND EQUIPMENTS REQUIRED

--	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts about reading and writing
2	Reading and writing features
3	Reading preparation programs
4	Teaching of writing mechanics
5	Functional reading and writing instruction
6	Sound-based literacy instruction
7	Sound-based literacy instruction
8	MID-TERM EXAM
9	Sentence-based literacy instruction
10	Syllable-based literacy instruction
11	Word-based literacy instruction
12	Evidence based applications
13	Evidence based applications
14	Adaptation examples
15	Adaptation examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Teaching Science and Social Studies in Special Education
-------------	--	-------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Özel Eğitimde Fen ve Sosyal Bilgiler Öğretimi Pegem Akademi

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Lesson book and Lecture notes.

COURSE SYLLABUS

WEEK	TOPICS
1	What is Life Science?
2	Basic concepts related to science and social studies
3	Science teaching methods
4	Preparing lesson plans
5	Example teaching practices
6	Adaptation examples
7	Adaptation examples
8	MID-TERM EXAM
9	Adaptation examples
10	Social studies teaching methods
11	Social studies teaching methods
12	Preparing lesson plans
13	Example teaching practices
14	Adaptation examples
15	Adaptation examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teaching Mathematics in Special Education
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz	1	15
	Homework	1	15
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)

-

COURSE DESCRIPTION

International standards of mathematics teaching programs, learning areas in mathematics teaching programs, counting and number teachingteaching addition, subtraction, multiplication, division, measurement teaching, geometry teaching, data analysis teaching, teaching methods used in teaching mathematics in special education, teaching mathematics with errorless teaching methods, interaction unit, TouchMath technique , concrete-semi-concrete semi-abstract-abstract strategy, mathematics teaching with direct instruction, mathematics teaching with activity-based instruction, planning of effective mathematics teaching, evaluation of mathematics skills

COURSE OBJECTIVES

- Learning the general features of the curriculum used in teaching mathematics.
- To be able to evaluate within the scope of teaching mathematics.
- Effective planning for the teaching of basic skills in the content of teaching mathematics.
- To be able to use effective teaching methods for teaching mathematics skills.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Special education teacher candidates who successfully complete this course will be able to evaluate the mathematics skills of their students at general and special education levels by using the mathematics curriculum and teach them using effective and scientific teaching methods.

COURSE OUTCOMES

- Special education teacher candidates who successfully complete this course;
- Will be able to list the international standards that mathematics education programs should have.
 - Will be able to list the learning areas in the mathematics curriculum used

	<p>in various education levels in Turkey.</p> <ul style="list-style-type: none"> • Will be able to classify the acquisitions in the mathematics curriculum according to the learning areas. • Will be able to plan the teaching activities that can be carried out in order to provide the students with special educational needs with the aims and acquisitions in the mathematics curriculum by using special education-specific teaching methods. • Will be able to apply exemplary teaching activities to teach mathematics using special education-specific teaching methods. • Will be able to discuss the work and procedures that need to be carried out in order to provide effective mathematics teaching to students with special education needs. • Will be able to evaluate the mathematics skills of students with special education needs before, during and after teaching.
TEXTBOOK	<p>Kargın, T. ve Güldenođlu, İ. B. (Ed.) (2021). Özel eğitimde matematik öğretimi. Pegem Akademi Yayıncılık.</p> <p>Alptekin, S. (Ed.) (2020). Özel eğitimde matematik. Eğiten Kitap</p>
OTHER REFERENCES	<p>Özyürek, M. ve Dađseven-Emecen, D. (2019). Temel matematik becerilerinin öğretimi: Matematikte öğrenme güçlüğüünü önleme ve düzeltme. Vize Akademik Yayıncılık</p>
TOOLS AND EQUIPMENTS REQUIRED	<p>Checkered math notebook, colored pencils, ruler, compasses, number bean-stick</p>

COURSE SYLLABUS

WEEK	TOPICS
1	What is math? The importance of teaching mathematics
2	Mathematics teaching programs
3	Mathematics curriculum learning areas
4	Counting and number teaching
5	Four operations teaching
6	Four operations teaching
7	Four operations teaching
8	MID-TERM EXAM
9	Geometry teaching
10	Measurement teaching
11	Teaching in data learning
12	Planning of effective mathematics teaching
13	Evaluation of math skills
14	Teaching mathematics using teaching methods in special education
15	Teaching mathematics using teaching methods in special education
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teaching Artistic Skills in Special Education
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)	There are no prerequisites for this course.
------------------------	---

COURSE DESCRIPTION	In this course, the concept of art and art in special education, the importance of teaching artistic skills for students with special needs, artistic skills in special education, the features of the programs used in special education schools, the place of child painting in child development, the characteristics of painting skills observed in children with special needs, the development of large and small muscle skills. development, methods and adaptations that can be used while teaching artistic skills will be emphasized.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to provide pre-service teachers with the necessary knowledge and skills in teaching basic artistic skills and to support pre-service teachers in artistic skills while working with students with special needs.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Thanks to this course, pre-service teachers will be able to teach their students artistic skills in accordance with their development during their professional life.
--	---

COURSE OUTCOMES	<ol style="list-style-type: none"> 1. Describes the concept of art in art and special education. 2. Describe the importance of teaching artistic skills for students with special needs. 3. Describes the aims of artistic skills in special education. 4. Describe the features of the programs used in special education schools for artistic skills. 5. Describes the features of child painting and its importance in child development. . 6. Describes the characteristics of painting skills observed in children with special needs. 7. Describes the skills and activities necessary for the development of motor skills. 8. Describe the skills and activities required for holding a pencil, painting, and drawing.
------------------------	---

	<p>9. Describe the skills and activities required for using scissors, gluing, kneading materials</p> <p>10.Explains the methods that can be used during the teaching of artistic skills.</p>
TEXTBOOK	<p>Toper, Ö. (2019). Özel Gereksinimli Çocuklara Sanatsal Becerilerin Öğretimi, Editör: Özlem Toper, Yayınevi: Vize Akademik</p>
OTHER REFERENCES	<p>Eratay, E. (2020). Özel Eğitimde Sanatsal ve Sportif Becerilerin Öğretimi, Ankara: Eğiten Kitap</p> <p>Erim, G. ve Caferoğlu, M. (2012). Görsel sanatlar eğitimi dersinin zihinsel engelli çocuklara katkısının özel eğitim öğretmenlerinin görüşleriyle belirlenmesi. <i>Uludağ Üniversitesi Eğitim Fakültesi Dergisi</i>, 25(2), 321-342.</p> <p>Salderay, B. (2014). <i>Zihin Engelli Bireylerle Çalışan Özel Eğitim Öğretmenlerinin Plastik Sanatlar Eğitimine İlişkin Görüşleri</i> (Doctoral dissertation, Anadolu University (Turkey)).</p> <p>Çağlayan, N. (2014). Zihinsel engelli bireylerin eğitiminde görsel sanatlar dersinin yeri ve önemi. <i>Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>, 4(1), 91-101.</p> <p>Şen, V. (2019). <i>Özel eğitim öğrencilerinin eğitiminde görsel sanatlar dersine yönelik öğretmen görüşleri</i> (Doctoral dissertation, Necmettin Erbakan University (Turkey)).</p> <p>Soğancı, İ. Ö., ve Sarı, B. (2022). <i>Özel eğitim öğretmenlerinin lisans düzeyinde aldıkları " Resim-iş öğretimi" dersine bakışları</i> (Master's thesis, Anadolu Üniversitesi-Eğitim Bilimleri Enstitüsü).</p> <p>Çalıklı, Z. G., ve Karakelle, A. Özel Eğitim Ve Görsel Sanatlar Alanlarını İlişkilendiren Lisansüstü Çalışmaların İçerik Analizi. <i>Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi</i>, 6(10), 169-186.</p> <p>Geçen, F., ve Parsıl, Ü. (2020). Yaratıcılık Ve Özel Eğitimli Çocukların Sanat Eğitimi Yoluyla Yaratıcılıklarının Geliştirilmesi. <i>Pearson Journal</i>, 5(7), 372-380.</p>
TOOLS AND EQUIPMENTS REQUIRED	<p>Computer, Projection. Lecture notes</p>

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



**ESOGÜ Special Education Department
COURSE INFORMATION FORM**

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Nature of Hearing and Hearing Assistive Technologies
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	
------------------------	--

COURSE DESCRIPTION	Sound and its properties, physiology of the hearing system, elements and working principle of the peripheral hearing system, types and degrees of hearing loss, assistive technologies in hearing, evaluation of hearing.
---------------------------	---

COURSE OBJECTIVES	The aim of the course is to provide students with basic information about the physiology of the auditory system, to teach the tests used in the evaluation of hearing, to gain knowledge about hearing losses and their degrees.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Within the scope of this course, pre-service teachers will be able to predict the developmental characteristics of students with hearing impairment in different areas according to the type and degree of disability, they will be able to guide their students about the problems they encounter during the use of devices, and they will gain general information about hearing impairment.
--	--

COURSE OUTCOMES	At the end of this course, students will be able to explain the characteristics of the sound and the auditory system, define the hearing tests used in the evaluation of hearing, and explain the hearing aid technologies and their properties. .
------------------------	--

TEXTBOOK	
-----------------	--

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	Features of sound
2	Physiology of hearing
3	Peripheral and central hearing system
4	Parts of the peripheral hearing system and their functions
5	Classification of hearing loss
6	Evaluation of hearing
7	Evaluation of hearing
8	MIDTERM EXAM
9	Objective tests used in the evaluation of hearing
10	Behavioral tests used in the evaluation of hearing
11	Hearing assistive technologies
12	cochlear implantation
13	Communication modes used by people with hearing impairment
14	Educational approaches in hearing impairment
15	Family education in hearing impairment
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teaching Orientation and Independent Movement Skills
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Orientation and orientation skills, internal environmental concepts and non-teaching environmental concepts hint (sensory hints), point (environmental tips) concepts, principles, prerequisites and training plans, exploration methods, measurement skills, compass direction, and indoor and outdoor numbering systems principles, prerequisites and training plans, orientation and independent movement in order to use problem-solving skills in unfamiliar surroundings.

COURSE OBJECTIVES

The aim of this course is to provide information about how to teach orientation and independent movement skills to individuals with visual impairments for special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, teacher candidates will gain knowledge about how to teach orientation and independent movement skills to individuals with visual impairments.

COURSE OUTCOMES

Explains the use of mobility skills.
Says internal and external environmental concepts.
Prepares teaching plans.

TEXTBOOK

Lecture notes

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Art and Education
-------------	--	-------------	-------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	--
-----------------	----

COURSE DESCRIPTION	The Definition of Art, Art Science and Theories, Creative Thinking, Imaginative Thinking, Critique of Theories, Relationship Between Art and Education, Use of Art in Education
--------------------	---

COURSE OBJECTIVES	Gaining Knowledge About Art and Theories, Acquiring Critical Thinking Skills, Establishing a Relationship Between Art and Education, Being Able to Use Art in Learning and Teaching Experiences
-------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
---	--

COURSE OUTCOMES	Gaining Knowledge About Art and Theories, Developing Critical Thinking Skills, Establishing a Connection Between Art and Education, Using Art in Learning and Teaching Experiences
-----------------	--

TEXTBOOK	İnci San, Sanat ve Eğitim, Ütopya Yayınevi Nilgün Canel, Unutulmuş Düşler Mağarası, Pinhan Yayıncılık
----------	--

OTHER REFERENCES	Ders notları
------------------	--------------

TOOLS AND EQUIPMENTS REQUIRED	
-------------------------------	--

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Music Education
--------------------	--	--------------------	-----------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	--
------------------------	----

COURSE DESCRIPTION	Fine art music Music communication Beat keeping and sense of rhythm Instrumental communication Nuances Understanding music
---------------------------	---

COURSE OBJECTIVES	Developing a sense of rhythm, being able to use one's voice effectively and beautifully while making music, nurturing an appreciation for both Turkish and universal single and polyphonic music through an enriched repertoire, fostering the growth of students with an advanced level of musical taste, and achieving mastery over a musical instrument.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
--	--

COURSE OUTCOMES	Students will acquire a sense of rhythm and will be able to play the flute by following the notes. They will be able to sing the national anthem (İstiklal Marşı) correctly according to the breathing points. Their level of appreciation for both Turkish and universal single and polyphonic music will develop.
------------------------	---

TEXTBOOK	Course notes
-----------------	--------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	Musical instruments
--------------------------------------	---------------------

COURSE SYLLABUS

WEEK	TOPICS
1	Melody introduction
2	Basic Elements of Music
3	Concepts of Music
4	Music Nuances and Human Voices
5	Music Nuances and Human Voices
6	Music Forms and Structures
7	Music Forms and Structures
8	MID-TERM EXAM
9	Developing a Sense of Rhythm
10	Rhythm Keepin
11	Percussion Instrument
12	Musical Instrument Usage
13	Musical Instrument Usage
14	Musical Instrument Usage
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Teaching Independent Skills in Special Education
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
------------------------	---

COURSE DESCRIPTION	This course will focus on the stages of learning, self-care skills, daily living skills, social skills, safety skills, using community resources, social skills, safety skills, functional academic skills, work and profession, and leisure time skills. In addition, students will practice independent living skills with a student and will present their work in the class.
---------------------------	--

COURSE OBJECTIVES	In this course, it is aimed that students acquire information about what independent living skills are and the basic features of these skills. In addition, it is aimed that the students prepare a skill curriculum related to this skill by working on an independent living skill with a student they will determine at the beginning of the semester.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The knowledge and skills learned in this course will contribute to the teaching of independent life skills by special education teacher candidates throughout their professional lives
--	--

COURSE OUTCOMES	<p>1. Will be able to describe the stages and characteristics of learning. <i>Defines acquisition and lists the factors facilitating acquisition.</i> <i>Defines fluency and lists the factors facilitating fluency.</i> <i>Defines permanence and lists the factors facilitating permanence.</i> <i>Defines generalization and lists the factors that facilitate generalization.</i></p> <p>2. They will be able to describe the main features of the field of self-care skills. <i>Classifies self-care skills.</i> <i>Describe the importance of self-care skills.</i> <i>It describes what needs to be done before starting the teaching of self-care home daily life skills.</i> <i>Will be able to describe the basic features of the field of self-care skills (toilet, eating, dressing, personal care and cleaning).</i> <i>Describe the basic concepts and characteristics of self-care skills.</i> <i>Describes sub-skill areas and features of self-care skills.</i> <i>It describes how to teach behaviors in sub-skill areas of self-care skills and the processes to be followed.</i></p> <p>3. Will be able to describe the basic features of daily life skills (using household appliances, kitchen skills, house cleaning and order, laundry and care of clothes,</p>
------------------------	--

	<p>sleeping arrangement, etc.).</p> <p>Describes the basic concepts and features of daily life skills.</p> <p>Describes the sub-skill areas and features of daily life skills.</p> <p>Describes how to teach behaviors in sub-skill areas of daily life skills and processes to be followed.</p> <p>4. Will be able to describe the basic features of social skills.</p> <p><i>Describes the basic concepts of social skills (social skills, social competence, etc.) and the characteristics of social skills.</i></p> <p><i>Describes how social skills are classified.</i></p> <p><i>Describe the importance of social skills.</i></p> <p><i>Describes how to teach behaviors in the field of social skills and the processes to be followed.</i></p> <p>5. Will be able to describe the basic features of the field of security skills.</p> <p><i>Describes the basic concepts and features of security skills. Describes sub-skill areas and features of security skills.</i></p> <p><i>It describes how to teach behaviors in sub-skill areas of safety skills and the processes to be followed.</i></p> <p>6. Will be able to describe the basic features of the field of using community resources (traveling, shopping, eating at a restaurant, being examined, making bank transactions, etc.).</p> <p><i>Describes the basic concepts and characteristics related to the skills of using community resources.</i></p> <p><i>Describes the sub-skill areas and features of the skills of using community resources.</i></p> <p><i>Describes how to teach behaviors in sub-skill areas of using community resources and the processes to be followed.</i></p> <p>7. Will be able to describe the basic features of functional academic skills (reading signs used in social environments, reading clock, using money, etc.).</p> <p><i>Describe the basic concepts and characteristics of functional academic skills.</i></p> <p><i>Describes sub-skill areas and features of functional academic skills.</i></p> <p><i>It describes how to teach behaviors in sub-skill areas of functional academic skills and the processes to be followed.</i></p> <p>8. Will be able to describe the basic features of self-determination skills.</p> <p>Describe the basic concepts and characteristics of self-determination skills.</p> <p><i>Describes sub-skill areas and features of self-determination skills.</i></p> <p><i>It describes how to teach behaviors in sub-skill areas of self-determination skills and the processes to be followed.</i></p> <p>9. Will be able to describe the basic features of the field of business and vocational skills.</p> <p><i>Describes the basic concepts and characteristics of work and professional skills.</i></p> <p><i>Describes the sub-skill areas and characteristics of work and vocational skills.</i></p> <p><i>It describes how to teach behaviors in sub-skill areas of work and vocational skills and the processes to be followed.</i></p> <p>10. Will be able to describe the basic features of leisure and entertainment activities.</p> <p><i>Describes the basic concepts and features of leisure and entertainment activities.</i></p> <p><i>Describes the sub-skill areas and features of leisure and entertainment activities.</i></p> <p><i>It describes how to teach the behaviors in the sub-skill areas of leisure and entertainment activities and the processes to be followed.</i></p> <p>11. Students will evaluate the skills teaching programs that they and other students have implemented.</p>
TEXTBOOK	Lecture notes of the instructor will be used.
OTHER REFERENCES	<p>Cavkaytar ve Vuran (2021) Bağımsız Yaşam Becerileri III.Kademe 9,10,11 ve 12.Sınıf Ders Kitabı, Ankara: Milli Eğitim Bakanlığı</p> <p>Güneş-Özler, N. (2022). Gelişimsel yetersizliği olan bireylerde güvenlik becerileri, Ankara: Nobel akademi</p> <p>Tekin-iftar, E., & Kırcaali-İftar, G. (2006). Özel eğitimde yanlışsız öğretim yöntemleri. (3. Baskı) Ankara: Nobel Yayın Dağıtım. (yöntemlerle ilgili bütün bölümler)</p> <p>Varol, N. (2010). Beceri öğretimi ve özbakım becerilerinin kazandırılması. (4 Baskı) Ankara: Kök Yayıncılık</p> <p>Tekin-iftar, E., & Kırcaali-İftar, G. (2006). Özel eğitimde yanlışsız öğretim yöntemleri. (3. Baskı) Ankara: Nobel Yayın Dağıtım. (yöntemlerle ilgili bütün bölümler)Varol, N. (2010). Beceri öğretimi ve özbakım becerilerinin kazandırılması. 4 Baskı) Ankara: Kök Yayıncılık</p> <p>Öncül, N. & Yücesoy-Özkan, Ş. (2006). Zihin özürlü yetişkin kadınlara günlük yaşam becerilerinin kazandırılmasında videoyla model olmanın etkililiği. Eskişehir: Yayınlanmamış Araştırma Raporu.</p>
TOOLS AND EQUIPMENTS REQUIRED	<p>Computer, Projection.</p> <p>Textbook and weekly lecture notes.</p>

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Development Social Competences in Special Education
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	0	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	25
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	45

PREREQUIEITE(S)

-

COURSE DESCRIPTION

Basic concepts: social adaptation skills; definition of social skills; assessment and teaching of basic skills; social skills development in individuals with special educational needs; special education needs social and emotional intelligence in individuals; elements that make up social skills; the importance of social skills in daily and business life and in the social adaptation process; assessment and teaching of social skills; assessment and teaching of practical skills; deciding which social cohesion skills are appropriate for students with special education needs; preparing assessment tools for the acquisition of social adaptation skills; teaching environments and methods; teaching teaching; ensuring the continuity and generalization of the acquired skills.

COURSE OBJECTIVES

The aim of this course is to provide special education teacher candidates with basic knowledge and skills about teaching social adaptation skills to individuals with special education needs.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, pre-service teachers will gain basic knowledge and skills about teaching social adaptation skills to individuals with special educational needs.

COURSE OUTCOMES

Defines the basic concepts of teaching social adaptation skills to individuals with special educational needs.
Explains the teaching practices related to teaching social adaptation skills to individuals with special education needs.
Plans teaching social adaptation skills to individuals with special education needs.

TEXTBOOK

Çifçi-Tekinarslan, İ. ve Öncül, N. (2019). Özel Eğitimde Sosyal Uyum Becerilerinin Öğretimi I-II. Vize Akademik Yayıncılık.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

-

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts
2	Evaluation of social competences
3	Evaluation of social competences
4	Planning of instruction for the development of social competences
5	Planning of instruction for the development of social competences
6	Planning of instruction for the development of social competences
7	Planning of instruction for the development of social competences
8	MID-TERM EXAM
9	Social skills teaching through direct instruction
10	Social skills teaching through video-assisted instruction
11	Social skills teaching through play
12	Social skills teaching with a natural teaching approach
13	Social narratives
14	Social narratives
15	Social problem solving (cognitive process)
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Teaching Turkish in Special Education
--------------------	--	--------------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Activities related to literacy development and understanding the value of reading for students with special education needs, vocabulary development; grammar teaching; the writing process; visual reading and visual presentation skills; listening skill; speaking skill; Evaluation of Turkish course basic skills; teaching approaches used in teaching basic skills.
---------------------------	---

COURSE OBJECTIVES	The aim of the course is to teach the students the strategies, methods and techniques necessary for the evaluation and teaching of these acquisitions by learning the acquisition objectives in six basic areas of Turkish: listening, speaking, reading, writing, visual presentation and visual reading.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Within the scope of this course, pre-service teachers will acquire the skills of evaluation and curriculum creation that they will need in order to gain Turkish skills to students with special needs.
--	---

COURSE OUTCOMES	At the end of this course, students will be able to explain the main objectives of the Turkish course and the sub-acquisition areas of Turkish and plan the necessary teaching strategies, methods, techniques and materials suitable for the determined learning level by listing the appropriate measurement tools used in the evaluation of the skills related to these acquisitions.
------------------------	--

TEXTBOOK	---
-----------------	-----

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Turkish teaching and special education
2	Aims and principles of teaching Turkish as a mother tongue
3	Listening skill training
4	Speaking skills training
5	Reading skill training
6	Visual reading and visual presentation skills
7	Visual reading and visual presentation skills
8	MID-TERM EXAM
9	Grammar teaching
10	Turkish lesson curriculum and lesson planning
11	Use of strategy, method, technique and equipment in Turkish lesson
12	Measurement and evaluation in Turkish teaching
13	Turkish teaching techniques and strategies according to disability groups I
14	Turkish teaching techniques and strategies according to disability groups II
15	Turkish teaching techniques and strategies according to disability groups III
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Teaching Play in Special Education
--------------------	--	--------------------	------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		2	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION	This course includes the definition and importance of play, the theoretical dimension of play, cognitive and social play development, play development and play features in children with disabilities, teaching through play in special education, play skills of children with disabilities; play-based instructional practices/activities, research and teaching methods on the effective use of play in special education.
---------------------------	--

COURSE OBJECTIVES	This course aims to provide teacher candidates with the basic concepts of play in special education and how to support the play skills of children with disabilities.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	With this course, teacher candidates will gain basic concepts and skills related to play in special education.
---	--

COURSE OUTCOMES	<p>Defines the basic concepts of play in special education.</p> <p>Explains play teaching methods and practices in special education.</p> <p>Explains the play skills of children with disabilities.</p> <p>Explain the importance of play in the education and development of the child.</p> <p>Plans play teaching in special education.</p>
------------------------	--

TEXTBOOK	Lecture notes
-----------------	---------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENT REQUIRED	
-------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts of the play
2	Basic concepts of the play
3	Theoretical foundations
4	Theoretical foundations
5	Importance and purpose of the play
6	Play characteristics of children with and without disabilities
7	Play characteristics of children with and without disabilities
8	MID-TERM EXAM
9	Play characteristics of children with and without disabilities
10	Play characteristics of children with and without disabilities
11	Planning of play teaching
12	Planning of game teaching
13	Play teaching and sample implementation
14	Play teaching and sample implementation
15	Play teaching and sample implementation
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department

COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	--------

COURSE CODE		COURSE NAME	Family Education in Special Education
--------------------	--	--------------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework	1	10
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The concept of family; family systems theories; adaptation phases of families of students with special education needs; the importance of family participation in the education of children with special educational needs, its theoretical and legal bases; rights and responsibilities imposed on families by law; participation of families in the educational process of students with special educational needs; assessment of the student; family involvement in individualized family education plan (BAHP), individualized education plan (IEP) and transition plans; providing families with teaching skills; preparation, implementation and evaluation of institution, home and institution-home-centered family education programs.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to provide special education teacher candidates with information about the families of special students and the approach to families.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	At the end this course, teacher candidates will begin to gain knowledge on issues such as the approach to families and the importance of family participation in the education process.
--	---

COURSE OUTCOMES	<p>Explain the concept of family related to special education.</p> <p>Explain the rights and responsibilities of families of individuals with special education needs.</p> <p>Explains the characteristics of families with children in need of special education.</p> <p>List the stages that families with children in need of special education go through in the adaptation process.</p> <p>Defines the concept of family involvement.</p> <p>Discuss the reasons that prevent family participation.</p> <p>Discusses solutions to increase family participation.</p> <p>Explain the approaches to presenting family education.</p> <p>Explains the ways of presenting family education.</p> <p>Designs educational programs suitable for the elements of family education programs.</p>
------------------------	--

TEXTBOOK	Cavkaytar, A. (2022). Özel eğitimde aile eğitimi (6. Baskı). Vize Akademik Yayıncılık.
-----------------	--

OTHER REFERENCES	Lecture Notes
-------------------------	---------------

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Family related concepts
2	Family of a special needs child
3	Family of a special needs child
4	Family involvement
5	Family involvement
6	Family involvement
7	Family involvement
8	MID-TERM EXAM
9	Approaches to presenting family education
10	Approaches to presenting family education
11	Ways to offer family education
12	Ways to offer family education
13	Example family education programs
14	Example family education programs
15	Example family education programs
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Augmentative and Alternative Communication Systems
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The concept of communication and elements of communication, alternative communication systems; aided and unaided AAC; sign language; communication board; gestures; systems based on picture exchange, speech generating device.
---------------------------	--

COURSE OBJECTIVES	The aim of this course is to provide special education teacher candidates with the necessary knowledge about alternative communication methods that can be used by nonverbal individuals
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, special education teacher candidates will have knowledge about alternative communication methods that can be used by nonverbal individuals.
--	--

COURSE OUTCOMES	Defines the concept, necessity and elements of communication. tells alternative communication methods that can be used for nonverbal individuals. Plans the teaching of alternative communication systems.
------------------------	--

TEXTBOOK	Lecture notes.
-----------------	----------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS

WEEK	TOPICS
1	Communication concept and elements of communication
2	Communication problems specific to individuals with developmental disabilities
3	Alternative communication systems
4	Preference assessment
5	Phases of PECS
6	Phases of PECS
7	Phases of PECS
8	MID-TERM EXAM
9	Phases of PECS
10	Practice of teaching PECS
11	Practice of teaching PECS
12	Speech generating devices
13	Speech generating devices
14	Practice of teaching speech generating devices
15	Practice of teaching speech generating devices
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Physical Education and Sport in Special Education
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Motor development and motor learning, Physical fitness, Body awareness and posture, Physical education, activity, sport and adaptation, Physical education and teaching approaches in sport, Individualized physical education program, Physical education and sports for students with intellectual disability and attention deficit-hyperactivity disorder, Physical education and sports for students with autism spectrum disorder, Physical education and sports for students with cerebral palsy and traumatic brain injury, Physical education and sports for students with visual and hearing impairments and Physical education and sports for students with special health problems.

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Özel Gereksinimli Öğrenciler İçin Fiziksel Eğitim ve Spor Pegem Akademi

OTHER REFERENCES

Lecture note

TOOLS AND EQUIPMENTS REQUIRED

Lesson book and Lecture note

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Reading Difficulty: Identification and Intervention
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Learning difficulties and reading, reading difficulties and symptoms, assessment of reading difficulties, word recognition and reading development, accurate and fast reading, reading comprehension, vocabulary, and the importance of research-based methods of reading difficulties, classroom adaptations, application examples.

COURSE OBJECTIVES

The aim of this course is to give information and skills related to identification and interventions in reading difficulty to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain information and skills related to identification and interventions in reading difficulty.

COURSE OUTCOMES

Defines the basic concepts related to identification and interventions in reading difficulty. Explains and implements research based interventions in reading difficulty.

TEXTBOOK

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

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Reading and learning disabilities
2	Reading difficulties and symptoms
3	Evaluation of reading difficulties
4	Word recognition and reading development
5	Accurate and fluent reading
6	Reading comprehension
7	Reading comprehension
8	MID-TERM EXAM
9	Importance of vocabulary
10	Research-based methods
11	Research-based methods
12	Research-based methods
13	Research-based methods
14	Classroom adaptations
15	Application examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Diagnostic Models and Tests for Gifted Students
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	
------------------------	--

COURSE DESCRIPTION	Purpose of diagnosis: diagnosis causes, diagnosis time and stages; diagnostic principles; diagnostic methods
---------------------------	--

COURSE OBJECTIVES	Realizing the importance of diagnosis Become aware of current diagnostic tools and methods
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	During career as a special education teacher, will have professional competence and guidance related to the identification processes of gifted students.
--	--

COURSE OUTCOMES	After taking the course, the student understands the importance of being recognized in the education of the gifted, has information about the current diagnostic tools and methods, and is equipped to guide the gifted students encounters in the teaching process.
------------------------	--

TEXTBOOK	Identification of the Gifted
-----------------	------------------------------

OTHER REFERENCES	Lecture notes and articles
-------------------------	----------------------------

TOOLS AND EQUIPMENTS REQUIRED	Computer and projector or smart board
--------------------------------------	---------------------------------------

COURSE SYLLABUS

WEEK	TOPICS
1	Characteristics of Special Talented Students
2	The process of identifying gifted students
3	intelligence tests
4	intelligence tests
5	Use of aptitude tests to diagnose Special Talent
6	Use of achievement tests to diagnose Special Talent
7	Use of achievement tests to diagnose Special Talent
8	MIDTERM EXAM
9	Use of rating scales to diagnose Special Talent
10	Performance-based diagnostics
11	Dynamic evaluation
12	Measurement and evaluation of creativity
13	Early identification of special talents
14	Identification of different students twice
15	Current problems and solutions in the diagnosis of special talents
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	School Experience: Special Education at Primary and Secondary Level
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	1	4	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Gaining experience in schools that provide special education services; participation in educational services; planning preparatory work for special education; classroom teachers in the educational environment, cooperation counselor and others; Managing classes in educational settings; making instructional adaptations; instruction execution; perform the presentation of the activities implemented in the classroom; recommendations regarding the development and implementation problems encountered.

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Lecture notes.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Teamwork and Cooperation in Education
--------------------	--	--------------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The importance of cooperation in education, team members and characteristics in cooperation, basic principles of teamwork, theories of teamwork, inclusion and cooperation, consultation and cooperation in special education, methods of cooperation and problems that can be experienced in cooperation, teacher support and school-based teams, cooperation with families, cooperation with experts, evaluation of current problems in teamwork and cooperation and suggestions for solutions to current problems.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to provide special education teacher candidates with basic knowledge and skills about teamwork and cooperation in education.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, special education teacher candidates will gain basic knowledge and skills about teamwork and cooperation in education.
--	---

COURSE OUTCOMES	<p>Explains the importance of cooperation in education.</p> <p>Explains team members and their characteristics in collaboration.</p> <p>Explains the basic principles of teamwork.</p> <p>Tells the theory of teamwork.</p> <p>Explains the relationship between inclusion and cooperation.</p> <p>Explains the importance of consultation and cooperation in special education.</p> <p>Defines teacher support and school-based teams.</p> <p>Evaluates current problems in teamwork and cooperation and offers solutions to current problems.</p>
------------------------	---

TEXTBOOK	Lecture notes.
-----------------	----------------

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Teamwork and collaboration concepts
2	The importance of cooperation in education
3	Collaborative team members and their features
4	Fundamentals of teamwork
5	Teamwork theories
6	Inclusion/integration and collaboration
7	Inclusion/integration and collaboration
8	MID-TERM EXAM
9	Consultation and cooperation in special education
10	Methods of cooperation and possible problems in cooperation
11	Teacher support and school-based teams
12	Cooperation with families
13	Collaboration with experts
14	Evaluation of current issues in teamwork and cooperation
15	Suggestions for solutions to current problems in teamwork and cooperation
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	------

COURSE CODE		COURSE NAME	Sexuality Education
--------------------	--	--------------------	---------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	
2nd Mid-Term			
Quiz			
Homework		2	40
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

COURSE DESCRIPTION

This course includes basic concepts and theories about sexual development, Piaget's theory, sexual development characteristics of children and adolescents, problem behaviors of children related to sexual development, and sexuality education.

COURSE OBJECTIVES

Explaining the basic concepts of sexual development,
Explaining theories of sexual development,
Explanation of sexual development characteristics of children and adolescents,
Identifying the problem issues and problem behaviors about sexual development,
Preparation and implementation of the sexual education program

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Teacher candidates who will take this course will have informed about sexual development and basic concepts and theories related to sexual development, sexual development characteristics of children and adolescents, problem behaviors of children related to sexual development, and sexual education issues. This information is important for their own lives and teaching professions.

COURSE OUTCOMES

Explain the basic concepts of sexual development.
Explain the theories about sexual development.
Explain the sexual development characteristics of children and adolescents.
Identifying problem behaviors related to sexual development.
Prepares and implements a sexual education program.

TEXTBOOK

Lecture notes

OTHER REFERENCES

TOOLS AND EQUIPMENT REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of sexual development
2	Basic theories of sexual development
3	Importance of sexual development in society
4	Sexual development characteristics of children and adolescents
5	Sexual development characteristics of children and adolescents
6	Abuse and neglect among children and adolescents
7	Abuse and neglect among children and adolescents
8	MID-TERM EXAM
9	Problem behaviors related to sexual development
10	Sexual education in children and its importance
11	Sexual education in special education
12	Sexual education in special education
13	Preparing a sexual education program in special education
14	Preparing a sexual education program in special education
15	Sexual education programs
16-17	FINAL EXAM

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

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

Instructor: Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Community Service Initiatives
-------------	--	-------------	-------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	1	2	0	2	3	COMPULSORY (X) ELECTIVE ()	Türkçe

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

COURSE DESCRIPTION

Preparing Project Proposals, Participation in Various Scientific Activities, Project Management

COURSE OBJECTIVES

Ensuring that teacher candidates are equipped with the skills to develop and implement projects for the benefit of society.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Students will comprehend the significance of community service initiatives.
Students will become aware of social and current issues.
Students will be capable of generating projects aimed at addressing problems.
Students will voluntarily participate in events such as conferences, panels, and congresses organized to inform the community.
Students will understand the necessity of knowledge and skills related to community service initiatives in our schools.

TEXTBOOK

Coşkun, H. 2009; Topluma Hizmet Uygulamaları, Anı Yayıncılık, Ankara

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Preparing a Project Proposal
2	Preparing a Project Proposal
3	Evaluating a Project Proposal
4	Project Preparations
5	Project Preparations
6	Implementation
7	Implementation
8	MID-TERM EXAM
9	Implementation
10	Implementation
11	Implementation
12	Preparing a Final Report
13	Preparing a Final Report
14	Preparing a Final Report
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Naturalistic Teaching
--------------------	--	--------------------	-----------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The nature and characteristics of naturalistic teaching; theoretical foundations of naturalistic teaching; benefits and limitations; naturalistic teaching strategies; incidental teaching; pivotal response training; embedded instruction; planning of the naturalistic teaching, implementation and data collection on naturalistic teaching; education to families.
---------------------------	---

COURSE OBJECTIVES	This course aims to give students the necessary knowledge about the naturalistic teaching. and practice of special education teachers.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teacher candidates will have information about the responsive method of teaching practices
--	---

COURSE OUTCOMES	Explains the nature and characteristics of the naturalistic teaching. Tells the theoretical foundations of natural teaching.. Says the methods used in the naturalistic teaching.
------------------------	---

TEXTBOOK	Lecture notes.
-----------------	----------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	The nature and characteristics of naturalistic teaching
2	Theoretical foundations of naturalistic teaching
3	Naturalistic teaching the benefits and limitations
4	Naturalistic teaching strategies
5	Environmental settings for naturalistic teaching
6	Planning of naturalistic teaching
7	Planning of naturalistic teaching
8	MID-TERM EXAM
9	Incidental teaching
10	Embedded instruction
11	Pivotal response training
12	Implementation of naturalistic teaching
13	Data collection on naturalistic teaching
14	Monitoring on naturalistic teaching
15	Teaching families
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Mathematics Difficulty: Identification and Intervention
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Learning difficulties and mathematics, mathematics development, reasons for mathematics difficulties, symptoms of mathematics difficulties, assessment of mathematics difficulties, assessment tools, intervention-based research in mathematics difficulty, classroom adaptations, application examples.

COURSE OBJECTIVES

The aim of this course is to give information and skills related to identification and interventions in mathematics difficulty to special education teacher candidates.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teacher candidates will gain information and skills related to identification and interventions in mathematics difficulty.

COURSE OUTCOMES

Defines the basic concepts related to identification and interventions in mathematics difficulty. Explains and implements research based interventions in mathematics difficulty.

TEXTBOOK

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

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Learning difficulties and mathematics
2	Learning difficulties and mathematics
3	The causes of mathematics difficulties
4	Symptoms of mathematics difficulties
5	Identification of mathematics difficulties
6	Assessment tools
7	Assessment tools
8	MID-TERM EXAM
9	Research-based intervention methods
10	Research-based intervention methods
11	Classroom adaptations
12	Classroom adaptations
13	Application examples
14	Application examples
15	Application examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Education of the Gifted Students
--------------------	--	--------------------	----------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
COURSE DESCRIPTION	Special talent theories, Features of education programs for gifted students, Differentiation models, Acceleration, Enrichment, grouping, mentoring
COURSE OBJECTIVES	It is aimed that teacher candidates have knowledge about the use of education programs and educational strategies for gifted students.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	As a special education teacher, they will have an idea about how education should be for gifted students, how differentiation is made and education models.
COURSE OUTCOMES	At the end of the semester, pre-service teachers will learn how to make educational differentiation to be applied to gifted students and explore the applications of gifted education in our country and in the world.
TEXTBOOK	Gifted Students and Their Education, Models and Strategies in Gifted Education
OTHER REFERENCES	Gifted Students
TOOLS AND EQUIPMENTS REQUIRED	Computer, projector or smart board

COURSE SYLLABUS

WEEK	TOPICS
1	Theories of Giftedness
2	Theories of Giftedness
3	Acceleration in Special Talent Education
4	Enrichment in Special Talent Education
5	Grouping in Special Talent Education
6	Mentoring in Special Talent Education
7	Mentoring in Special Talent Education
8	MIDTERM EXAM
9	Curriculum Models
10	Curriculum Models
11	Differentiation Models
12	Differentiation Models
13	Differentiation Models
14	Education Models for Special Talented Students in Turkey
15	Educational Applications for Special Talented Students in the World
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Adults with Special Needs
--------------------	--	--------------------	---------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	There are no prerequisites for this course.
------------------------	---

COURSE DESCRIPTION	Within the scope of this course, the basic concepts of transition to adulthood, adult skills and how these skills should be taught, how the social life of adults with special needs is and should be, higher education options of adults with special needs, career options, international and national legal regulations prepared for these individuals will be explained. In addition, practices related to adults with special needs in the world and in Turkey, the role of parents, social environment and society in the lives of adults with special needs will be explained and suggestions will be made regarding the adult life of these individuals.
---------------------------	--

COURSE OBJECTIVES	The aims of this course are to explain to prospective teachers what skills they can use in their lives and how they should be taught to adults with special needs.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	It is thought that this course will be useful for special education teacher candidates to acquire basic information about adults with special needs, who are among the groups that they will encounter frequently throughout their professional lives, and to support these individuals by using the information they have obtained in this lesson before their adult life.
--	---

COURSE OUTCOMES	<ol style="list-style-type: none"> 1. Describes the basic concepts related to the transition to adulthood. 2. Describes adulthood skills and how these skills should be taught. 3. Describes the social life of adults with special needs and the situation they should be. 4. Describe the higher education options of adults with special needs. 5. Describe the career options of adults with special needs. 6. Describes international and national legal regulations prepared for adults with special needs. 7. Describe the practices related to adults with special needs in the world and in Turkey. 8. Describe the role of parents in the lives of adults with special needs. 9. Describes the role of social environment and society in the lives of
------------------------	--

	adults with special needs. 10. Describes the suggestions regarding the adult life of individuals with special needs.
TEXTBOOK	Cavkaytar, A. (2013). Geleceęe hazırlanma. (Ed. Atilla Cavkaytar), Özel Eęitim. Ankara: Vize yayıncılık. Steere, D. E., Rose, E., Cavaiuolo, D. Growind Up: Transition to Adult Life for Students with Disabilities. Boston, MA: Pearson Education Inc.
OTHER REFERENCES	Retish, P. ve Reiter, S. (2019). Adults with Disabilities: International Perspectives in the Community Baker, L.B., & Brightman, A. J. (2004). Steps to independence: Teaching everyday skills to children with special needs. (4. baskı). Baltimore: Paul Brookes Publishing. Ely, S. (2000). A lifetime of transitions: A reference for families of children with disabilities. Indiana University Indiana Institute on Disability and Community.
TOOLS AND EQUIPMENTS REQUIRED	Computer, Projection. Lecture notes

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
----------	------

COURSE CODE		COURSE NAME	Multiple Disabilities and Instruction
-------------	--	-------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Multiple disabilities; the prevalence of multiple disabilities; characteristics of children with multiple disabilities; cognitive characteristics of children with multiple disabilities; behavioral characteristics of children with multiple disabilities; emotional characteristics of children with multiple disabilities; education of children with multiple disabilities; children with multiple media failure; and mainstreaming children with multiple disabilities; teaching academic skills of children with multiple disabilities; planning the teaching of children with multiple disabilities; prepare teaching plans for children with multiple disabilities.

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

Çoklu Yetersizliği Olan Çocukların Eğitiminde Güncel Yaklaşımlar Vize Yayıncılık

OTHER REFERENCES

Lecture notes

TOOLS AND EQUIPMENTS REQUIRED

Lesson book and Lecture notes

COURSE SYLLABUS

WEEK	TOPICS
1	Multiple disabilities
2	Causes of multiple deficiencies
3	The prevalence of multiple disabilities
4	Characteristics of children with multiple disabilities
5	Cognitive characteristics of children with multiple disabilities
6	Behavioral characteristics of children with multiple disabilities
7	Behavioral characteristics of children with multiple disabilities
8	MID-TERM EXAM
9	Emotional characteristics of children with multiple disabilities
10	The education of children with multiple disabilities
11	Environment for children with multiple disabilities
12	Mainstreaming children with multiple disabilities
13	Teaching academic skills of children with multiple disabilities
14	Multiple lack of planning for the children's education
15	Prepare teaching plans for children with multiple disabilities
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



**ESOGÜ Special Education Department
COURSE INFORMATION FORM**

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Supporting Language and Communication Skills in Hearing Impairment
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	
------------------------	--

COURSE DESCRIPTION	Language and speech characteristics of individuals with hearing impairment; assessment of language and communication skills; educational approaches used to support language and communication skills of individuals with hearing impairment; communication modes used in the education of individuals with hearing impairment; individual and group language lesson planning.
---------------------------	--

COURSE OBJECTIVES	The aim of the course is to enable prospective teachers to evaluate the language and communication characteristics of individuals with hearing impairment; After this evaluation, it is to provide the necessary knowledge and skills so that they can determine the appropriate acquisitions and prepare the language lesson plan with the appropriate method in line with these gains.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Within the scope of this course, prospective teachers will gain knowledge about the methods and techniques necessary to support the language and communication skills of their students with hearing impairment.
--	--

COURSE OUTCOMES	At the end of this course, students will be able to explain the language development characteristics of students with hearing impairment, list the measurement tools used in the assessment of language development, and plan a functional language lesson to support their language development.
------------------------	---

TEXTBOOK	
-----------------	--

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts in language and communication development
2	Hearing loss and its reflections on the communication process
3	Theories of language acquisition in children
4	Language development characteristics in children with hearing loss
5	Assessment of language development and goal selection
6	Strategies and materials used in language lessons
7	Strategies and materials used in language lessons
8	MIDTERM EXAM
9	Communication approaches used in the education of individuals with hearing impairment
10	Oral language-based teaching practices
11	Sign language based teaching practices
12	Individual language lesson planning
13	Application examples
14	Group language lesson planning
15	Application examples
16-17	FINAL EXAM

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Advanced Music Education
--------------------	--	--------------------	--------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50
PREREQUIEITE(S)	--		
COURSE DESCRIPTION	Rhythm retention and sense of rhythm, acquiring advanced rhythm skills, instrument communication, nuances, understanding and perceiving music, playing and developing instruments		
COURSE OBJECTIVES	Developing the sense of rhythm, using their voice effectively while making music, raising students with a high level of appreciation who love Turkish and universal monophonic and polyphonic music with the vocabulary to be gained, making music using their voice, singing, performing advanced performance on a musical instrument		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Students will develop their sense of rhythm, following the notes, flute etc. They will be able to play different instruments at an advanced level, and the level of appreciation of the students will improve for Turkish and universal monophonic and polyphonic music.		
TEXTBOOK	Course notes		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Musical instruments		

COURSE SYLLABUS

WEEK	TOPICS
1	Advanced rhythm keeping
2	Advanced rhythm keeping
3	Advanced rhythm keeping
4	Making music using sound
5	Making music using sound
6	Making music using sound
7	Making music using sound
8	MID-TERM EXAM
9	Advanced musical instrument use
10	Advanced musical instrument use
11	Advanced musical instrument use
12	Advanced musical instrument use
13	Advanced musical instrument use
14	Advanced musical instrument use
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



**ESOGÜ Special Education Department
COURSE INFORMATION FORM**

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Material Development in the Field of Visual Impairment
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	
------------------------	--

COURSE DESCRIPTION	Definition of Visual Impairment; Classification of Visually Impaired Groups; General Characteristics of Visually Impaired Individuals in Different Age Groups; Use of Touchable Objects; Determination of Light and Color Contents for Low Vision; Examining Sensible Maps and Architectural Plans; Preparation/Selection of Appropriate Materials for Visually Impaired Individuals; Material Preparation Process for the Completely Blind..
---------------------------	---

COURSE OBJECTIVES	The aim of the course is to provide pre-service teachers with the necessary knowledge and skills to prepare the teaching materials they need in line with the educational needs of students with visual impairments in different disability groups.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	In this course, prospective teachers will learn about the selection and preparation of appropriate materials in line with the individual needs of students with visual impairments with different characteristics.
--	--

COURSE OUTCOMES	At the end of this course, students will be able to classify groups of visual impairment and explain the individual characteristics of students with visual impairment in different age groups; will be able to determine the use of touchable objects, light and color contents, and will be able to prepare materials suitable for the characteristics of individuals with different degrees of visual impairment.
------------------------	--

TEXTBOOK	----
-----------------	------

OTHER REFERENCES	----
-------------------------	------

TOOLS AND EQUIPMENTS REQUIRED	----
--------------------------------------	------

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition of Visual Impairment
2	Classification of Visually Impaired Groups
3	General Characteristics of Visually Impaired Individuals in Different Age Groups
4	Using Touchable Objects
5	Determination of Light and Color Contents for Low Sight
6	Examining Sensible Maps and Architectural Plans
7	Examining Sensible Maps and Architectural Plans
8	MIDTERM EXAM
9	Choosing Appropriate Materials for Visually Impaired Individuals
10	Preparation of Appropriate Materials for Visually Impaired Individuals
11	Material Preparation Process for the Completely Blind
12	Examining Application Examples
13	Examining Application Examples
14	Evaluation of Application Examples
15	Evaluation of Application Examples
16-17	FINAL EXAM

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	FALL
-----------------	-------------

COURSE CODE		COURSE NAME	Adult Education and Lifelong Learning
--------------------	--	--------------------	---------------------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	2	0	0	2	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	--
------------------------	----

COURSE DESCRIPTION	Definition and content of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education, etc.); The historical development of adult education in Türkiye; approaches and models related to adult education; adults and learning; the purpose, content and historical development of lifelong learning; Lifelong learning practices in Turkish Education System.
---------------------------	--

COURSE OBJECTIVES	To understand the importance and necessity of lifelong learning. To learn the types and characteristics of lifelong learning process.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
--	--

COURSE OUTCOMES	To know the definition, the content and the basic principles of adult education. To have knowledge about concepts related to adult education. To know the historical development of adult education in Turkey. To have an information about adult education approaches, models, methods and technics. To know the purpose, content and historical development of lifelong learning. To have knowledge about lifelong learning practices in Turkish education system.
------------------------	--

TEXTBOOK	Course notes
-----------------	--------------

OTHER REFERENCES	--
-------------------------	----

TOOLS AND EQUIPMENTS REQUIRED	--
--------------------------------------	----

COURSE SYLLABUS

WEEK	TOPICS
1	Introducing the lesson and setting the rules of the lesson
2	Basic concepts about adult education and lifelong learning
3	Basic concepts about adult education and lifelong learning
4	Characteristics of adults
5	Historical development of adult education
6	Relations of adult education with the other disciplines and adult education management
7	Adult education process
8	MID-TERM EXAM
9	In-service training
10	In-service training
11	Adult education with mass communication technologies (tv, radio etc) and computer technologies
12	Adult education practices in the world
13	Adult Education practices in Türkiye
14	Discussion of problems about adult education in Türkiye
15-16	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Teaching Practicum in Special Education
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	1	8	0	5	10	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Provide education in concepts, skills, play and skills identified in the academic field, keeping records of this training, retention and generalization of work to do and the graphical representation of records, behavior modification program development and implementation, anecdotal record keeping, anecdotal record of translating the record ABC, keep the records from a determining a student's behavior will be changed, decide to modify the technical application of behavior modification techniques chosen, the application for keeping daily records, writing reports results in application behavior change results in practice.

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

TEXTBOOK

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

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

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Technology Use and Material Design in Special Education
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	1	2	0	2	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Basic concepts of the technology and special education ; the importance of the use of technology in education and special education; technology supported applications for academic and non-academic skills in students with different special educational needs; different technological tools (eg., smart boards, desktop, laptop, tablet, smart phone) use in special education.
---------------------------	---

COURSE OBJECTIVES	The aim of this course is to teach the basic concepts of technology use in special education to special education teachers
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course teachers will gain basic concepts and skills of using technology in special education.
--	--

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

TEXTBOOK	Lecture notes
-----------------	---------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENTS REQUIRED	
--------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts
2	Basic concepts
3	Use and importance of technology
4	Technology-based applications
5	Technology-based applications
6	Technology-based applications
7	Technology-based applications
8	MID-TERM EXAM
9	Technology-supported application examples
10	Technology-supported application examples
11	Preparation of technology-supported teaching tool
12	Preparation of technology-supported teaching tool
13	Practise in technology-supported teaching
14	Practise in technology-supported teaching
15	Assessment in technology-supported teaching
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Special Education Policies and Legal Regulations
-------------	--	-------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term		
	2nd Mid-Term		
	Quiz		
	Homework	1	60
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)

There are no prerequisites for the course.

COURSE DESCRIPTION

Within the scope of this course, the history of policies and legal regulations for disabled people and special education in Turkey; national policies and regulations for persons with disabilities and special education; international policies and legal regulations for people with disabilities and special education; Turkey being a party to international conventions; the importance of legal regulations in the world in terms of disabled people, special education practices and regulations in Turkey; general paradigm shift for people with disabilities; Issues related to the gap between policy, legal regulations and practices will be discussed.

COURSE OBJECTIVES

The aim of the course is to provide information on basic subjects and concepts related to special education policies and legal regulations.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course, pre-service teachers will gain knowledge on basic issues and concepts related to special education policies and legal regulations.

COURSE OUTCOMES

Defines the basic concepts related to special education policies.
Lists national policies and legal regulations for special education
Explains international policies and legal regulations for special education.
Discusses the main policy practices and legal gaps in special education.

TEXTBOOK

Yılmaz, E., Yıldız, G. (2022). Özel Eğitimde Yasal Düzenlemeler. Nobel Akademik Yayıncılık: Ankara.

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Computer and Projector

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts of legal regulations
2	International legal regulations
3	International legal regulations
4	International legal regulations
5	International legal regulations
6	International legal regulations
7	International legal regulations
8	MID-TERM EXAM
9	National legal regulations
10	National legal regulations
11	National legal regulations
12	National legal regulations
13	National legal regulations
14	National legal regulations
15	National legal regulations
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
----------	--------

COURSE CODE		COURSE NAME	Writing Difficulty: Identification and Intervention
-------------	--	-------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Learning difficulties and writing, writing, development, writing, reasons for writing difficulties, symptoms of writing difficulties, assessment of writing difficulties, assessment tools, intervention-based research in writing difficulty, classroom adaptations, application examples.

COURSE OBJECTIVES

The aim of this course is to give information and skills related to identification and interventions in writing difficulty to special education teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Through this course teachers will gain information and skills related to identification and interventions in writing difficulty.

COURSE OUTCOMES

Defines the basic concepts related to identification and interventions in writing difficulty. Explains and implements research based interventions in writing difficulty.

TEXTBOOK

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

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Learning difficulties and writing
2	Writing development and writing
3	The causes of writing difficulties
4	Symptoms of writing difficulties
5	Identification of writing difficulties
6	Assessment tools
7	Assessment tools
8	MID-TERM EXAM
9	Research-based intervention methods
10	Research-based intervention methods
11	Classroom adaptations
12	Classroom adaptations
13	Application examples
14	Application examples
15	Application examples
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Creative Thinking Education
--------------------	--	--------------------	-----------------------------

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50
PREREQUIEITE(S)	---		
COURSE DESCRIPTION	Creativity definitions and theories: creativity myths, definitions of creativity, types and degrees of creativity, relationship between creativity and intelligence, theories of creativity; development of creativity: cognitive and personality traits of creative people, factors hindering creativity		
COURSE OBJECTIVES	It is aimed that teacher candidates know the types of creativity, which strategies can be used to develop creativity, and the factors affecting creativity.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Special education teachers can provide creativity trainings for gifted and normally developing students, and they can take part in studies aimed at the development of creativity.		
COURSE OUTCOMES	At the end of the term, pre-service teachers will have discovered what creativity is, types of creativity, how to develop creativity and the factors that affect creativity.		
TEXTBOOK	Creativity, Development and Education		
OTHER REFERENCES	Articles, theses and academic studies.		
TOOLS AND EQUIPMENTS REQUIRED	Computer, projector or smart board		

COURSE SYLLABUS

WEEK	TOPICS
1	Creativity Myths
2	What is Creativity?
3	Creativity Theories
4	Creativity Theories
5	Creativity Theories
6	Characteristics of Creative People
7	Characteristics of Creative People
8	MIDTERM EXAM
9	Factors Affecting Creativity
10	Development of Creativity in Children
11	Development of Creativity in Children
12	Relationship between Creativity and Family, Time and Age
13	Developing Creativity and Creative Thinking Techniques
14	Developing Creativity and Creative Thinking Techniques
15	Developing Creativity and Creative Thinking Techniques
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Cognitive Development Characteristics of Individuals with Hearing Impairment
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	The relationship between language development and cognitive development; development of Theory of Mind in individuals with hearing impairment; memory processes in individuals with hearing impairment; working memory functions in individuals with hearing impairment; attention processes of individuals with hearing impairment; Cognitive development characteristics in individuals with hearing impairment.
---------------------------	--

COURSE OBJECTIVES	The aim of the course is to provide prospective teachers with information about the cognitive processes and cognitive development characteristics of individuals with hearing impairment.
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Within the scope of this course, pre-service teachers will gain information about mental development and attention processes in parallel with the language development of their students with hearing impairment, and in this direction, they will gain the ability to predict their learning characteristics and to choose appropriate teaching methods and materials.
--	---

COURSE OUTCOMES	At the end of this course, students will be able to define memory processes, explain the attention processes, working memory skills, theory of mind development of students with hearing impairment, and the relationship between these areas and language development features.
------------------------	--

TEXTBOOK	---
-----------------	-----

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS

WEEK	TOPICS
1	Basic concepts: Language, cognition, thought, memory
2	The relationship between language development and cognitive development
3	Cognitive development theories
4	Theory of Mind
5	Theory of Mind development in individuals with hearing impairment
6	Memory processes in individuals with hearing impairment
7	Memory processes in individuals with hearing impairment
8	MID-TERM EXAM
9	Working memory and its functions
10	Functioning of working memory in individuals with hearing impairment
11	Attention processes in individuals with hearing impairment
12	Learning characteristics of individuals with hearing impairment
13	Presentation of relevant research
14	Presentation of relevant research
15	Discussing relevant research
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOGLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	High Functioning Autism Spectrum Disorder
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

There are no prerequisites for this course.

COURSE DESCRIPTION

Within the scope of this course; high-functioning autism: history, definition, prevalence; areas of disability: key areas of disability; social interaction, limited behavior and interest, language and communication features, other areas of disability; response to sensory stimuli, academic difficulty, sleep problems, motor ability, anxiety and depression, assessment of individuals with high-functioning autism: assessment of mental functions, assessment of academic skills, assessment of adaptive behavior, assessment of functional behavior, assessment of social skills, assessment of emotional difficulties, assessment of high-functioning education of individuals with autism: supporting their academic skills; general and specific teaching strategies, providing behavioral support; effective behavioral support, prevention approaches, direct intervention strategies, supporting social skills; school-wide approaches, small group interventions, individual approaches; social story, video model, power cards will be discussed.

COURSE OBJECTIVES

The aim of the High Functioning Autism course; The aim of this course is to provide basic information about the nature of high-functioning autism, the evaluation of individuals with high-functioning autism, the presentation of their education and the teaching methods used in their education.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

With the High Functioning Autism course, students will have the necessary knowledge and skills to evaluate individuals with ASD, plan and adapt their learning and teaching processes.

COURSE OUTCOMES

At the end of this course, students;

1. Explains high-functioning autism.
2. Knows the evaluation processes of individuals with high-functioning autism.
3. Knows the teaching methods used in the education of individuals with high-functioning autism.

<p style="text-align: center;">TEXTBOOK</p>	<p>Lecture notes.</p>
<p style="text-align: center;">OTHER REFERENCES</p>	<p>Weiss, M. J. (2007). <i>Practical Solutions for Educating Young Children with High Functioning Autism and Asperger Syndrome</i>. Kansas: Autism Asperger Publishing Company. ISBN: 9781934575147</p> <p>Bishop-Fitzpatrick, L., Minshew, N., & Eack, S. (2013). A systematic review of psychosocial interventions for adults with autism spectrum disorders. <i>Journal of Autism & Developmental Disorders</i>, 43(3), 687–694. https://doi-org.proxyiup.klnpa.org/10.1007/s10803-012-1615-8</p> <p>Chung, U. S., Han, D. H., Shin, Y. J. and Renshaw, P. F. 2016. A prosocial online game for social cognition training in adolescents with high-functioning autism: an fMRI study. <i>Neuropsychiatric Disease and Treatment</i>, 12, 651.</p> <p>Grandin, T., & Duffy, K. (2008). <i>Developing talents: Careers for individuals with Asperger Syndrome and high-functioning autism</i>. Autism Asperger Publishing.</p> <p>Jennes-Coussens, M., Magill-Evans, & J., Koning, C. (2006). The quality of life of young men with Asperger Syndrome: A brief report. <i>Autism</i> 10(4), 403-414. http://dx.doi.org.proxyiup.klnpa.org/10.1177/1362361306064432</p> <p>Lerner, M. D. and Mikami, A. Y. 2012. A preliminary randomized controlled trial of two social skills interventions for youth with high-functioning autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 27, 147–157.</p> <p>Lerner, M. D., Mikami, A. Y. and Levine, K. 2011. Socio-dramatic affective-relational intervention for adolescents with Asperger syndrome & high functioning autism: pilot study. <i>Autism</i>, 15, 21–42.</p> <p>McCoy, A., Holloway, J., Healy, O., Rispoli, M., & Neely, L. (2016). A systematic review and evaluation of video modeling, role-play and computer-based instruction as social skills interventions for children and adolescents with high-functioning autism. <i>Review Journal of Autism and Developmental Disorders</i>, 3(1), 48-67. https://doi.org/10.1007/s40489-015-0065-6</p> <p>Stichter, J. P., Herzog, M. J., Visovsky, K., Schmidt, C., Randolph, J., Schultz, T. and Gage, N. 2010. Social competence intervention for youth with Asperger syndrome and high-functioning autism: an initial investigation. <i>Journal of Autism and Developmental Disorders</i>, 40, 1067–1079.</p> <p>Tse, J., Strulovitch, J., Tagalakis, V., Meng, L. and Fombonne, E. 2007. Social skills training for adolescents with Asperger syndrome and high-functioning autism. <i>Journal of Autism and Developmental Disorders</i>, 37, 1960–1968.</p> <p>Webb, B. J., Miller, S. P., Pierce, T. B., Strawser, S. and Jones, W. P. 2004. Effects of social skill instruction for high-functioning adolescents with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 19, 53–62.</p> <p>White, S. W., Koenig, K. and Scahill, L. 2010. Group social skills instruction for adolescents with high-functioning autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 25, 209–219.</p>
<p style="text-align: center;">TOOLS AND EQUIPMENTS REQUIRED</p>	<p>Computer, Projection. Lecture notes</p>

COURSE SYLLABUS

WEEK	TOPICS
1	Course introduction
2	Key concepts of high-functioning autism
3	Key concepts of high-functioning autism
4	Evaluation of individuals with high-functioning autism: Evaluation of mental functions and academic skills.
5	Evaluation of individuals with high-functioning autism: Evaluation of adaptive behaviors
6	Evaluation of individuals with high-functioning autism: Functional behavior evaluation
7	Evaluation of individuals with high-functioning autism: Functional behavior evaluation
8	MID-TERM EXAM
9	Education of individuals with high-functioning autism: Supporting academic skills
10	Education of individuals with high-functioning autism: Supporting academic skills
11	Education of individuals with high-functioning autism: Supporting academic skills
12	Education of individuals with high-functioning autism: Supporting social skills
13	Education of individuals with high-functioning autism: Supporting social skills
14	Education of individuals with high-functioning autism: Supporting social skills
15	Evaluation of lecture
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	---------------

COURSE CODE		COURSE NAME	Supporting Non-Academic Skills in Learning Disabilities
--------------------	--	--------------------	---

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	---
------------------------	-----

COURSE DESCRIPTION	Basic concepts, basic concepts about learning and learning characteristics, the phase and properties of learning the basic concepts related to skills training (preparation skills analysis, evaluation etc.), and features, basic concepts and specifications about the accurate teaching method, constant time delay procedure and features, assisted instruction and features
---------------------------	--

COURSE OBJECTIVES	This course aims to teach the basic principles of supporting non-academic skill in learning disabilities for special education teacher candidates.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Through this course, teachers grasp the importance of supporting non-academic skill in learning disabilities, and will have knowledge about the basic principles
--	--

COURSE OUTCOMES	Says learning the characteristics and features. Makes planning and implementation for teaching skills. Explains the different methods used in teaching non-academic skills.
------------------------	---

TEXTBOOK	Lecture notes
-----------------	---------------

OTHER REFERENCES	---
-------------------------	-----

TOOLS AND EQUIPMENTS REQUIRED	---
--------------------------------------	-----

COURSE SYLLABUS	
WEEK	TOPICS
1	Learning the basic concepts and characteristics of learning
2	Learning steps and features
3	Basic concepts related to skills training (preparation skills analysis, evaluation etc.) and features
4	The basic concepts and features about errorless teaching methods
5	Constant time delay procedure, features and characteristics of teaching
6	Progressive education and assistance with features
7	Progressive education and assistance with features
8	MID-TERM EXAM
9	Teaching methods and properties used in the natural environment
10	Self-care and independent living skills and features
11	Social skills and features
12	Business and professional skills and features
13	Skills walkthroughs to ensure the participation of parents in the education
14	Teaching with video technology and features
15	Teaching with video technology and features
16-17	FINAL EXAM

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

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

Instructor(s): Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023



ESOGÜ Special Education Department COURSE INFORMATION FORM

SEMESTER	SPRING
-----------------	--------

COURSE CODE		COURSE NAME	Education of Individuals with Emotional and Behavioral Disorders
--------------------	--	--------------------	--

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
FINAL EXAM		1	50

PREREQUIEITE(S)

COURSE DESCRIPTION	This course includes recognizing children with EBD, distinguishing behavioral characteristics, developing suitable evidence-based practices for these children, etc.
---------------------------	--

COURSE OBJECTIVES	Defining EBD Explaining the history and prevalence of EBD Explaining the causes of EBD Explaining the general characteristics of children with EBD Explaining the diagnosis and evaluation process of children with EBD Explaining the educational processes of individuals with EBD Explaining evidence-based practices for the education of children with EBD Developing interventions for individuals with EBD Providing interdisciplinary cooperation in the intervention process for individuals with EBD Developing recommendations for experts and families
--------------------------	---

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	In this course, teacher candidates will be able to develop their skills of getting to know children with EBD, distinguishing their behavioral characteristics, and developing suitable evidence-based practices for EBD children.
---	---

COURSE OUTCOMES	Defines EBD. Explain the history and prevalence of EBD. Explain the causes of EBD. Explain the general characteristics of children with EBD. Explain the diagnosis and evaluation process of children with EBD. Explain the educational processes of individuals with EBD. Explain evidence-based practices for the education of children with EBD. Develops interventions for individuals with EBD. Cooperates interdisciplinary in the intervention process for individuals with EBD. Develops recommendations for experts and families
------------------------	--

TEXTBOOK	Lecture notes
-----------------	---------------

OTHER REFERENCES	
-------------------------	--

TOOLS AND EQUIPMENT REQUIRED	
-------------------------------------	--

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition of EBD
2	History and prevalence of EBD
3	Causes of EBD
4	General characteristics of children with EBD
5	General characteristics of children with EBD
6	Diagnosis and evaluation process of children with EBD
7	Diagnosis and evaluation process of children with EBD
8	MID-TERM EXAM
9	Educational processes of individuals with EBD
10	Educational processes of individuals with EBD
11	Evidence-based practices for the education of children with EBD
12	Interventions for individuals with EBD
13	Interventions for individuals with EBD
14	Interdisciplinary cooperation in the intervention process for individuals with EBD
15	Recommendations for experts and families
16-17	FINAL EXAM

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

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

Instructor: Prof. Dr. Macid Ayhan MELEKOĞLU

Signature:

Date: 02/08/2023