

Special Education Department

Intellectual Disabilities Teacher Training Program

1. General Information

The Intellectual Disabilities Teacher Training Program has been closed with the decision of Higher Education Council (YÖK) within the scope of restructuring of special education departments by 2016-2017 academic year. Programme in Education of the Mentally Disabled under this department, offered compulsory content knowledge, vocational knowledge of special education, liberal education and practice classes.

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

2011-2012 Academic Year Student Placement Scores

Department	Score Type	Quota	Base	Peak
Intellectual Disabilities Teacher Training	YGS-4	62	390,10680	422,26814
Intellectual Disabilities Teacher Training (EE)	YGS-4	62	380,70019	402,68596

2. Qualification Awarded

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

3. Level of Qualification

First Cycle

4. Specific Admission Requirements

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

5. Recognition of Prior Learning

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

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

6. Qualification Requirements and Regulations

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

7. Profile of the Program

The aim of the programme is to train teachers;

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

8. Program Outcomes

NO	PROGRAM OUTCOMES
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.
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.
5	Develops solution recommendations in case of unexpected situations during practices in special education and teaching professions.
6	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.
7	Examines scientific products about special education and teaching profession and/or creates new products.
8	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.
9	Follows new developments about special education and teaching profession, and works in cooperation with colleagues.
10	Uses basic level (European Language Portfolio B1 General Level) foreign language to reach information regarding the field.
11	Prepares, administers and leads plans and project developed during special education activities according to characteristics of students' socio-cultural and economic environment.
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.
14	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.
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.

9. Occupational Profiles of Graduates

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

10. Access to Further Studies

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

11. Examination Regulations, Assessment and Grading

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

12. Graduation Requirements

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

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

Full-time

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

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

15. Department/Program Facilities

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

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

16. Academic Staff

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

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

17. Courses – ECTS Credits

1. Year					
Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
Fall Semester					
171711001	Special Education	6	4	C	Türkçe
171711002	Turkish I: Written Expression	3	2	C	Türkçe
171711003	Foreign Language Courses I	4	3	C	Türkçe
171711004	Atatürk's Principles and History of Turkish Revolution I	2	2	C	Türkçe
171711005	Computer I	4	4	C	Türkçe
171711006	Introduction to Psychology	5	3	C	Türkçe
171711007	Introduction to Education	6	3	C	Türkçe
Fall Semester Total:		30	21		
Spring Semester					
171412101	Individuals with Cognitive Disabilities and Their Education	5	3	C	Türkçe
171712002	Turkish II: Oral Expression	3	2	C	Türkçe
171712006	Medical Knowledge and First Aid	2	2		
171712004	Atatürk's Principles and History of Turkish Revolution II	2	2	C	Türkçe
171712003	Foreign Language Courses II	4	3	C	Türkçe
171712005	Computer II	4	4	C	Türkçe
171712007	Individual Differences & Psychological Approaches	5	3	C	Türkçe
171712008	Educational Psychology	5	3		
Spring Semester Total:		30	22		
YEAR TOTAL:		60			

2. Year					
Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
Fall Semester					
171713001	Changing Attitudes Towards Individuals with Disabilities	3	2	C	Türkçe
171713002	Early Childhood Special Education	4	3	C	Türkçe
171713003	Applied Behavior Analysis	6	4	C	Türkçe
	Elective I: Children with Down Syndrome and Their Development	4	3	E	Türkçe
	Elective I: Positive Classroom Management in	2	2	E	Türkçe

	<u>Inclusion</u>				
171713004	<u>Educational Behavioral Measurement and Evaluation</u>	6	4	C	Türkçe
171713005	<u>Principles and Methods of Teaching</u>	5	3	C	Türkçe
Fall Semester Total:		30	21		
Spring Semester					
171714001	<u>Teaching Concept&Skill to Individuals with Cognitive Disabilities</u>	4	3	C	Türkçe
171714002	<u>Teaching Math to Individuals with Cognitive Disabilities</u>	5	4	C	Türkçe
171714003	<u>Teaching Arts to Individuals with Cognitive Disabilities</u>	3	2	C	Türkçe
171714004	<u>Inclusion and Supportive Special Educational Services</u>	3	2	C	Türkçe
171714005	<u>Teaching of Social Studies to Individuals with Cognitive Disabilities</u>	4	3	C	Türkçe
171714006	<u>Teaching Communication Skills to Individuals with Cognitive Disabilities</u>	4	3	C	Türkçe
	<u>Elective II</u>	3	3	E	Türkçe
171714007	<u>Individualized Education Programs</u>	4	2	C	Türkçe
Spring Semester Total:		30	22		
YEAR TOTAL:		60			

3. Year					
Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
Fall Semester					
171715001	<u>Teaching Reading & Writing to Individuals with Cognitive Disabilities</u>	5	3	C	Türkçe
171715002	<u>Teaching Daily Life and Social Skills to Individuals with Cognitive Disabilities</u>	6	4	C	Türkçe
171715003	Teaching of Play & Music to Individuals with Cognitive Disabilities	4	3	C	Türkçe
	Elective III	4	3	E	Türkçe
171715004	<u>Individualized Education Plans and Individualization of Teaching</u>	3	2	C	Türkçe
171715005	<u>Classroom Management</u>	3	2	C	Türkçe
171715006	<u>Guidance</u>	5	3	C	Türkçe
Fall Semester Total:		30	20		
Spring Semester					
171716001	<u>Teaching Science to Individuals with Cognitive Disabilities</u>	4	3	C	Türkçe
171716002	<u>Family Education and Guidance</u>	4	3	C	Türkçe
	Elective IV	4	3	E	Türkçe
	Elective V	4	3	E	Türkçe
171716003	<u>Scientific Research Methods</u>	3	2	C	Türkçe
171716004	<u>Social Service Practices</u>	4	3	C	Türkçe
	Elective II	2	2	E	Türkçe
171716005	<u>School Experience and Inclusion Practices</u>	4	5		
Spring Semester Total:		29	24		

YEAR TOTAL:	59			
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4. Year

Code	Course Name	ECTS	T+P+K	Compulsory Course/Elective	Language
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Fall Semester

171717001	Instructional Technology & Materials Development for Individuals with Cognitive Disabilities I	6	3	C	Türkçe
171717002	Legislation and Special Education	3	2	C	Türkçe
171717003	Teaching Practice I	20	10	C	Türkçe

Fall Semester Total:	29	15		
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Spring Semester

171718001	Instructional Technology & Materials Development for Individuals with Cognitive Disabilities II	6	3	C	Türkçe
171718002	Teaching Practice II	20	10	C	Türkçe
171718003	Turkish Education System and School Management	2	2	C	Türkçe

Spring Semester Total:	28	15		
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YEAR TOTAL:	57			
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SEMESTER | FALL

COURSE CODE	171711001	COURSE NAME	Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	4	0	0	4	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

The topics covered in the special education course are as following: What is special education?; How did special education emerge?; How is the historical development process of special education?; Who are the professionals working with individuals with special needs?; What are the laws and regulations regarding special education?; What is the role of family in special education?; What is the early childhood special education?; What are the characteristics of individuals with special needs?

COURSE OBJECTIVES

Students who successfully complete this course will obtain overall information and skills regarding children with special needs and special education, and be able to discuss relevant information and skills.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Special education course contains of basic content knowledge for the department of cognitive disabilities teacher.

COURSE OUTCOMES

1. Will be able to discuss special education and its foundations.
 - 1.1. Discuss special education notions and categories.
 - 1.2. Explain prevalence rates in special education categories.
 - 1.3. Delineate historical development of special education.
 - 1.4. Delineate professionals who work with individuals with special needs and their responsibilities.
2. Will be able to discuss laws and regulations regarding special education.
 - 2.1. Explain known laws regarding special education in the United States of America and developed countries in Europe.
 - 2.2. Discuss special education laws and regulations in Turkey.
 - 2.3. Explain referral-diagnosis-evaluation procedure that is being implemented in Turkey.
 - 2.4. Delineate roles and responsibilities of Guidance and Research Center.
3. Will be able to juxtapose relations between parents, family and professionals in case there is an individual with special needs, and

	<p>experienced feeling in the family.</p> <p>3.1. Discuss the ideal relation that needs to be established between parents, family and professionals.</p> <p>3.2. Describe emotional periods that families who have a child with special needs experience.</p> <p>4. Will be able to delineate early childhood special education and its practices.</p> <p>4.1. Describe early childhood special education.</p> <p>4.2. Discuss the importance of early childhood special education.</p> <p>4.3. Discuss roles and responsibilities of personnel who work at early childhood special education.</p> <p>4.4. Delineate practices of early childhood special education.</p> <p>5. Will be able to describe different disability types.</p> <p>5.1. Describe cognitive disability category.</p> <p>5.2. Describe learning disability category.</p> <p>5.3. Describe emotional-behavioral disability category.</p> <p>5.4. Describe autism spectrum disorder category.</p> <p>5.5. Describe communication disorder category.</p> <p>5.6. Describe hearing impairment category.</p> <p>5.7. Describe visual impairment category.</p> <p>5.8. Describe physical disabilities and low-incidence disabilities category.</p> <p>5.9. Describe gifted students category.</p> <p>6. Will be able to discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for different disability types.</p> <p>6.1. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for cognitive disability category.</p> <p>6.2. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for learning disability category.</p> <p>6.3. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for emotional-behavioral disability category.</p> <p>6.4. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for autism spectrum disorder category.</p> <p>6.5. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for communication disorder category.</p> <p>6.6. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for hearing impairment category.</p> <p>6.7. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for visual impairment category.</p> <p>6.8. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for physical disabilities and low-incidence disabilities category.</p> <p>6.9. Discuss causes, characteristics, prevalence rates, appropriate educational accommodations and problems for gifted students category.</p> <p>7. Will be able to discuss basic principles about establishing and sustaining effective cooperation.</p> <p>7.1. Describe the process of establishing effective cooperation.</p>
<p>TEXTBOOK</p>	<p><i>Eripek. S. (2007) Özel Eğitim. Eskişehir: Anadolu Üniversitesi AÖF Okulöncesi Öğretmenliği Lisans Programı.</i></p>
<p>OTHER REFERENCES</p>	<p><i>Diken, İ.H. (2008). Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim. Pegem Akademi: Ankara.</i></p>
<p>TOOLS AND EQUIPMENTS REQUIRED</p>	<p>----</p>

Course syllabus	
Week	Topics
1	Foundations of special education
2	Foundations of special education continue
3	Laws-regulations, referral procedure-diagnosis procedure, RAM, evaluation. Parents, families, condition of having special needs-parent professional relation, experinces in the family
4	Early childhood special education
5	Cognitive disability
6	Learning disabilities-ADHD
7	Emotional and behavioral disorders
8	Autism specturum disorder
9	Communication disorders
10	Hearing impairment
11	Visual impairment
12	Physical disabilities and low-incidence disabilities
13	Gifted students
14	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assist. Prof. Dr. Nevin GÜNER YILDIZ

Signature

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ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171711002	COURSE NAME	Turkish I: Written Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		1
2nd Mid-Term			
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM	Written	1	60

PREREQUIEITE(S)

COURSE DESCRIPTION	Definition and importance of language; language- culture relations; Basic characteristics of writing language and written communication, main differences between written and oral language. Expression: written and oral expression; subjective expression, objective expression; writing language and its characteristics; external structure and rules in written expression, dictation rules and punctuation marks; point of view, supporting ideas, writing paragraph; types of paragraphs, composition concept, rules and plans in writing a composition, composition roof in elected writing, theme, examining the paragraph, correction studies in composition, general expression defeats, thinking and expression of thinking; different writing types (memory, anecdote, story criticism, novel etc.), formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .)
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COURSE OBJECTIVES

COURSE OBJECTIVES	Understand the conscious of mother tongue and making a habit of using Turkish correctly by paying attention to the incorrect usage of Turkish. Comprehending interior and exterior structure of the text by giving an integrated point of view. Reminding the information about the types of composition (forms, didactic texts, and literature types) and applying the examples. Removing the deficiencies in that area. To become alive to the note taking and fast reading techniques as a precondition of appropriate use of language.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Writing skills, text production
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COURSE OUTCOMES

COURSE OUTCOMES	1. Being able to use Turkish language correctly and effectively 2. Having scientific and objective thinking skills 3. Having writing skills fitted with rules 4. Being able to use paragraphs correctly in writing 5. Being able to arrange written notice, bibliography and report 6. Understanding and expressing thoughts correctly 7. Being able to understand and summarize a book 8. Having note taking skills 9. Being able to write a story, poem etc
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	10. Gain morality of critical thinking and writing. 11. Learn writing types necessary for their daily activities
TEXTBOOK	<i>Beyreli, L., Çetindağ, Z. ve Celepoğlu, A. (2011). Yazılı ve sözlü anlatım. (5. Baskı) Ankara: Pegem Akademi.</i>
OTHER REFERENCES	Ağca, H. (1999). <i>Yazılı anlatım</i> . Ankara:Gündüz Eğitim ve Yayıncılık. Ağca, H. (2001). <i>Sözlü ve yazılı anlatımda Türkçenin kullanımı</i> . Ankara: Atatürk Kültür Merkezi Başkanlığı Yayınları. Akbayır, S. (2010). <i>Yazılı anlatım: Nasıl yazabilirim?</i> Ankara: Pegem Akademi. Dara, R. (2000). <i>Yazılı anlatıma giriş</i> . Bursa:Asa Kitabevi. Fray, N. ve Fisher, D. (2006). <i>Language arts workshop</i> . Ohio: Merrill Prentice Hall. Haris, K. R. ve Graham, S. (1996). <i>Making the writing process work: Strategies for composition and self-regulation</i> . Cambridge: Brookline Boks. Kavcar, C., Oğuzkan, F. ve Aksoy, Ö. (2005). <i>Yazılı ve sözlü anlatım</i> . Ankara: Anı Yayıncılık. Oral, G. (2002). <i>Yine yazı yazıyoruz</i> . Ankara: Pegem Akademi. Temur, T. ve Çakıroğlu, A. (2010). <i>Etkinliklerle yazılı ve sözlü anlatım</i> . Ankara: Pegem Akademi. <i>Tompkins, G. E. (2008). Teaching writing. Balancing process and product.(5th ed.). New Jersey Columbus, Ohio: Pearson Merrill Prentice Hall.</i>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and importance of language; language- culture relations;
2	Basic characteristics of writing language and written communication, main differences between written and oral language.
3	External structure and rules in written expression, dictation rules and punctuation marks; classroom practice.
4	Plan in writing theme, point of view, supporting ideas, writing paragraph; types of paragraphs; classroom practice.
5	Plan in writing theme, point of view, supporting ideas, writing paragraph; types of paragraphs; classroom practice.
6	Expression: written and oral expression; subjective expression, objective expression; composition concept, rules and plans in writing a composition, composition roof in elected writing, theme, classroom practice.
7-8	MID-TERM EXAM
9	Expression, forms of expression, classroom practice.
10	Paragraph review, classroom practice.
11	Thinking and expression of thinking; different writing types (memory, anecdote, story criticism, novel etc.), classroom practice.
12	Different writing types (memory, anecdote, story criticism, novel etc.), classroom practice.
13	Formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .), classroom practice.
14	Formal writings (auto biography, petition, report, announcement, bibliography, official writings, scientific writings, article et .), classroom practice.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.			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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	X		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Dr. Pinar GİRMEN **Signature**

Date:

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ESOGU Special Education Department (Intellectual Disability Teaching) I. Öğretim
Course Information Form

SEMESTER	Fall
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COURSE CODE	171711003	COURSE NAME	Foreign Language I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	TURKISH

COURSE CATEGORIES

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

PREREQUISITE(S)	None
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COURSE DESCRIPTION	To Be, Possessive Adjectives Objective Pronouns , Indefinite & Definite Article, Have Got ? Has Got (9) ? There Is ? Are ? This, That Adverb Of Place / Time In ,On , At, Simple Present, How Often ? Frequency Adverbs, Simple Present, Related Exercises, Some, Any, A Lot, Much, Many, Nobody/ No One/ Nothing Somebody, Anything, Nowhere, Not + Any, No, Non, Not + Anybody/ Anyone/ Anything, Present Cont. (3,4) ? And, So, Because, But (97) Past Simple, Past Cont., Future Tense, Modals,
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COURSE OBJECTIVES	The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhancing foreign language vocabulary, understanding reading and listening foreign language and expressing orally or in writing.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course.
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COURSE OUTCOMES	Candidate teachers understand different social issues by reading English. Candidate teachers gain abilities of reading, writing daily life's issues. Candidate teachers gain ability of talking about themselves.
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TEXTBOOK	Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain
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OTHER REFERENCES	Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS

WEEK	TOPICS
1	To Be, Possessive Adjectives Objective
2	Pronouns , Indefinite & Definite Article
3	Have Got ? Has Got (9)
4	There Is ? Are ?
5	This, That Adverb Of Place
6	How Often ? Frequency Adverbs,
7-8	MID-TERM EXAM
9	Simple Present Contious
10	Simple Past
11	Past Contious
12	Future Tense
13	So, Because, But
14	Modals
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)	X		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			x
13	Being able to undertsand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X

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

Instructor(s):

Date: 14.08.2012

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ESOGU Special Education Department (Intellectual Disability Teaching) I.öğretim
Information Form

SEMESTER | Fall

COURSE CODE	171711004	COURSE NAME	Principles of Atatürk and Recent Turkish History I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	2	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	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	The Description of the term "revolution"; major historical events in the Ottoman Empire to the end of World War I; a general overview of Mustafa Kemal's life; certain associations and their activities; arrival of Mustafa Kemal to Samsun; the congresses, gathering of the last Ottoman Assembly and the proclamation of the "national oath"; opening of the Turkish Grand National Assembly; War of independence to the Victory of Sakarya; Victory of Sakarya; financial sources of the war of independence; grand counter-attack; Armistice of Mudanya; abolition of the Sultanate; Peace Conference of Lausanne.
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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.
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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.
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COURSE OUTCOMES	At the end of this course; Students 1.Explains Principles of Atatürk and main concepts related to Revolution history. 1.1.Explains 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.
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	<p>2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.</p> <p>2.1.Explains the developments at Ottoman Empire before Turkish Revolution.</p> <p>2.2.Describes the World War I and its results.</p> <p>2.3.Explains Turkish War of Independence.</p> <p>2.4.Recognizes Turkish Revolution.</p> <p>2.5.Remembers the main principles of Turkish foreign politics.</p> <p>2.6.Explains Principles of Atatürk and their importance.</p> <p>3.Explains the effects of the developments at Europe and World on Turkish Republic.</p> <p>3.1.Explains the effects of European and World politics on Turkey and the results of them.</p> <p>3.2.Describes the effects of Capitalism/Emperialism on Turkey.</p> <p>3.3.Explains the relations / problems between Turkey and its neighbours.</p> <p>3.4.Explains the importance of Turkey at Europe and World.</p>
TEXTBOOK	<i>Turan Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995</i>
OTHER REFERENCES	<p>* Ateş, Toktamış. (2001) <i>Türk Devrim Tarihi. İstanbul: Der Yayınları.</i> *</p> <p>Aybars, Ergün. (200) <i>Türkiye Cumhuriyeti Tarihi. İzmir: Ercan Kitabevi.</i> *</p> <p>Eroğlu, Hamza. (1990) <i>Türk İnkılasp Tarihi. Ankara: Savaş Yayınları.</i> *</p> <p>Kongar, Emre. (1999) <i>Devrim Tarihi ve Toplum Bilim Açısından Atatürk. İstanbul. Remzi Kitabevi.</i> *</p> <p>Selek, sebahattin. (1987) <i>Anadolu İhtilali. İstanbul: Kastaç A. Ş. Yayınları.</i> *</p> <p>Şamsutdinov, A.M. (1999) <i>Mondros'tan Lozan'a Türkiye Ulusal Kurtuluş Savaşı Tarihi (1918-1923) Çeviren: Atıl Behramoğlu. İstanbul: Doğan Kitapçılık.</i> *</p> <p>Timur, Taner. (1997) <i>Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	The Balkan Wars. First World War and input to war Ottoman Empire. The fronts that Ottoman Empire fought and the results of the war.
2	Revolution, evolution, rebellion, coup and reform. The characteristics of the Turkish Revolution. the reasons of collapse of the Ottoman Empire.
3	Mondros Armistice Agreement and occupations on the Ottoman Empire. National Independence War. The occupation of Izmir and effects of this occupation. The preparation period of National Independence War
4	The movement of Mustafa Kemal to Samsun and to be started the organization of Anadolu Revolution. Amasya Circular, Erzurum and Sivas Congresses, to be founded of the Deputation.
5	Opening of the TBMM. Rebellions against the TBMM. Sevri Treaty. To be founded "Kuva-yı Milliye" and national army.
6	Mudanya Armistice Agreement. Abolition of sultanate. Lausanne Treaty. Abolition of caliphate and lodges
7	MidTerm Exam
8	Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and İnönü's.
9	The political currents that effected Turkish revolution. Democratic law state.
10	The political currents that effected Turkish revolution. Democratic law state.
11	Establishment of the Turkish law and educational system
12	Nationalism, Etatism and Populism.
13	Secularism, Revolutionism
14	General evaluation.
15,16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to undertsand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X

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

Instructor(s): V
Signature

14.08.2012

Date:

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ESOĞÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171711005	COURSE NAME	Computer I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Professional Knowledge	Content Knowledge	General Culture Knowledge		Elective Course			
		X		General Knowledge() Content Knowledge ()			
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term				30		
	Quiz						
	Homework				40		
	Project						
	Report						
Others (.....)							
FINAL EXAM					30		
PREREQUIEITE(S)	There are no prerequisite for this course.						
COURSE DESCRIPTION	Information technologies, basic concepts related to software and hardware, operating systems, word processing programs, electronic spreadsheet programs, presentation of data, internet usage in education, impacts of information technologies on social structure information technologies in education, safety and ethical issues related to information systems.						
COURSE OBJECTIVES	The purpose of this course is to gain knowledge and skills in computer hardware, computer software, operating system, word processors, electronic spreadsheets, presentation software and internet.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>It is important for teacher candidates to gain computer skills in the digital age. Students will have knowledge on the effective use of the computer in teaching-learning process after this course.</i>						
COURSE OUTCOMES	1. Recognizes the components of computers and computer. 1.1. Tells the components inside the computer case. 1.2. Tells harware units 1.3. Tells the backup units. 1.4. Gives examples of digital devices. 1.5. Tells the programs used in computer. 1.6. Knows the safety rules, and copyrights when using the computer 1.7. Explains the effects of computer on health						

	<ol style="list-style-type: none"> 2. Uses the operating system. <ol style="list-style-type: none"> 2.1. Works with tabs. 2.2. Uses menus, buttons and bars. 2.3. Changes desktop features. 2.4. Works with properties of the taskbar. 2.5. Works with icons in control desk 2.6. Uses accessories. 2.7. Uses internet browser. 2.8. Uses programs in operating system 2.9. Changes file and folder adjustments 2.10. Creates a shortcut 2.11. Creates new file / folder, uses copy, delete options 2.12. Provides computer security. 3. Uses the word processing program. <ol style="list-style-type: none"> 3.1. Starts program and writes 3.2. Saves document in different name and format. 3.3. Gives password to document. 3.4. Opens saved files. 3.5. Uses select, copy, move and delete options. 3.6. Forms written texts. 3.7. Uses mail merge. 3.8. Works with tables. 3.9. Organizes page structure 3.10. Adds page number, eaders and footers. 3.11. Adds a cover page. 3.12. Adds picture, ready shapes, WordArt, and graphics 3.13. Uses print preview and prints documents. 3.14. Creats contents page, bibliography and index. 4. Uses electronic spreadsheet program. <ol style="list-style-type: none"> 4.1. Uses options about rows and columns 4.2. Enters and edits information. 4.3. Uses formulas. 4.4. Forms characters and numbers. 4.5. Edits worksheets. 4.6. Works with lists. 4.7. Uses graphics. 4.8. Uses summary tables 4.9. Works with ready functions 5. Prepares a presentation using the presentation program. <ol style="list-style-type: none"> 5.1. Inserts, edits and deletes slides. 5.2. Adds animation to sliders. 5.3. Adds illustrations, diagrams, sound, and movies to slides. 5.4. Sets up slide shows 6. Uses desktop publishing program. <ol style="list-style-type: none"> 6.1. Prepares a business card. 6.2. Prepare a invitation card. 6.3. Prepares a document 6.4. Prepares a brochure. 6.5. Prepares a web page
TEXTBOOK	Bağcı, Ömer (2010). Bilgisayarın B'si. Seçkin Yayıncılık.
OTHER REFERENCES	Güneş, A. (2009). Bilgisayar I-II. Pegem A Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and history of the computer
2	Basic concepts of computer
3	The use of computers and file management
4	The operating system, utilities
5	Internet and security
6	Word-processing software
7-8	MID-TERM EXAM
9	Word-processing software
10	Electronic spreadsheet software
11	Electronic spreadsheet software
12	Presentation software
13	Presentation software
14	Desktop publishing software
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assit. Prof. Dr. Esra Eren

Signature:

Date: 14.08.2012

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ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171711006	COURSE NAME	Introduction to Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	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

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

PREREQUIEITE(S)

There is no prerequisite or co-requisite for this course.

COURSE DESCRIPTION

To study on concepts on psychology, human psychology, development

COURSE OBJECTIVES

The purpose of this course is to gain to students knowing the basic concepts of psychology and understanding the human behaviour, emotion and cognition and apply the knowledge about the psychology

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of this course; Students
1. Know the basic concepts of psychology
2. Know the therotical and application subjects related with psychology
3. Apply person-in communication strategies and concepts learned in the conflict.
4. Understand the relationship between interpersonal and may develop effective strategies in resolving conflicts.
5. Use the knowledge about learning, motivation and brain
6.Know the learning theories
7.Learn about the concepts used in the psychological profession will be

TEXTBOOK

Psikolojiye Giriş; Rita L. Atkinson, Ernest R. Hilgard, Richard C. Atkinson, Sosyal Yayınlar, Çeviren: Aysun Yavuz, Kemal Atalay, Mustafa Atalay, 1996.

OTHER REFERENCES

1. Psikolojiyi anlamak, (psikolojiye giriş)", Charles G. Morris; çeviri editörleri H. Belgin Ayvaşık, Melike Sayıl. Ankara : Türk Psikologlar Derneği, 2002.
2. "İnsan ve Davranışı, D. Cüceloğlu, Remzi Kitapevi"
3. "Psikolojiye Giriş", T. M. Cliford, *Meteksan Ltd.*, Ankara, 2001.
4. "Genel psikoloji", Baymur, Feriha, " İnkılap Kitapevi"

TOOLS AND EQUIPMENTS REQUIRED

There is no recommended optional programme component for this course.

COURSE SYLLABUS

WEEK	TOPICS
1	The input to meet, the course content, resources and information on the psychiatric evaluation of the promotion of science
2	Psychology theories and fields
3	The biological basis of behavior
4	Theories of development
5	Theories of development (continue)
6	Personality and personality
7-8	MID-TERM EXAM
9	theories Blockage and conflict Defense mechanisms
10	Learning Theories
11	Motive, impulse, and theories
12	Dealing with concerns and anxieties
13	Abnormal behavior psychology
14	Stress and cope with stress
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		x	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		x	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

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ESOGU Special Education Department (Intellectual Disability I.Öğretim)
Course Information Form

SEMESTER | FALL

COURSE CODE	171711007	COURSE NAME	Introduction to Educational Science
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SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE
	Theory	Practice	Labratory				
1	3	0	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
%75		%25	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

—

COURSE DESCRIPTION

Basic concepts of education, basic concepts of teaching and teaching as a profession, the development of teacher education in Turkey and innovations and developments in the field of teacher education, the legal foundations of education, the psychological foundations of education, the philosophical foundations of education, the historical foundations of education, the economical foundations of education, the psychological foundations of education, the political foundations of education, method in educational science, functions of education, looking, social change and innovation from the perspective of educational sciences, school as a social system, class as a social system and learning environment, Turkish Education System, alternative perspectives in education, criticisms about school and education.

COURSE OBJECTIVES

The purpose of this course is to ensure general knowledge about educational science to teacher candidates and to gain a perspective about teaching as a profession.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. Having knowledge about the basic concepts of education and their meanings.
2. Having knowledge about basic concepts of teaching and their contexts.
3. Understanding the properties of teaching profession.
4. Understanding the main roles of teachers in the classroom, in the school and in the environment.
5. Understanding the legal, social, psychological, philosophical, historical, economic, political foundations of education.
6. Analyzing the structure and function of the school.
7. Analyzing the class as a social system.
8. Interpreting and evaluating the different perspevtives to school and education.
9. Understanding the structure and function of Turkish Education System.
10. Analyzing the issues about school and education in national and international dimensions.

TEXTBOOK

- Şişman, M. (2011). *Eğitim Bilimine Giriş (9. baskı)*. Ankara: Pegem A Yayıncılık.

OTHER REFERENCES	<ul style="list-style-type: none">• Şişman, M. (2011). <i>Eğitim Bilimine Giriş</i> (9. baskı). Ankara: Pegem A Yayıncılık.• Özden, Y. & Turan, S. (Ed.). (2011). <i>Eğitim Bilimine Giriş</i> (1. baskı). Ankara: Pegem A Yayıncılık.• Küçükahmet, L. (Ed.). (201). <i>Eğitim Bilimine Giriş</i> (8. baskı). Ankara: Nobel Yayın Dağıtım.• Demrel, Ö. & Kaya, Z. (Ed.). (2011). <i>Eğitim Bilimine Giriş</i> (6. baskı). Ankara: Pegem A Yayıncılık.• Karip, E. (Ed.). (2011). <i>Eğitim Bilimine Giriş</i> (4. baskı). Ankara: Pegem A Yayıncılık.• Oktay, A. (Ed.). (2011). <i>Eğitim Bilimine Giriş</i> (5. baskı). Ankara: Pegem A Yayıncılık.• Karşlı, M. D. (Ed.). (2010). <i>Eğitim Bilimine Giriş</i> (3. baskı). Ankara: Pegem A Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts, purpose and function of education
2	The historical foundations of education
3	The social foundations of education
4	The legal foundations of education
5	The political foundations of education
6	The economical foundations of education
7-8	MID-TERM EXAM
9	The philosophical foundations of education
10	The psychological foundations of education
11	Teaching as a profession
12	Research methods in educational sciences
13	The structure and properties of Turkish Education System
14	New dimensions and alternative perspectives about education
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Prof. Dr. Ahmet Aypay
Signature:

Date: 14.08.2012

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SEMESTER SPRING

COURSE CODE	171712001	COURSE NAME	Individuals with Cognitive Disabilities and Their Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

Within the content of Individuals with Cognitive Disabilities and Their Education course, topics including history of cognitive disability, basic terms and notions regarding cognitive disability, diagnosis of cognitive disability, causes of cognitive disability, the impact of having a child with cognitive disability on family, and education of children with cognitive disabilities will be covered.

COURSE OBJECTIVES

Related to various aspects of cognitive disability, students will be acquainted with latest information from the viewpoint of lifecycle.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Getting acquainted with characteristics of children with cognitive disabilities is basic content knowledge and important for training of teachers who will work with those children.

COURSE OUTCOMES

1. Will be able to explain history of cognitive disability.
 - 1.1. Discuss basic dynamics that impact history of studies in the area of cognitive disability.
 - 1.2. Be acquainted with historical periods that are related to specific development trends.
 - 1.3. Discuss contributions of people who have important impacts to the improvement of the area.
 - 1.4. Describe the impact of various socio-politic events to implementations towards individuals with cognitive disability.
 - 1.5. See evolving development of currently experienced problems.
 - 1.6. Discuss history of cognitive disability area in Turkey from the point of view of global development.
2. Will be able to use basic terms and notions regarding cognitive disability in a correct way.
 - 2.1. Be acquainted with terms used to delineate cognitive disability.
 - 2.2. Be acquainted with key terms from the definition of cognitive

	<p>disability.</p> <p>2.3. Delineate theoretical foundations of definitions of cognitive disability.</p> <p>2.4. Explain classification system used for individuals with cognitive disabilities.</p> <p>2.5. Be acquainted with factors that impact prevalence of cognitive disability.</p> <p>3. Will be able to explain evaluation procedures used for diagnosis of cognitive disability.</p> <p>3.1. Delineate relation between intelligence theories and intelligence scales.</p> <p>3.2. Be acquainted with intelligence scales widely used today.</p> <p>3.3. Use basic terms and notions related to intelligence scales correctly.</p> <p>3.4. Explain limitations of intelligence scales.</p> <p>3.5. Delineate relation between adaptation theories and adaptation scales.</p> <p>3.6. Delineate points that need to be considered during evaluation of adaptive behaviors.</p> <p>3.7. Use basic terms and notions related to evaluation of adaptive behaviors.</p> <p>3.8. Be acquainted with adaptation scales widely used today.</p> <p>4. Will be able to classify biological and environmental factors that can cause cognitive disability.</p> <p>4.1. Juxtapose genetic and chromosomal disorders related to cognitive disability.</p> <p>4.2. Delineate methods used for prevention of cognitive disability.</p> <p>4.3. Discuss psychosocial factors that increase the risk for cognitive disability.</p> <p>4.4. Explain the importance of ecological approach for prevention of cognitive disability.</p> <p>5. Will be able to describe possible impacts of having an individual with cognitive disability on the family.</p> <p>5.1. Delineate various family models.</p> <p>5.2. Describe relations within basic components in the family system model.</p> <p>5.3. Be acquainted with basic characteristics of families.</p> <p>5.4. Discuss basic factors that impact family functions.</p> <p>5.5. Discuss possible problems that families may face during their lives.</p> <p>6. Will be able to delineate typical characteristics of individuals with cognitive disabilities.</p> <p>6.1. Describe characteristics that impact performance of individuals with mild cognitive disability in school and society.</p> <p>6.2. Delineate services provided for individuals with mild cognitive disability.</p> <p>6.3. Describe physical, behavioral, emotional and functional characteristics of individuals with severe cognitive disability</p> <p>6.4. Delineate services provided to individuals with severe cognitive disability.</p> <p>7. Will be able to explain educational opportunities provided for individuals with cognitive disabilities.</p> <p>7.1. Describe the importance of early childhood education for children with cognitive disabilities.</p> <p>7.2. Be acquainted with early childhood education curriculums for children with cognitive disabilities.</p> <p>7.3. Be acquainted with elementary and secondary education curriculums for children with cognitive disabilities.</p>
TEXTBOOK	<i>Eripek, S. (2009). Zihinsel yetersizliği olan çocuklar. Ankara: Maya Akademi</i>
OTHER REFERENCES	<i>Sucuoğlu, B. (2008). Zihin engelliler ve eğitimleri. Ankara: Kök Yayıncılık.</i>
TOOLS AND EQUIPMENTS REQUIRED	----

Course syllabus	
Week	Topics
1	History of cognitive disability
2	Terms and definitions
3	Theoretical foundations of definitions
4	Classification; incidence rate and prevalence
5	Evaluation of cognitive disability: Evaluation of intelligence
6	Evaluation of adaptive behaviors
7	Causes of cognitive disabilities: Genetic and chromosomal factors
8	Environmental and psychosocial factors
9	Family dimension of cognitive disability: Family models, family systems, family life
10	Characteristics of individuals with cognitive disabilities: Characteristics of individuals with mild cognitive disability
11	Characteristics of individuals with cognitive disabilities: Characteristics of individuals with severe cognitive disability
12	Education of individuals with cognitive disabilities: preschool education
13	Basic and vocational education
14	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

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

Signature

Date:

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SEMESTER Spring

COURSE CODE	171712002	COURSE NAME	Turkish II: Oral Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORIES

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	Oral	1	60

PREREQUISITE(S)

COURSE DESCRIPTION

The basic features of verbal language and communication. Verbal expression; The basic features of speaking ability (using the body and natural language) ; the basic principles of an effective speaking; The basic features of an effective speaker (stress, intonation, discontinuance; diction etc.). Prepared and unprepared speaking; phases of prepared speaking (selection and limitation of the subject; aim, view, determining the main and supporting ideas, planning, writing the text; presentation of speaking). types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, Christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc.). Speaking on different subjects' unprepared studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches.

COURSE OBJECTIVES

Gaining basic knowledge and skills about voice education; paying attention to the results of the deficiencies in this subject. Showing the ways for effective speech with the basis of some techniques to the preparation before speech, introduction to speech and helping speech. With this regards, attract attention to the harmony between content of speech and body language. Raising the ability of meaning, reading-listening to the upper level.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Speaking skills, text production

COURSE OUTCOMES

1. Understand the sound structure of Turkish and gain pronunciation and diction suitable to this.
2. Understand basic features of the ability of listening and speaking.
3. Learn types of verbal expression and perform these
4. Acquire the ability of speaking before crowd.
5. Gain the skill of harmonious use of body language along with speaking

	<p>6. Grasp the importance of voice usage for the effective speaking</p> <p>7. Gain the ability of affective speaking unprepared about different topics</p>
TEXTBOOK	<i>Beyreli, L., Çetindağ, Z. ve Celepoğlu, A. (2011). Yazılı ve sözlü anlatım. (5. Baskı) Ankara: Pegem Akademi.</i>
OTHER REFERENCES	<p>Ağca, H. (2001). <i>Sözlü ve yazılı anlatımda Türkçenin kullanımı</i>. Ankara: Atatürk Kültür Merkezi Başkanlığı Yayınları.</p> <p>Akbayır, S. (2011). <i>Sözlü anlatım: Nasıl konuşabilirim?</i> Ankara: Pegem Akademi.</p> <p>Fray, N. ve Fisher, D. (2006). <i>Language arts workshop</i>. Ohio: Merrill Prentice Hall.</p> <p>Kavcar, C., Oğuzkan, F. ve Aksoy, Ö. (2005). <i>Yazılı ve sözlü anlatım</i>. Ankara: Anı Yayıncılık.</p> <p><i>Temur, T. ve Çakıroğlu, A. (2010). Etkinliklerle yazılı ve sözlü anlatım. Ankara: Pegem Akademi.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	The basic features of verbal language and communication. Verbal expression; The basic features of speaking ability (using the body and natural language), classroom practice.
2	The basic principles of an effective speaking; The basic features of an effective speaker (stress, intonation, discontinuance; diction etc.), classroom practice.
3	Prepared and unprepared speaking; phases of prepared speaking (selection and limitation of the subject; aim, view, determining the main and supporting ideas, planning, writing the text; presentation of speaking), classroom practice.
4	Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, Christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc.), classroom practice.
5	Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, Christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc.), classroom practice.
6	Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, Christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc.), classroom practice.
7-8	MID-TERM EXAM
9	Types of speaking: (mutual speaking, conversation, introducing oneself, answering the questions, Christmas, birth day, feast etc. celebrate an important event, telling the way, speaking on a phone, asking for a job, interviewing with someone, radio and television speeches, joining to various culture, art program mesas a speaker etc.), classroom practice.
10	Speaking on different subjects' unprepared, studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice.
11	Speaking on different subjects' unprepared, studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice.
12	Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice.
13	Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice.
14	Studies on sample speaking and verbal expression practices, correcting language and expression mistakes in speeches, classroom practice.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic	X		

	environment.			
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Dr. Pınar GİRMEN

Signature

28.01.2013

Date:

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ESOGÜ Special Education (Intellectual Disability Teaching) I. Öğretim
Course Information Form

SEMESTER Spring

COURSE CODE	171712006	COURSE NAME	Medical Knowledge and First Aid
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		30
	Quiz		
	Homework		40
	Project		
	Report		
	Others (.....)		
FINAL EXAM			30
PREREQUIEITE(S)			
COURSE DESCRIPTION	Lesson includes knowledge about first aid.		
COURSE OBJECTIVES	The students will be able to help cases correctly and sufficiently first aid.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>In this department especially the people who will be work with intellectually disabled and it is necessary related with their occuipation, they may encounter with neurological disorders because of epileptic seizures fractures, head injuries, bleeding. It is crucially important for these situation, students should have informed of first aid.</i>		
COURSE OUTCOMES	To have knowledge that will maket hem to provide essential information and skill about the situations required first aid		
TEXTBOOK	Temel İlkyardım Uygulamaları Eğitim Kitabı, T. C. Sağlık Bakanlığı Temel Sağlık Hizmetleri Genel Müdürlüğü		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection		

DERSİN HAFTALIK PLANI	
HAFTA	İŞLENEN KONULAR
1	General Knowledge about first aid
2	Bleeding 1
3	Bleeding 2
4	Fracture –cracked-1
5	Fracture –cracked-1
6	Head trauma
7-8	ARA SINAV
9	Burns -1
10	Burns -2
11	Poisoning-1
12	Poisoning -2
13	Heart-Lung Animation-1
14	Heart-Lung Animation-2
15-16	FİNAL SINAVI

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

Dersin Öğretim Üyesi:

İmza: Tarih:

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ESOGU Special Education Department (Intellectual Disability Teaching) I.Öğretim
Course Information Form

SEMESTER | Spring

COURSE CODE	171712004	COURSE NAME	Principles of Atatürk And Recent Turkish History II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAG E
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	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	Basic concepts about Atatürk Principles and Revolution, Atatürk Principles and Revolutions.
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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.
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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.
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COURSE OUTCOMES	At the end of this course; Students 1.Explains Principles of Atatürk and main concepts related to Revolution history. 1.1.Explains 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. 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. 3.1.Explains the effects of European and World politics on Turkey and the
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	<p>results of them.</p> <p>3.2.Describes the effects of Capitalism/Emperialism on Turkey.</p> <p>3.3.Explains the relations / problems between Turkey and its neighbours.</p> <p>3.4.Explains the importance of Turkey at Europe and World</p>
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
7-8	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

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to undertsand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Volkan MARTTİN

Signature

Date: 08.08.2012

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SEMESTER | SPRING

COURSE CODE	171712003	COURSE NAME	FOREIGN LANGUAGE II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2012-2013 SPRING	3					COMPULSORY (X) ELECTIVE ()	English

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		3	20
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)

There is no prerequisite condition for this course.

COURSE DESCRIPTION

This course is designed to provide activities developing academic reading, speaking, listening and writing skills. It is aimed to improve the skills and knowledge they have acquired at "Foreign Language I". On this purpose, it is planned to create interesting contexts, practice exercises to improve language competency, also to enable students use language in meaningful contexts; in this way to develop students' language proficiency.

COURSE OBJECTIVES

The goal of this course is to help students learn the basic structures of foreign language, develop vocabulary knowledge, improve reading and listening comprehension, also develop speaking skills.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

As a result of this course, the pre-service teachers can attain knowledge related to their specialization in foreign language

COURSE OUTCOMES

At the end of this course, the students will be able to;
*listen and comprehend the conversation
*define the gist of the etxt
*explain and describe their hometown and people with basic structures
*write a short paragraf with simple sentences
*write short text relate to their own specialization

TEXTBOOK

Double-click Express Publishing

OTHER REFERENCES

Authentic materials

TOOLS AND EQUIPMENTS REQUIRED

Projection

COURSE SYLLABUS

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

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	x		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.			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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	x		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		x	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		x	
14	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
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

Instructor(s):

Signature

Date:

[Return](#)



SEMESTER Spring

COURSE CODE	171712005	COURSE NAME	Computer II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	2		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		
2nd Mid-Term			
Quiz			
Homework			40
Project			
Report			
Others (.....)			
FINAL EXAM			30

PREREQUEITE(S)

There are no prerequisites for this course

COURSE DESCRIPTION

Basic concepts related to computer assisted instruction, elements, theoretical foundations, benefits and limitations, application procedures, common formats used in computer assisted instruction, evaluation and selection of educational software, distance learning applications, adverse effects computer and internet on children / young people and prevention of this effect.

COURSE OBJECTIVES

The purpose of this course is to gain ability to use computers and the internet effectively in undergraduate education and professions of students.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

The usage of computer and internet technologies actively will positively affect the quality and efficiency of intellectual disability teaching services

COURSE OUTCOMES

- Explain the advantages and disadvantages of the use of computers and the Internet in education.
- Gives gives examples of intellectual disability on the use of computers and the internet.
- Defines the basic concepts of computer-aided instruction.
- Describes how to practice computer assisted instruction.
- Searches educational softwares in the field.
- Prepares simple educational softwares.
- Prepares video using video programs.
- Gives examples of distance education applications.

	<ul style="list-style-type: none"> • Explains how to use social networking in intellectual disability teaching services • Prepares a presentations using presentation program on Internet. • Prepares a personal blog. • Prepares Wiki page with others. • Creates course page on internet. • Follows internet usage ethics rules.
TEXTBOOK	Pekmen, S. & Tezci, E. (2011). <i>Eğitimde Teknoloji Entegrasyonu</i> . Ankara: Pegem A Yayıncılık.
OTHER REFERENCES	Güneş, A. (2009). <i>Bilgisayar I-II</i> . Ankara: Pegem A Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection

COURSE SYLLABUS

WEEK	TOPICS
1	Use of computers in education
2	Educational software evaluation
3	Use of visuals in education
4	Image editing
5	Storytelling
6	Preparing video
7-8	MID-TERM EXAM
9	Preparing presentation on the Internet
10	Preparing blog
11	Web page design
12	Using cooperative learning tools on the Internet
13	Preparation course page on the Internet
14	Computer and Internet ethics
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		X	
3	Uses knowledge and skills about the field within the legal and ethical rules in their professions and daily life.			
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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

Instructor(s): Yrd.Doç.Dr. Esra EREN

Signature

Date: 28.01.2013

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I.Öğretim
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171712007	COURSE NAME	Individual Differences & Psychological Approaches
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	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

	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)

COURSE DESCRIPTION

Individual Differences & Psychological Approaches course includes topics as the following:examining individuals behaviours by scientific method, individuals/interindividuals differences and classification in special education, approaches to service for people with disabilities, psychodynamic, biophysical, behavioral, sociological and oher approach explaining the causes, outcomes and overcoming differences.

COURSE OBJECTIVES

The objectives of this course are to make students comprehend that there are plenty of interindividual differences, the people have different level of abilities, strengths and these strenghts should be taken into consideration when they are giving training.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Students of this course are expeced to have information about individual differences and use this information when they are implementing, designing teaching-learning process.

COURSE OUTCOMES

At the end of this course candidate teachers will discuss and have information about individuals differences and reflections to education, intelligence and abilities, interests, learning styles, preliminary informations, motivation in learning, introverted and exroverted characteristics, focus of control, self-sufficiency and gender.

TEXTBOOK

Editors: Prof.Dr.Yıldız Kuzgun & Yard.Doç.Dr.Deniz Deryakulu. (2010). Individuals Differences in Education. Ankara: Nobel Publication

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Meeting and course identification-examining syllabus
2	Individuals differences and reflections to education
3	Intelligence and abilities
4	Interests
5	Learning styles
6	Preliminary information
7-8	MIDTERM EXAM
9	Motivation in learning
10	Introverted and extroverted characteristics
11	Focus of control
12	Epistemological beliefs
13	Self-sufficiency beliefs
14	Gender –General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

Instructor(s): Assist. Prof. Dr. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER SPRING

COURSE CODE	171712008	COURSE NAME	Educational Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	-	-	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		x
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		x	60

PREREQUIEITE(S)

There is no perquisites

COURSE DESCRIPTION

Introduces psychology bases of instructional systems. Examines development and learning of children and adolescents.

COURSE OBJECTIVES

Understanding and knowing about development of children and adolescents, and also learning theories and concepts.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Understanding of teachers, teaching and educational psychology .
Understanding of personal development
Understanding of moral development
Understanding of social development
Understanding of behavioral learning theories
Understanding of cognitive theories

TEXTBOOK

Hasan Bacanlı. (2009). Eğitim Psikolojisi. Asal Yayınları

OTHER REFERENCES

Engin Deniz. (2010). Eğitim Psikolojisi. Maya Yayınları

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Concepts of development
2	Psychical development
3	Cognitive development
4	Personality development
5	Moral development
6	Social development
7-8	MID-TERM EXAM
9	Concepts of leanings
10	Behavioral theory
11	Cognitive theory
12	Social learning theory
13	Motivation
14	General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		x	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	x		

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

Instructor(s):

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I.Öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171713001	COURSE NAME	Changing Attitudes Towards Individuals with Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	0	0	2	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

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

Changing Attitudes Towards Individuals with Disabilities course includes examining the concept and characteristics of attitude and its effects on behavior, factors effecting acquiring and changing attitudes, attitudes towards individuals with disabilities and the variations effecting these attitudes, reading and interpreting research articles about examining attitudes towards individuals with disabilities, preparing and presenting a sample research plan.

COURSE OBJECTIVES

The students taking this lesson will have skills and information about attitude concept, defining variations effecting the attitudes towards individuals with disabilities, implementing a study to develop positive attitudes towards individuals with disabilities.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Graduate students taking this lesson will know the reasons of the attitudes towards individuals with disabilities when they come across in their professional life, trying to make people gain positive attitudes by changing their negative attitudes and so, they will learn skills for social acceptance and adaptation of individuals with disabilities.

COURSE OUTCOMES

1. Defines attitudes and gives samples
2. Be informed about knowing attitudes enables to estimate individuals behaviors partially.
3. Seperates attitudes from behaviors
4. Defines how a person gain attitudes
5. Defines the changing of attitudes
6. Defines factors effecting changing attitudes via informing
7. Defines how attitudes towards individuals according to age
8. Defines the reasons of unreal informing of individuals with disabilities

	<p>9. Defines somatopsychology and its effects on unreal informing</p> <p>10. Defines by giving example disability and factors effecting disability</p> <p>11. Defines handicap and factors effecting it</p> <p>12. Defines adaptation and maladaptation of individuals with disabilities</p> <p>13. Defines the effects of explanations about creating beliefs towards individuals with disabilities</p> <p>14. Knows approaches on creating real attitudes towards individuals with disabilities</p> <p>15. Reads and interprets studies and researches examining attitudes towards individuals with disabilities</p> <p>16. Plans studies on changing attitudes towards individuals with disabilities</p> <p>17. Develops questionnaires to use in the study about changing attitudes towards individuals with disabilities</p> <p>18. Defines study group and implements the questionnaires</p> <p>19. Evaluates the questionnaire and interprets the results</p> <p>20. Prepares the reports of the study about changing attitudes towards individuals with disabilities and presents to group</p>
TEXTBOOK	<i>Changing attitudes towards individuals with disabilities – Mehmet Ozyurek, Kok Publication</i>
OTHER REFERENCES	<i>Studies and researches examining attitudes towards individuals with disabilities</i>
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector for presentation of the lessons

COURSE SYLLABUS

WEEK	TOPICS
1	Concept and characteristics of attitudes – Relationship between attitudes and behaviors
2	Variations effecting changing of attitudes - attitudes towards individuals with disabilities
3	Factors effecting attitudes towards individuals with disabilities
4	Factors effecting attitudes towards individuals with disabilities
5	Factors effecting attitudes towards individuals with disabilities
6	Approaches effecting real attitudes towards individuals with disabilities
7-8	MID-TERM EXAM
9	Examining research studies on attitudes towards individuals with disabilities
10	Planning research on changing attitudes towards individuals with disabilities
11	Developing questionnaire for changing attitude research
12	Implementing the questionnaire to study group and interpreting the results
13	Presenting the research to group and evaluating the research
14	Presenting the research to group and evaluating the research
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.			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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	X		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X

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

Instructor(s): Assist. Prof. Dr. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



SEMESTER | Fall

COURSE CODE	171713002	COURSE NAME	Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAG E
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	30
Project			
Report			
Others (.....)			
FINAL EXAM		1	40

PREREQUIEITE(S)

To take special education lesson before and to be successful in.

COURSE DESCRIPTION

Early Childhood Special Education course includes the concept of developmental disabilities and children with developmental disabilities, definition, importance, approaches, historical development and laws of early childhood special education, professionals and support group in early childhood special education, family involvement, evaluations on screening, indentification and programming, standardized and alternative evaluation approaches, curriculum-based assessment, individualized family support plan IFSP, transition, models for education and teaching approaches, small steps early intervention program.

COURSE OBJECTIVES

The objective of this course is to make students learn and discuss on main concepts and approaches in early childhood, cognitive, language, physical, social emotional development of developmentally different children, tha factors effecting their development, basic implementations in early childhood.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

After this course teacher candidate will define basic needs of childrens with developmental disabilities (0-6 age), have information to select appropriate teaching approach and models for children.

COURSE OUTCOMES

At the end of this course teacher candidate will define early childhood and preschool education, discuss basic approaches and explain education programs on early childhood education, comprehend developmental characteristics of children (0-6), explain high and low incidence disabilities, institutions for early childhood and characteristics of physical setting, discuss the importance of play in early childhood special education, explain transition from preschool to primary school, explain the characteristics of preschool teacher, inclusion in early childhood

	education.
TEXTBOOK	<i>Editor:İbrahim H. DİKEN. Early childhood education. Ankara: Pegem Akademi ISBN:978-605-364-096-7</i>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector for presentation of lesson

COURSE SYLLABUS	
WEEK	TOPICS
1	Meeting and introducing course- Examining syllbus
2	Early childhood education and preschool education
3	Basic approaches, education programs in early childhood education
4	Basic developmental characteristics of children aged 0-6 Cognitive, language, physical, social emotional development
5	Factors effecting development in early childhood High incidence disabilities
6	Low incidence disabilities Gifted children
7-8	MID-TERM EXAM
9	Institutions for early childhood Physical setting of early childhood education
10	Play and importance of play in early childhood education Play and children with special needs
11	Watching film
12	Transition from preschool to primary school
13	Preschool teachers characteristics
14	Inclusion in early childhood special education General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Asis.Prof. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER Fall

COURSE CODE	171713003	COURSE NAME	Applied Behaviour Analysis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	4	0	0	4	6	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)

To take special education lesson before and to be successful in.

COURSE DESCRIPTION

Applied Behavior Analysis course includes grounds, history, principles and importance of applied behavior analysis, defining and assessing, recording, target behaviour, analyzing and evaluating data on target behavior, using data to decide teaching, principles for increasing behaviour, using reinforcers, token economy, principles for teaching new behaviour, principles for decreasing behavior, differential reinforcement, extinction, response cost.

COURSE OBJECTIVES

The objective of this course is to provide candidate teachers learn problem behaviours, steps for decreasing problem behaviours, teaching new behaviours, reinforcement for maintenance of behaviours, punishment techniques for decreasing behaviour.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Candidate teachers will have information on changing problem behaviour of students with special needs without labeling and designing education setting.

COURSE OUTCOMES

At the end of this course, candidate teachers will discuss definition, classification problem behavior, deciding problem behavior, teaching new behavior, social reinforcement for increasing behavior, maintenance of behaviour, effective using of punishment for decreasing behaviours.

TEXTBOOK

Prof.Dr.Mehmet Ozyurek. (2009). Changing behaviour in class Applied behavior analysis Ankara: Kok Publication

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Meeting –examining syllabus
2	Premises of problem behaviors
3	Definition and classification of problem behaviors
4	Deciding problem behaviors
5	Teaching new behaviour and shaping
6	Use of social and activity reinforcement
7-8	MID-TERM EXAM
9	Token economy
10	Reinforcement schedule
11	Maintenance of behaviors
12	Use of punishment for decreasing behaviour
13	Effective use of punishment
14	General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

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

Signature

Date:

[Return](#)



ESOGÜ Special Education Department I.Öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171713004	COURSE NAME	Educational-Behavioral Measurement and Evaluation
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	4	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	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)

None

COURSE DESCRIPTION

Concepts of measurement and evaluation in special education, special education goals of the evaluation, educational, and medical evaluation approaches, educational, and behavioral assessment practices in Turkey and in the advanced countries, educational evaluation stages, formal and informal assessment techniques, measurement and recording of behavior which may be used for single-digit and chained techniques, evaluation, data interpretation, reporting and educational use, monitoring and evaluation of an individualized training program.

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

None

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.
7-8	Mid-Term
9	Matching items, true/false items, and multiple choice tests.
10	Performance assessment.
11	Test statistics, distribution statistics
12	Test statistics, distribution statistics
13	Item statistics
14	Item statistics
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.			X
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.			X
14	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
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X

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

Instructor(s): Ümit ÇELEN

Signature **Date:** 19.01.2013

[Return](#)



SEMESTER | Fall

COURSE CODE	171713005	COURSE NAME	Öğretim İlke ve Yöntemleri
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3			3	5	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	
2nd Mid-Term			20
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM			50

PREREQUIEITE(S)

COURSE DESCRIPTION

Basic concepts related to teaching; principles of learning and teaching, importance and benefits of planned study in teaching; planning of teaching (annual plan with units, daily plan and samples of activity) , strategies of learning and teaching, teaching techniques and methods and their relation with practice, teaching tools and materials, duty and responsibility of teacher to improve the quality of teaching training, proficiency of teacher.

COURSE OBJECTIVES

Understanding the basic concept and principles about teaching. Planned study in teaching, grasping the teaching strategy, methods and techniques; using them effectively.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Upon successful completion of the course, the students will be able to :
1-Explain the basic components of the curriculum development process.
2-Understand the basic principles of education.
3-Understand the variety of plan used in teaching and learning.
4-Prepare the sample of annual, daily and unit plans.
5-Explain the basic learning approaches in education

TEXTBOOK

- *Sünbül, A. M. , 2012; Öğretim İlk eve Yöntemleri, Eğitim Kitabevi, Konya.*

OTHER REFERENCES

- *Çepni, S. , Ayas, A. , Ekiz, D. , ve Akyıldız, S. 2008; Öğretim İlke ve Yöntemleri, Celepler Matbaacılık, Trabzon*
- *Tan, Ş. (Ed) 2007; Öğretim İlke ve Yöntemleri, Pegema Yayıncılık, Ankara*

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction of organisation of the course, basic concepts about education and instruction,
2	Foundational concepts about curriculum development, history of curriculum development.
3	Main elements of a curriculum, types of educational aims and objectives, determination of aims and objectives.
4	Types of educational curricula, main features of a curriculum, main curriculum development theories.
5	Foundations, approaches and models of curriculum development, classification of aims and objectives in education and teaching principles (appropriateness to the child, closer to far, from known to unknown, explicit, from concrete to abstract, being economical, liveliness, hands on learning).
6	Planning instruction and applications (importance and necessity of working with plans, sorts of teaching plans, yearly plans with units, daily plan, lesson plan, and stages of making teaching plans)
7-8	MID-TERM EXAM
9	Teaching and learning theories (Behavioristic approach, Cognitive Gestalt approach, information processing theory, neuro physiological approach, constructivist approach, multiple intelligence theory)
10	Main teaching strategies (teaching through explanation, teaching through discovery, research and investigation strategy, complete learning model, co-operative learning)
11	Teaching methods used in education (direct explanation, demonstration, case study, problem solving)
12	Discussion methods in teaching (group discussion, large group discussion, panel, forum, symposium, collegium, seminar, buzz groups)
13	Project based instruction its theory and practice
14	Teaching techniques (question-answer, demonstration, brain storming, drama, role play, simulations and modelling, six hat thinking, idea development, mikro-teaching, educational games, experiments and laboratory, station, conversation circle, socratic discussion)
15-16	FINAL EXAM

O	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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



SEMESTER FALL

COURSE CODE	171713007	COURSE NAME	Children with Down Syndrome and Their Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	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	-	-
	Project	1	30
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	40

PREREQUIEITE(S)	In order to be able to take the Children with Down Syndrome and Their Development course, students need to take the Special Education course and be successful in previous semesters.
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COURSE DESCRIPTION	Within the content of the Children with Down Syndrome and Their Development course, topics including having a child with down syndrome, development of children with down syndrome and support for those children, and education of children with down syndrome will be covered.
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COURSE OBJECTIVES	Teacher candidates completing this course will be acquainted with overall information and experience about children with down syndroem and education of those children, and will be able to discuss those information and experience with their colleagues.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Children with Down Syndrome and Their Development course will help intellectual disability teacher candidates to understand children with down syndrome who will be frequently present in their classrooms, and to learn teaching methods and techniques targeted children with down syndrome.
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COURSE OUTCOMES	At the end of this course, teacher candidates will learn down syndrome, health characteristics, care, 0-6 years development, behavior control, spontaneous teaching method, diagnosis and early education, and inclusion
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TEXTBOOK	<i>Batu, E. S. (2011). Down Sendromu Olan Çocuklar ve Gelişimleri. Kök Yayıncılık: Ankara.</i>
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OTHER REFERENCES	---
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TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation
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COURSE SYLLABUS

WEEK	TOPICS
1	Down syndrome
2	Adjustment to baby, Health characteristics of child
3	Care of children with down syndrome, Family life with babies with down syndrome
4	0-6 years development of children with down syndrome
5	Fine and gross motor development, Self-care skill development and teaching
6	Development of interaction skills
7-8	MID-TERM EXAM
9	Play skills for social and emotional development
10	Behavior control for children with down syndrome
11	Spontaneous teaching method
12	Early diagnosis and early education
13	Cooperation in early childhood education
14	Inclusion in early education
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

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

Signature

Date:

[Return](#)



SEMESTER FALL

COURSE CODE	171713008	COURSE NAME	Positive Classroom Management in Inclusion
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	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	30
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	40

PREREQUIEITE(S)	In order to be able to take the Positive Classroom Management in Inclusion course, students need to take the Special Education course and be successful in previous semesters.
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COURSE DESCRIPTION	Within the content of the Positive Classroom Management in Inclusion course, topics including scope of classroom management, teacher explanations effecting behavior management, behavior principles for behavior management, arrangements for participation in the learning experiences, management of behavior problems in classroom, and physical arrangements of the classroom will be covered.
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COURSE OBJECTIVES	Teacher candidates completing this course will be acquainted with overall information and experience about positive classroom management methods and techniques to be used in inclusive classrooms, and will be able to discuss those information and experience with their colleagues.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Positive Classroom Management in Inclusion course will help intellectual disability teacher candidates to understand behavior problems that teachers may frequently encounter in inclusive classrooms, and to learn appropriate classroom management methods and techniques for their students.
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COURSE OUTCOMES	At the end of this course, teacher candidates will learn factors impacting learning process, behavior management, behavior explanation approaches, applied behavior analysis and classroom management, principles of positive and negative reinforcement, behavior results, arrangements for participation in the learning experiences, arrangements of feedback, activities increasing classroom participation, use of punishment, use of reinforcement, physical properties of the classroom and physical structure configuration.
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TEXTBOOK	<i>Özyürek, M. (2010) Olumlu Sınıf Yönetimi. Kök Yayıncılık: Ankara.</i>
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OTHER REFERENCES	<i>Güner, N. (2011). Sınıf Yönetimi ve Kaynaştırma. Pegem Akademi: Ankara.</i>
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TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation
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COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to classroom management
2	Factors impacting learning process
3	Teacher explanations effecting behavior management
4	Applied behavior analysis and classroom management
5	Behavior principles for behavior management
6	Positive and negative reinforcement
7-8	MID-TERM EXAM
9	Arrangements for participation in the learning experiences
10	Arrangements of feedback for increasing and sustaining classroom participation
11	Behavior problem management in classroom
12	Use of reinforcement for behavior reduction
13	Physical arrangement of classroom
14	Physical structure configuration
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assist. Prof. Dr. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171714001	COURSE NAME	TEACHING CONCEPT & SKILL TO INDIVIDUALS WITH COGNITIVE DISABILITIES
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

To be able to have this lesson Teaching Concept & Skill to Individuals with Cognitive Disabilities should have taken Special Education and been successful.

COURSE DESCRIPTION

Teaching Concept & Skill to Individuals with Cognitive Disabilities course includes what the definition and features of skill and concept are; the sequence of acquisition of skill and concepts; to prepare measurement tools for skills and concepts; to determine the abilities of students by applying measurement tools; measurement based on single and multiple opportunity; to write aims according to performance; to practice aims related to skills of using cues and graying; to be able to develop aims for concepts use of different instructional strategies(natural, direct, errorless teaching methods)

COURSE OBJECTIVES

Teacher candidates comprehend definitions relate to skills and concept. They constitute skills and concepts appropriate for children. They develop materials appropriate for students' skill analysis. If it is needed they can apply to children and evaluate performance of children.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

At the end of the lesson teacher candidates will have knowledge about and discuss: constitute and apply skills and concepts appropriate for children, develop materials appropriate for children's development and evaluate the performance of the children.

COURSE OUTCOMES

At the end of the lesson teacher candidates will have knowledge about the definition and features of skills and concepts; the process of skills and concept learning children with normal development according to their age; the approaches of teaching of skills and concepts, the features about kinds and structure of these; The errorless teaching methods; simultaneous, constant wait, direct and staggered teaching methods; to develop devices and measurement tools appropriate for these methods; kinds of skills; the sequence of acquisition of skills; to prepare measurement tools for iner

	skills; to determine the performance level of skills; to present cues and grading methods for practicing the skill.
TEXTBOOK	
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector

COURSE SYLLABUS	
WEEK	TOPICS
1	The definition and features of skills and concepts
2	The process of skills and concept learning children with normal development according to their age
3	The approaches of teaching of skills and concepts, the features about kinds and structure of these;
4	The features about kinds and structure of the approaches
5	The errorless teaching methods
6	Simultaneous, constant wait, direct and staggered teaching methods
7-8	MID-TERM EXAM
9	To develop devices and measurement tools appropriate for these methods;
10	To develop devices and measurement tools appropriate for these methods;
11	Kinds of skills; the sequence of acquisition of skills; to prepare measurement tools for inner skills
12	To determine the performance level of skills
13	To determine the performance level of skills; to present cues and grading methods for practicing the skill
14	To determine the performance level of skills; to present cues and grading methods for practicing the skill..
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Yrd. Doç. Dr. Macid Ayhan MELEKOĞLU **Signature**

Date:

[Return](#)



SEMESTER Spring

COURSE CODE	171714002	COURSE NAME	Teaching Mathematics to Mentally Retarded
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
IV.	4	0	4	4	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORIES

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	---
2nd Mid-Term		---	---
Presentation		1	25
Homework Project		8	50
Report		---	---
Others (.....)		---	---
FINAL EXAM	Final	1	25
PREREQUISITE(S)	Basic terms of Special Education, Basic skills and knowledge on characteristic learning behaviors of students with mental retardation.		

COURSE DESCRIPTION	In teaching mathematics to mentally retarded students: Instructional planning; Evaluation of mathematical concepts and abilities; Interactive unit and direct teaching approaches; Developing problem solving skills; Implementing mathematics curriculum; Teaching counting and operations of addition, subtraction, multiplication and division; The types and analysis of mistakes in mathematics teaching; Teaching functional mathematics abilities; Teaching value (money), time, length and weight measures; Teaching methods of geometry concepts and abilities.
COURSE OBJECTIVES	To get teacher candidates to: - Realize the importance of teaching mathematics in the education of mentally retarded students. - Gain background knowledge on teaching mathematics to mentally retarded students by studying course materials and related literature. - Gain the ability to prepare proper curriculum. - Learn to use proper instructional methods and materials special for mentally retarded students. - Learn and start teaching the concepts and subjects by themselves by preparing homework presentations, projects and posters to be presented to their peers in class.
CONTRIBUTION OF THE COURSE TO VOCATIONAL EDUCATION	In teaching mathematics concepts and abilities to students with special needs, teacher candidates gain the abilities of determining the educational needs of students, planning, applying and evaluating the instruction according to these needs.

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COURSE OUTCOMES	
1	Explains the importance of teaching mathematics to mentally disabled students.
2	Explains the reasons for the difficulties encountered in teaching mathematics to mentally retarded.
3	Gain skills in preparing and presenting instructional content of mathematics lesson.
4	Develop individualized instructional material.
5	Develop criterion-referenced test.
6	Determines student's performance.
7	Prepares long and short-term objectives.
8	Teaches math skills using direct teaching method.
9	Teaches math skills using the interaction unit method.
10	Teaches math skills by using innovative approach.
11	Gain information on how to teach some fundamental mathematics subjects and concepts (spatial relations, numbers, sets, measures and geometry etc.).
12	Gain information on learning environment, homeworks and course materials in teaching mathematics.

MAIN TEXTBOOK(S)	<p>- Aktaş, Y. (2002) Okulöncesi Dönemde Matematik Eğitimi. Adana, Nobel Tıp Publishing.</p> <p>- Yıkılmış, A., (2005), <i>Etkileşime Dayalı Matematik Öğretimi</i>, Ankara: Kök Publishing.</p>
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<p>Books and References in Turkish</p> <ul style="list-style-type: none">• Altun. M. (2000) Matematik Öğretimi. 8. Baskı, Bursa, Alfa Yayınları.• Baykul, Y.(2001) İlköğretimde Matematik Öğretimi. Ankara: Elit Yayıncılık.• Arı, M. Çocukta Zaman Kavramının Gelişimi. 9. Ya-Pa Okulöncesi ve Yaygınlaştırılması Semineri. Ankara. 1993.• Baykul, Y., ve P. Aşkar. Matematik Öğretimi "Özel Öğretim Yöntemleri" Ana. Üni. Açıköğretim Fakültesi Yayınları No: 94 Ankara,1982.• Baykul, Y., E.Sağlamer.,H.H.Tekışık. Matematik Öğretimi Rehberi. Rehber Yayınları. No:324, Ankara,1983.• Baykul, Yaşar. İlköğretimde Matematik Öğretimi. Elit Yayıncılık, Ankara,1997• Baykul, Yaşar. İlköğretimde Matematik Öğretim. İlköğretimde Etkili Öğretme ve Öğrenme Öğretmen El Kitabı. Modül 6., MEB.Ankara, 2001.• Baymur, Fuat. Aritmetik Öğretimi, İstanbul, 1967. Dinçer, Ç. ve Ulutaş, İ.“Yaşamımızdaki İlk Matematiksel Kavramlar ve Materyaller.” Çağdaş Eğitim. 253. 1999, s.23-28• Erdener, Sabahattin. İlkokul Matematik Kılavuzu. M.E.Basımevi, İstanbul, 1970.• Gürsel, Oğuz. (2010) Matematik Öğretimi. (Editör, İbrahim H. Diken) İlköğretimde Kaynaştırma. Pegem Akademi, Ankara.• Gürsel, Oğuz. Zihinsel Engelli Çocukların Doğal Sayıları Gerçek Nesnelere Kullanarak

Eşleme, Resimleri İşaret Ederek Gösterme, Rakamlar Gösterildiğinde Söyleme Becerilerinin Gerçekleştirilmesinde Bireyselleştirilmiş Öğretim Materyalinin Basamaklandırılmış Yöntemle Sunulmasının Etkililiği. Anadolu Üniversitesi Sosyal Bilimler Enstitüsü. Eskişehir, 1993.

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TOOLS AND EQUIPMENTS REQUIRED	Basic Instructional Tools (Such as Computer and Projection)
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COURSE SYLLABUS

WEEK	TOPICS
1	Teaching Mathematics To Mentally Retarded Students: The Place and Importance of Mathematics.
2	Some Important Learning Theories In Teaching Mathematics To Mentally Retarded
3	The Curriculum of Teaching Mathematics To Mentally Retarded
4	The Individualization of Teaching Mathematics To Mentally Retarded
5	Learning Environment and Responsibilities In Teaching Mathematics To Mentally Retarded
6	Assessment and Evaluation in Teaching Mathematics To Mentally Retarded
7-8	Teaching Problem Solving To Mentally Retarded
9	Teaching Spatial Relations To Mentally Retarded (Big-small, long-short, etc.)
10	Teaching Set Concept To Mentally Retarded
11	Teaching Natural Numbers To Mentally Retarded
12	Teaching Four Operations To Mentally Retarded
13	Teaching Measures (Value, time, length, weight measures) To Mentally Retarded
14	Teaching Geometry To Mentally Retarded
15-16	FINAL SINAVI

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	x		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.			x
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		x	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		x	
14	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
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

Instructor(s): Dr. Emre EV CIMEN

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171714003	COURSE NAME	Teaching Arts to Individuals with Cognitive Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (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

Teaching Arts to Individuals with Cognitive Disabilities course includes methods of used in art teaching; adaptation of these methods into intellectual disabilities; development of line in children; the features of line development in children; skills examples; to develop measurement tools by getting them gain to paint with watermark;to cut with scissor; oppration, pulverization, origami and candle works; making puppet and bracelet, etc., to prepare instructional plans and application examples of instruction.

COURSE OBJECTIVES

The aim of this lesson is to inform of the teacher candidates to help for developing skills of their students with disabilities about imagination, collaberation and art.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

At the end of the Teaching Arts to Individuals with Cognitive Disabilities course teacher candidates will have knowledge about the strategies and methods used in visual arts.

COURSE OUTCOMES

At the end of the lesson teacher candidates will have knowledge about the definition, function and history of art teaching; children art and the features it of according to thier developmental stages; the gains of art teaching to children with disabilities; the strategies and methods and materials used in art teaching; line development; the features of line develepment; main and secondary colors; oppression and paint works; grapon and construction paper works; collages and residual materials works; looking into the art programmes; to prepare teaching plans for art teaching.

TEXTBOOK

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Computer and projector

COURSE SYLLABUS	
WEEK	TOPICS
1	The definition, function and history of art teaching
2	Children art and the features it of according to thier developmental stages
3	The gains of art teaching to children with disabilities
4	The strategies and methods and materials used in art teaching
5	Line develepment; the features of line develepment
6	Main and secondary colors
7-8	MID-TERM EXAM
9	Oppressionn and paint works
10	Grapon and construction paper works
11	Collages and residual materials works
12	Looking into the art programmes
13	To prepare teaching plans for art teaching.
14	To prepare teaching plans for art teaching.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.			X
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional	X		

	disability, health problem etc.) and their needs.			
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Yrd. Doç. Dr. Macid Ayhan MELEKOĞLU

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171714004	COURSE NAME	Inclusion and Support Special Education Services
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
						COMPULSORY (x) ELECTIVE ()	

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			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)	To be able to take this lesson, there is a condition to take special education lesson before and to be successful in.
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COURSE DESCRIPTION	Inclusion and Support Special Education Services lesson includes the definition of inclusion, law organization related with inclusion, least restrictive education settings notion, history and law foundation, inclusion sorts, Support Special Education Services, consultancy, support in class and resource room; definition, importance and sorts of collaboration in inclusion, inclusion in Turkey, the factors affecting the success of inclusion and issues of researches on inclusion.
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COURSE OBJECTIVES	The aim of this lesson is to make students to have knowledge about basic notions of inclusion, law organization related with inclusion, inclusion sorts, least restrictive education settings notion, , history and law foundation, to identify academic and social features of inclusion students and to make setting adaptation and organization.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	To provide the teacher candidates to be informed in the students of inclusion and their instruction for academic and nonacademic skills.
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COURSE OUTCOMES	At the end of the lesson, students will have knowledge about basic notions of inclusion, the inclusion students with special need, and
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	appropriate adaptation for them, support in class and resource room, the factors affecting success of inclusion., support for their academic and nonacademic skills.
TEXTBOOK	<i>Diken, İ. H. (2010). İlköğretimde Kaynaştırma. Ankara: Pegem Akademi.</i>
OTHER REFERENCES	<i>Sucuoğlu, B. ve Kargın T. (2010). İlköğretimde Kaynaştırma Uygulamaları. Ankara: Kök Yayıncılık</i>
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lesson production

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction to inclusion
2	Family participation inclusion; mental retardation, visual disability, auditory disability
3	Learning disability, attention deficit hyperactivity disorder, emotion and social disorder
4	Physical disability, multiple disability, chronic illnesses, superior intelligence, speech and language disorder, autism spectrum disorder
5	Assessment and developing individualized education programmes; colloboratio process
6	Compete with behavioral problems
7-8	MID-TERM EXAM
9	Support of social skills and social adaptation
10	Support of communication skills
11	Reading teaching; writing teaching
12	Math teaching
13	Social studies
14	Science teaching
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	x		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

Instructor(s): Yrd. Doç. Dr. Nevin GÜNER YILDIZ

Signature

Return



SEMESTER Spring

COURSE CODE	171714005	COURSE NAME	Teaching of Social Studies to Individuals with Cognitive Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	Compulsory	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)

Special Education course must be taken and be successful to take Teaching of Social Studies to Individuals with Cognitive Disabilities course.

COURSE DESCRIPTION

Teaching of Social Studies to Individuals with Cognitive Disabilities course includes teaching strategies and adapting these strategies for students with cognitive disabilities, analyzing the themas (e.g. units, special days and weeks...)in Social Studies, putting the topics in an order, creating criterion-referenced test to teach concepts, preparing course syllabus according to students' level, presenting samples of teaching implementations.

COURSE OBJECTIVES

The students taking this course will have informations about teaching strategies and skills about the course.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Graduate students of this course are expected to learn teaching information , skills, habits and attitudes about life to their future students with cognitive disabilities and assessment strategies.

COURSE OUTCOMES

At the end of this course candidate teachers will have information about teaching strategies and adapting these strategies for students with cognitive disabilities, analyzing the themas (e.g. units, special days and weeks...)in Social Studies, putting the topics in an order, creating criterion-referenced test to teach concepts, preparing course syllabus according to students' level, presenting samples of teaching implementations

TEXTBOOK

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Computer and projector.

COURSE SYLLABUS

WEEK	TOPICS
1	Introducing the course and syllabus
2	Teaching strategies used in teaching social studies
3	Adapting teaching strategies for students with cognitive disabilities
4	Analyzing the themes in social studies
5	Putting topics in an order
6	Defining necessary concepts for teaching topics
7-8	MIDTERM EXAM
9	Creating criterion-referenced test on concepts
10	Preparing syllabus according to students level
11	Teaching materials used in social studies course
12	Evaluation and assessment in social studies course
13	Samples of teaching implementations.
14	General assessment
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

Instructor(s): Asis. Prof. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching) I. öğretim
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171713006	COURSE NAME	Turkish Language Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	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

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

PREREQUISITE(S)

-

COURSE DESCRIPTION

Turkish Language Skills course contents of the special education teacher candidates' language skills in the field will serve to develop and improve communications with students in particular are placing an emphasis on speaking and listening skills.

COURSE OBJECTIVES

Turkish Language Skills course; special education teacher candidates will work to improve their language skills and in particular an emphasis on speaking and listening skills in order to increase communication with students.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Turkish Language Skills students taking the course when they start working teachers can communicate better, while meeting the special needs of their encounter with the language problem.

COURSE OUTCOMES

Basic Concepts
Basic Language Skills
Speaking and Listening Skills
Communication problems in need of special education children
Sample Applications

TEXTBOOK

Dil ve Kavram Gelişimi Editör: Prof. Dr. Seyhun TOPBAŞ Kök Yayıncılık

OTHER REFERENCES

Dil ve Beyin: Çocuklarda Dil ve Konuşma Bozuklukları Prof. Dr. Barış KORKMAZ Yüce Yayın

TOOLS AND EQUIPMENTS REQUIRED	Projection, Camera
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Course syllabus	
Week	Topics
1	Basic Concepts
2	Basic Language Skills Reading
3	Basic Language Skills Writing
4	Talk Basic Language Skills
5	Basic Language Skills Speaking (Sample Applications)
6	Basic Language Skills Listening
7	Basic Language Skills Listening (Sample Applications)
8	Communication Problems in Special Education (4-5 years)
9	Communication Problems in Special Education (Sample Applications)
10	Communication Problems in Special Education (7-12 years)
11	Communication Problems in Special Education (Sample Applications)
12	Communication Problems in Special Education (15-18 years)
13	Communication Problems in Special Education (Sample Applications)
14	Overall Assessment
15,16	Final Exams

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	X		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

Instructor(s): Assoc. Prof. Dr. Hilmi DEMİRAL

Signature

Date: 12.06.2012

[Return](#)



SEMESTER Spring

COURSE CODE	171714007	COURSE NAME	INDIVIDUALIZED EDUCATION PROGRAMS
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

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)

To be able to have this lesson Individualized Education Programs should have taken Special Education and been successful.

COURSE DESCRIPTION

Individualized Education Programs course includes, factors of instructional programme; what Individualized Education Program is, where and by whom Individualized Education Program is prepared; why it is necessary to prepare and develop Individualized Education Program; the components of Individualized Education Program and improving of them, to evaluate existing performance of students; to determine and write short and long term objectives, to determine special education and supplement service; all service plan, family service plan; spreading short and long term objectives through the year.

COURSE OBJECTIVES

The aim of course of Individualized Education Programs is providing teacher candidate to have knowledge about core notions of preparation of Individualized Education Program and to develop Individualized Education Program.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Teacher candidates getting lesson of Individualized Education Programs will have knowledge about to develop and apply efficient instructional service and how to develop lesson of Individualized Education Program for those they will meet in future.

COURSE OUTCOMES

At the end of the lesson teacher candidates will have knowledge about: The component of programme, -The educational environment of children with disabilities, - The process of education according to law. -The members of Individualized Education Program preparation team -To prepare Individualized Education Program - To organize aim and concepts of Individualized Education Program - To determine the suitability of disability to benefit from special education -To determine necessities for developing Individualized Education Program. - The short and long

	term aims – The samples of Individualized Instructional Program
TEXTBOOK	<i>Prof.Dr. Mehmet Özyürek Bireyselleştirilmiş Eğitim Programını Geliştirme ve Temelleri Kök Yayıncılık</i>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction of lesson- looking into the lesson programme
2	The concepts of programme-- The educational environment of children with disabilities,
3	The process of education according to law.
4	The members of Individualized Education Program preparation team
5	To prepare Individualized Education Program
6	To apply Individualized Education Program
7-8	MID-TERM EXAM
9	To organize aim and concepts of Individualized Education Program
10	To determine the suitability of disability to benefit from special education
11	To determine necessities for developing Individualized Education Program
12	The short and long term aims
13	Individualized Instructional Programme
14	The samples of Individualized Instructional Programme-General assesment
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 individualized 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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individualized with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

Instructor(s): Yrd. Doç. Dr. Nevin GÜNER YILDIZ

Signature

Date:

[Return](#)



COURSE CODE	171714008	COURSE NAME	Behavior Change in Classrooms
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	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	30
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	40
PREREQUIEITE(S)	In order to be able to take Behavior Change in Classrooms, students need to take Applied Behavior Analysis Course and be successful in previous semesters.		
COURSE DESCRIPTION	The topics that will be covered in Behavior Change in Classrooms are: Causes of problem behaviors in classrooms, Strategies for teachers on behavior change, utilizing evidence-based strategies to maintain behavior change, and introducing strategies for behavior change in classrooms.		
COURSE OBJECTIVES	Teacher candidates completing this course will maintain the required skills and information needed to identify and solve problem behaviors in their classrooms after they graduate and become teachers. Additionally, teacher candidates will be able to collect data to maintain behavior change and learn about specific strategies to analyze data collected in classrooms. Furthermore, teacher candidates will be able to decide whether the selected behavior change strategies are effective or not.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Behavior Change in Classrooms course will help intellectual disability teacher candidates to learn about the most up-to-date research on effective behavior change practices developed and utilized around the world.		
COURSE OUTCOMES	At the end of this course, teacher candidates will learn causes of problem behaviors, the procedures that a problem behavior develops, learn how to collect data on certain behaviors, learn how to analyze collected data, determine whether the selected strategy is effective or not, and learn required strategies and skills to solve problem behaviors.		
TEXTBOOK	<i>Kırcaali-İftar, G. (2000) Davranış ve Öğrenme Sorunu Olan Çocukların Eğitimi. Anadolu Üniversitesi: Eskişehir.</i>		
OTHER REFERENCES	<i>Erbaş, D., Kırcaali-İftar, G., Tekin-İftar, E. (2005). İşlevsel Değerlendirme. Kök Yayıncılık: Ankara.</i>		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation		

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction to behavior change
2	Introduction to functional analysis
3	Types of functional analysis and evaluation process
4	Behavior change strategies 1
5	Behavior change strategies 2
6	Behavior change strategies 3
7-8	MID-TERM EXAM
9	Developing behavior change plan
10	Data analysis methods in behavior change
11	Behavior change strategies across the world - effective practices
12	Project presentations 1
13	Project presentations 2
14	Project presentations 3
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.			X
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

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

Signature

Date:

[Return](#)



SEMESTER SPRING

COURSE CODE	171714009	COURSE NAME	Teaching Methods in Early Childhood Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY () 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	30
2nd Mid-Term	-	-	
Quiz	-	-	
Homework	-	-	
Project	1	25	
Report	-	-	
Others (.....)	-	-	
FINAL EXAM		1	45

PREREQUIEITE(S)

In order to be able to take the Teaching Methods in Early Childhood Special Education course, students need to take the Special Education in Early Childhood course and be successful in previous semesters.

COURSE DESCRIPTION

Within the content of the Teaching Methods in Early Childhood Special Education course, topics including principles of instruction in early childhood special education, spontaneous teaching, creating educational opportunities, aid and hint provision techniques, opportunity teaching, basic conversation skills, taking turns skills, encouragement for conversation, rewarding, instructive speech, instructive questions, extending the language and guiding language will be covered.

COURSE OBJECTIVES

Teacher candidates completing this course will learn teaching methods for early childhood special education, be able to explain and use spontaneous teaching techniques, explain activity based teaching, and discuss issues to be considered for instruction of early childhood special education.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

The Teaching Methods in Early Childhood Special Education course will help intellectual disability teacher candidates to understand students in early childhood level who can be present in their classrooms, and to learn appropriate and effective teaching methods and techniques targeted those students.

COURSE OUTCOMES

At the end of this course, teacher candidates will learn principles of instruction in early childhood special education, spontaneous teaching, creating educational opportunities, aid and hint provision techniques, opportunity teaching, basic conversation skills, taking turns skills, encouragement for conversation, rewarding, instructive speech, instructive questions, extending the language and guiding language.

TEXTBOOK

Diken, İ. H. (2012) Erken Çocukluk Döneminde Doğal Ortamlarda Öğretim. Maya Akademi: Ankara.

OTHER REFERENCES

Diken, İ. H. (2012) Erken Çocukluk Döneminde Dil Becerilerini Geliştirme. Maya Akademi: Ankara.
Diken, İ. H. (2012) Erken Çocukluk Döneminde Davranış Problemleri ile Başetme. Maya Akademi: Ankara.

TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation
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COURSE SYLLABUS	
WEEK	TOPICS
1	Principles of instruction in early childhood special education
2	Spontaneous teaching
3	Creating educational opportunities
4	Aid and hint provision techniques
5	Opportunity teaching
6	Basic conversation skills
7-8	MID-TERM EXAM
9	Taking turns skills
10	Encouragement for conversation
11	Rewarding
12	Instructive speech
13	Instructive questions
14	Extending the language and guiding language
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.		X	
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

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

Signature

Date:

[Return](#)



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER	Fall
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COURSE CODE	171715001	COURSE NAME	Teaching Reading and Writing and Ind. With Cog. Dis.
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	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	30
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUISITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	
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COURSE OBJECTIVES	
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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COURSE OUTCOMES	<p>At the end of this course, the student will be able to;</p> <p>I The student will be able to explain why it's important Reading-writing</p> <p>I.1-The student will be able to lists for the necessary iReading infrastructure.</p> <p>I.2-The student will be able to sorts the necessary background for writing.</p> <p>I.3-The student will be able to sorts reading-writing for the student the importance.</p> <p>I.4 The student will be able to Discus the effect of reading and writing in academic life</p> <p>II.The student will be able to explain how acquired reading-writing</p> <p>II.1-The student will be able to distinguish the basics for different learning theories.</p> <p>II.2-The student will be able to compare learning theories of</p>
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	<p>teaching reading and writing according to the strengths and weaknesses.</p> <p>II.3-learning theories explain the relationship between reading and writing.</p> <p>III. The student will be able to knows different methods and explain to training process to teaching reading-writing.</p> <p>III.1- The student will be able to makes the sentence method of teaching reading and writing</p> <p>III.2 The student will be able to makes the sound method of teaching reading and writing</p> <p>III.3- The student will be able to sort of similarities and differences methods, of the other sort</p> <p>IV. The student will be able to use communication model when designing teaching reading-writing.</p> <p>IV.1-The student will be able to sort of the elements to communication model.</p> <p>IV.2- The student will be able to defines the elements to communication model.</p> <p>IV.3- The student will be able to refers to the requirements of the role and importance of as the source.</p> <p>IV.4-The student will be able to explainsthe relationship between vehicle development. regulation message to the teaching of literacy</p> <p>IV.5- The student will be able to explain why should be used to different media and tools</p> <p>IV.6-The student will be able to evaluates target multi-faceted. effect in instruction of the literacy</p> <p>V. The student will be able to organize work for reading and writing instruction .</p> <p>V.1-The student will be able to summaries how many kinds of work can be done for the teaching of reading and writing</p> <p>V.2-The student will be able to prepair to vehicle according to the method chosen for the teaching of literacy.</p> <p>V.3- The student will be able to determines the level of chose a student's reading and writing instruction.</p> <p>V.4- The student will be able to plan regarding the chose the teaching student's staging process</p> <p>V.5- The student will be able to design the study assesses the strengths and weaknesses.</p> <p>VI: tThe student will be able toexperiences of the literacy work share with group.</p> <p>VI.1-The student will be able to presents his work</p> <p>VI.2- The student will be able to develop agrees to maturity recommendations</p>
TEXTBOOK	
OTHER REFERENCES	

**TOOLS AND EQUIPMENTS
REQUIRED**

COURSE SYLLABUS

WEEK	TOPICS
1	Reading and writing to explain why it's important. - Reading lists for the necessary infrastructure. - At the infrastructure necessary for writing.
2	Reading and writing to explain why it's important. - Reading and writing to students the importance of sorts. - Reading and writing an academic yaşantıya discusses the effect.
3	Reading and writing to explain how acquired - is distinguished from the basics of the different learning theories. - According to theories of learning reading and writing instruction compares the strengths and weaknesses
4	According to theories of learning reading and writing instruction compares the strengths and weaknesses. - Reading and writing to explain the relationship between learning theories.
5	Know the different methods of teaching reading and writing and explain the teaching process - the sentence makes the method of teaching reading and writing
6	Know the different methods of teaching literacy and education can explain the process - makes it sound method of teaching reading and writing
7-8	MID-TERM EXAM
9	Reading and writing can use the model of the teaching of communication design. - Communication model elements of the queues. Communication model defines the elements
10	The resource requirements of the role and importance of the means. - Reading and writing instruction to issue the message / vehicle development and explains the relationship.
11	Reading and writing instruction to issue the message / vehicle development and explains the relationship. - The teaching of literacy in different media and tools should be used to explain why.
12	Reading and writing multi-evaluates the effect of teaching the subject. You can organize the literacy work.
13	How many types of work can be done for the teaching of reading and writing summaries. - Prepare the vehicle according to the method chosen for the teaching of literacy.
14	chose determines the level of a student's reading and writing instruction. - A student chose the teaching of reading and writing process of the plans stages he designed the study assesses the strengths and weaknesses. The group can share the experiences gained in literacy work. His work-offers - Developer accepts the recommendations of maturity.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature:

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Fall

COURSE CODE	171715002	COURSE NAME	Teaching Daily Living and Social Skills to Ind. With Cog. Dis.
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	4	0	0	4	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. The student will be able to explain daily life and ve social skills.
 - 1.1. The student define daily life and social skills.
 - 1.2. The student classify daily life and social skills.
 - 1.3. The student describe take importance of daily life and social skills.
2. The student will be able to explain the behaviors which impact the gaining of self care skills.
 - 2.1. The student list the behaviors whichi impact the gaining of self care skills.
 - 2.2. The student describe the things which should be done before self care training.
3. The student will be able to explain the toilet training information.
 - 3.1. The student tell toilet training princeples.
 - 3.2. The student list prerequisite behaviors for toilete training.
 - 3.3. The student prepare toilet control schedule.
 - 3.4. The student identify toilte training methods and technics.
- 4.The student will be able to explain the scope of feeding skills.
 - 4.1. The student describe the order of feeding skills.
 - 4.2. The student analyze the feeding skills.
 - 4.3. The student identify feeding training methods and technics.
5. The student will be able to explain the scope of

	<p>dressing/grooming skills. 5.1. The student describe the order of dressing/grooming skills. 5.2. The student analyze dressing/grooming skills. 5.3. The student identify dressing/grooming training methods and technics. 6. The student will be able to explain the importance of daily life skills for individulas with disabilities. 6.1. The student list daily life skills. 6.2. The student describe behaviors which impact teh gainig of daily life skills. 7. The student will be able to explain the importance family participation in daily life and socila skills training. 7.1. The student describe parent participation in special educaiton. 7.2. The student describe parent participation in special educaiton in Turkey. 7.3. The student expresse legislation about parent participation. 7.4. The student describe the research regarding parent participation. 8. The student will be able to devolop training programs for socila skills. 8.1. The student plans baseline sessions. 8.2. The student plans training sessions. 8.3. The student plans maintenace and generalization sessions.</p>
TEXTBOOK	<p>Sucuoğlu, B., ve Çıfci, İ. (2001). Yapamıyor mu? Yapmıyor mu?: Zihinsel Engelli Çocuklar İçin Sosyal Beceri Öğretimi, Ankara Üniversitesi Basımevi.</p> <p>Vuran, S. ve Çolak, A. (2002). Zihin Engellilerin Sosyal Yeterliklerin Geliştirilmesi. Yayınlanmamış Ders Notları, Anadolu Üniversitesi.</p>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Daily life skills and social life skills- describe- Clasffy-İmportance
2	Daily life skills and social life skills- describe- Clasffy-İmportance
3	1. The student will be able to explain the behaviors which impact the gaining of self care skills.2. The student list the behaviors which impact the gaining of self care skills. 3.The student describe teh things which should be done before self care training.
4	1. The student will be able to explain the toilet training information.2The student tell toilet training princeples. 3.The student list prerequiste behaviors for toilete training. 4.The student prepare toilet control schedule.
5	1. The student will be able to explain the toilet training information.2The student tell toilet training princeples. 3.The student list prerequiste behaviors for toilete training. 4.The student prepare toilet control schedule.
6	Menstrual care skills teaching
7-8	MID-TERM EXAM
9	1.The student will be able to explain the scope of feeding skills. 2.The student describe the order of feeding skills.3. The student analyze the feeding skills. 4.The student identify feeding training methods and technics.
10	1. The student will be able to explain the scope of dressing/grooming skills. 2. The student describe the order of dressing/grooming skills.3. The student analyze dressing/grooming skills. 4. The student identify dressing/grooming training methods and technics.
11	1.The student describe behaviors which impact the gainig of daily life skills.
12	1. The student will be able to explain the importance family participation in daily life and social skills training.
13	The student will be able to explain the importance family participation in daily life and social skills training.
14	Social skills describe İdentifysocial skillstraining methods and technics.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Nevin Güler Yıldız

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171715003	COURSE NAME	Play and Song Teaching to Ind. with Cog. Dis.
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORIES

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

PREREQUISITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES

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

s will be able to debate the goal of play and song training during early childhood and debate the importance of these instructions for children with developmental disabilities (autism and mental retardation). The students also will be able to analyze the type of plays and play activities that support different developmental areas, examine the children songs of early childhood period and make instructional planning related to play activities.

Learning Outcomes and Subordinate Skills:

1. Will be able to explain the importance of play for the education of children with developmental disabilities.
 - 1.a. Define play.
 - 1.b. Define the age appropriate play developmental approaches for preschool children
 - 1.c. Explain the benefits of play for child's different developmental areas (cognitive, motor, speech).
2. Will be able to define the development of play during early childhood.

	<p>2.a. Define functional play.</p> <p>2.b. Define constructive play.</p> <p>2.c. Define symbolic play</p> <p>2.d. Define play with rules</p> <p>2.e. Define imaginative play</p> <p>3. Will be able to explain the types of play.</p> <p>3.a. Define the investigative and manipulative play and define the materials used during these plays</p> <p>3.b. Explain imaginative play and the materials used during this play</p> <p>3.c. Explain the play with natural materials and define the materials used during this play</p> <p>3.d. Explain the play with rules and define the materials used during this play</p> <p>4. Will be able to explain the play characteristics of children with developmental disabilities, play behaviors that is hard for them and instructional adaptations that are necessary.</p> <p>4.a Debate the play behaviors of children with mental retardation</p> <p>4.b. Debate the play behaviors of children with autistic characteristics</p> <p>4.c. Debate the play behaviors that are hard for children with mental retardation.</p> <p>4.d. Debate the play behaviors that are hard for children with autistic characteristics\\</p> <p>4.e. Define and plan the instructional adaptations that are necessary for play behaviors of children with developmental disabilities.</p> <p>5. Will be able to determine play based activities to support different developmental areas of children with developmental disabilities and prepare appropriate instructional plans.</p> <p>5.a. determine and plan the play activities based on gross motor development.</p> <p>5.b. determine and plan the play activities based on fine motor development.</p> <p>5.c. determine and plan the play activities based on cognitive development</p> <p>5.d. determine and plan the play activities based on language development</p> <p>6. Will be able to express school songs, ronts, finger plays for children with developmental disabilities.</p> <p>6.a. express songs for early childhood period</p> <p>6.b. dramatize ronts for early childhood period</p> <p>6.c. dramatize finger plays for early childhood period</p>
TEXTBOOK	

OTHER REFERENCES

Allen, K.D. & Cowan, R.J. (2008). Naturalistic teaching procedures. In J.K. Luiselli, D.C. Russo, W.P. Christian & S.M. Wilczynski (Eds.), *Effective practices for children with autism: Educational and behavioral support interventions that work* (pp. 213-240). Oxford University Press.

Kırcaali-İftar, G. (2007). *Otizm Spektrum Bozukluğu*. İstanbul: Daktylos Yayınları.

McDonnell, J., Johnson, J.W., & McQuivey, C. (2008). *Embedded instruction for students with developmental disabilities in general education classrooms*. A Publication of the Division on Developmental Disabilities of the Council for Exceptional Children.

Pretti-Frontczak, K. & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd Ed.). Baltimore: Paul Brooks Pub.

Sucuoğlu, B. (2001). Engelli çocuklar ve oyun: Otistik çocuklar. U. Tüfekçioğlu (Ed). *Çocukta hareket oyun gelişim, ve öğretimi* (s. 183-194). Eskişehir Anadolu Üniversitesi Yayınları

Sumak ve Gören-Summak (2005) *Akıllı Bebekler Akademisi* (3. baskı). İstanbul: Sistem yayıncılık

Öncü, E. Ç.ve Özbay, E. (2005). *Okul Öncesi Çocuklar İçin Oyun*. Ankara: Kök Yayıncılık

Özen, A. ve Tavlar, Ö. (2005). *Oyun Temelli Etkinlikler* (3. baskı). Ankara: Kök Yayıncılık.

Tüfekçioğlu, U. (2001). Okulöncesi Eğitimde Oyun ve Önemi U. Tüfekçioğlu (Ed.). *Çocukta Hareket, Oyun Gelişimi ve Öğretimi* (ss. 2-34). Eskişehir: Anadolu Üniversitesi Yayınları

Bakkaloğlu, H. (2008). The effectiveness of activity-based intervention program on the transition skills of children with developmental disabilities aged between 3 and 6 years. *Kuram ve Uygulamada Eğitim Bilimleri*, 8 (2), 393-406.

Engelmann, S. (2003). The benefits of direct instruction: Affirmative action for at-risk students. *Association for Supervision and Curriculum Development*, 57(1), 77-79.

Johnson, J.W. & McDonnell, J. (2004). An exploratory study of the implementation of embedded instruction by general educators with students with developmental disabilities. *Education & Treatment of Children*, 27, 46-64.

Kerr, M.M., & Nelson, C.M. (1998). *Strategies for managing behavior problems in the classroom* (4th Ed.). Upper Saddle River, New jersey: Merrill.

Macy, M.G., & Bricker, D.D. (2007). Embedding individualized social goals into routine activities in inclusive early childhood classrooms. *Early*

	<p>Child Development, and Care, 177, 107-120.</p> <p>McDonnell, J., Johnson, J.W., Polychronis, S., Risen, T., Jameson, M. & Kercher, K. (2006). Comparison of one-to-one embedded instruction in general education classes with small group instruction in special education classes. <i>Education and Training in Developmental Disabilities</i>, 41, 125-138.</p> <p>Pretti-Frontczak, K. & Bricker, D. (2001). Use of embedding strategy during daily activities by early childhood education and early childhood special education teachers. <i>Infant-Toddler Intervention</i> 11(2),11-128.</p> <p>Sewell, T., Collins, B.C., Hemmeter, M.L. & Schuster, J.W. (1998). Using simultaneous prompting within an activity based format to teach dressing skills to preschoolers with developmental delays. <i>Journal of Early Intervention</i>, 21, 132-145</p> <p>Wolery, M., Anthony, L., Caldwell, N.K., Snyder, E.D. & Margante, J.D. (2002) Embedding and distributing constant time delay in circle time and transitions. <i>Topics in Early Childhood Special Education</i>, 22,14-25.</p> <p>Woods, J., Kashinath, S. & Goldstein, H. (2004). Effects of embedding caregiver implemented teaching strategies in daily routines on children's communication outcomes. <i>Journal of Early Intervention</i>, 26, 175-193.</p>
<p>TOOLS AND EQUIPMENTS REQUIRED</p>	

COURSE SYLLABUS

WEEK	TOPICS
1	lists the main features of the naturalistic instruction techniques and their application at education context.
2	explains the main features of incidental teaching and natural time delay instruction out of the naturalistic instruction techniques
3	explains the main features of incidental teaching and natural time delay instruction out of the naturalistic instruction techniques
4	defines the activity-based intervention and explains its four main components in detail.
5	explains the strategies, which are used within the activity-based intervention but not directive and evaluates the studies conducted in literature applying the activity-based intervention strategies.
6	determines the instructional goals and plans the pre-teaching phase to prepare the activity-based intervention program
7-8	MID-TERM EXAM
9	Determine play based activities that would support cognitive skill development of children with developmental disabilities. Prepare appropriate instructional plans based on the activities he/she determined and watch instructional videos on the subject.
10	Determine play based activities that would support language skill development of children with developmental disabilities. Prepare appropriate instructional plans based on the activities he/she determined and watch instructional videos on the subject.
11	determines the game-based activities that could support the different developmental areas (cognitive and language acquisition skills) of the children with developmental disabilities and prepares lesson plans on the basis of these activities and watches related instructional videos. .
12	develops the graph samples based on daily routines for the practical application of activity-based intervention at classroom context.
13	Choose a song, ront or finger play and prepare appropriate materials for the chosen activity and sing or dramatize in the classroom
14	Choose a song, ront or finger play and prepare appropriate materials for the chosen activity and sing or dramatize in the classroom
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

Instructor(s): Lecturer Melek MELEKOĞLU

Signature

Date:



ESOĞÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Fall

COURSE CODE	171715004	COURSE NAME	Individualized Education Plans (IEPs) and Individualized Instruction
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORIES

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

PREREQUISITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES

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

1. will be able to prepare IEP. 1.1. describe identity information of student with special needs. 1.2. define skills in program of school which student attends. 1.3. define academic and nonacademic skills for student with special needs. 2. will be able to make educational assessment for student with special needs. 2.1. assess academic skills of student with special needs and write his/her performance level about academic skills. 2.2. assess nonacademic skills of student with special needs and write his/her performance level about academic skills. 3. will

	be able to write appropriate goals for student's performance levels. 3.1. write appropriate long-term goals for student's performance levels. 3.2. write appropriate short-term goals for student's performance levels. 4. will be able to prepare individualized activities for student with special needs. 4.1. prepare individualized activities for nonacademic skills and write course plan. 4.2. prepare individualized activities for academic skills and write course plan.
TEXTBOOK	*Gürsel Oğuz (Ed.) (2007). Bireyselleştirilmiş Eğitim Programlarının Geliştirilmesi. Anadolu Üniversitesi Yayınları. No:794. Eskişehir. *Eripek S. (Ed). (2007). İlköğretimde Kaynaştırma. Anadolu Üniversitesi Yayınları. No:920. Eskişehir. *Vuran, S. ve Çelik, S. (2007). Örneklerle Kavram Öğretimi. Kök yayıncılık.
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Individualized Educational Programs
2	Early Education Program
3	Elementary School Program
4	Assesment of nonacademic skills (Self help skills, social skills and problem behavior).
5	Assesment of academic skills (reading-writing skills, math skills and science skills).
6	Describing performance level Writing long and short term goals
7-8	MID-TERM EXAM
9	Discussion: Consistence of between performance level and long-term goals.
10	Planning individualized instruction activities for developing nonacademic skills of students with special needs.
11	Planning individualized instruction activities for developing academic skills of students with special needs.
12	Presenting IEP and samples of individualized instructional activities.
13	Presenting IEP and samples of individualized instructional activities.
14	Presenting IEP and samples of individualized instructional activities.
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

Instructor(s): Assistant Professor Doctor Nevin GÜNER YILDIZ

Signature

Date:



ESOĞÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171715005	COURSE NAME	Classroom Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	2	0	0	2	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORIES

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

ASSESSMENT CRITERIA

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

PREREQUISITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES

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

1. Evaluate scope and conceptual structure of classroom management
 - 1.1. Explain, concepts, terms, phenomena and conceptualizations concerning classroom management
 - 1.2. Analyze classroom management approaches
 - 1.3. Compare classroom management models
2. Evaluate macro global and national parameters affecting classroom management processes
 - 2.1. Explain effects of globalization process on education
 - 2.2. Evaluate impacts of change trends emerged with globalization on classroom management process
 - 2.3. Relate demographic structure of Turkey and system of educational organization with classroom structure
3. Analyze effects of learning theories on classroom management
 - 3.1. Compare the effects of behaviorist, cognitive, information processing and constructivist learning theories on classroom management processes
 - 3.2. Try to find answers for the common questions in national education

	<p>system “Why aren’t students able to practice what they have learnt in classroom settings?” and “Why do students forget what they have learnt in classroom setting so fast?”</p> <p>4.Relate theoretical structure concerning dimension of classroom management with the problems that could emerge in classroom settings</p> <p>4.1.Describe dimension of classroom management and critical characteristics of those dimensions</p> <p>4.2.Analyze theoretical approaches concerning dimension of classroom management</p> <p>4.3.Analyze problems which could emerge in different dimension of classroom management</p>
TEXTBOOK	<p>Boesser, B. ve Fields, M. V. Constructivist guidance and discipline: preschool and primary education. New Jersey: Merrill Prentice Hall.</p> <p>Jacobsen ve others (1985) Methods for teaching: a skill approach. Columbus: Charles and Merrill Pub. Comp.</p> <p>Jones, V ve Jones, L.. (2004). Comprehensive classroom management. Boston: Pearson Education Inc.</p>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Course description and macro factors affecting classroom management
2	Basic phenomena and concepts related with classroom management processes
3	Social and psychological factors affecting student behavior
4	Classroom management theories, models Learning theories and classroom management design
5	Classroom management theories, models Learning theories and classroom management design
6	Motivation
7-8	MID-TERM EXAM
9	Motivation theories
10	Group interactions in classroom
11	Physical arrangement of classrooms
12	Actions taken for misbehaviours of students
13	Time management in classrooms
14	Common problems in classroom settings (Holistic approach) and approaches for solutions
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor İsmail YÜKSEL

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Fall

COURSE CODE	171715006	COURSE NAME	Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	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

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

PREREQUIEITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

- To be able to explain the importance of school guidance services in educational process.
 - 1.1. Relate guidance and counseling services with contemporary education.
 - 1.2. Explain the necessity of guidance services in educational context with examples.
 - 1.3. Recognize the necessity of common guidance conception in educational context.
 - 1.4. Explain the essential principles and rules for school guidance services.
- To be able to explain the types of guidance services.
 - 2.1. Comprehend the relationships among guidance services.

	<p>2.2. Discuss what types of services are rendered at which situations at schools.</p> <p>3. To be able to discuss educational, professional and personal guidance services at schools.</p> <p>3.1. Explain educational, professional and personal guidance services rendered at different grade levels.</p> <p>3.2. Discuss the activities of educational, professional and personal guidance services rendered at different grade levels.</p> <p>4. To be able to comprehend the necessity of identifying students.</p> <p>4.1. Explain the rules of identifying students.</p> <p>4.2. Explain the techniques of identifying students.</p> <p>4.3. Employ the appropriate techniques for the situation.</p> <p>5. To be able to implement the necessary planning and applications for effective school guidance services.</p> <p>5.1. Question the school guidance services at different grade levels.</p> <p>5.2. Plan school guidance services in terms of educational, professional and personal-social aspects.</p> <p>6. To be able to explain current practice and legal regulations of school guidance services.</p> <p>6.1. Know current legal regulations of school guidance services application.</p> <p>6.2. Explain current school guidance services regulations in terms of implementation.</p>
TEXTBOOK	
OTHER REFERENCES	<p>BROWN, D. (1991). Career counseling techniques. Boston : Allyn and Bacon, 1991.</p> <p>CAN, G.(Ed.) (2002). Psikolojik Danışma ve Rehberlik.Pegem Yayıncılık, Ankara.</p> <p>CAN, G.(Ed.) (2008). Rehberlik. Anadolu Üniversitesi Açıköğretim Fakültesi No: 945, Eskişehir.</p> <p>DENİZ, M.E. & ERÖZKAN, A. (Ed.) (2008). Psikolojik Danışma ve Rehberlik. Ankara: Maya Akademi.</p> <p>EHLI, S. (1989). Individual and group counseling in schools. New York : Guilford Press.</p> <p>ERKAN, S. (2000). Örnek grup rehberliği etkinlikleri. Genişl. 4. baskı, Ankara : PeGem A Yayıncılık. GIBSON, R. L. (1995). Introduction to counseling and guidance. N.J. : Merrill.</p> <p>GIBSON, R. L. (1983). Development and management of counseling programs and guidance Services. New York, N.Y. : Macmillan Pub. Co. GORDON, T.(1993). Etkili Öğretmenlik Eğitimi. Çev.: E.Aksoy-B.Özkan, YA-PA Yayınları,İstanbul. ISAACSON, L. E. (2000). Career information, career counseling, and career development. Boston : Allyn and Bacon.</p> <p>KAYA, A. (Ed.) (2004). Psikolojik Danışma ve Rehberlik. Ankara: Anı Yayıncılık.</p> <p>KEPÇEOĞLU, M. (1994). Psikolojik Danışma ve Rehberlik. Gül</p>

	<p>Yayınları, Ankara. KILIÇCI, Y. (1989). Okulda Ruh Sağlığı. Ankara.</p> <p>KUZGUN, Y. (1988). Rehberlik ve Psikolojik Danışma. ÖSYM Eğitim Yayınları:9, Ankara.</p> <p>KUZGUN, Y. (Ed.) (1999). İlköğretimde Rehberlik. Nobel Yayınları, Ankara.</p> <p>MİLLÎ EĞİTİM BAKANLIĞI. Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği. Mayıs 2001-2524 MURO, J. J. (1995). Guidance and counseling in the elementary and middle schools : a practical Approach. Wis. : WCB Brown & Benchmark.</p> <p>ÖZGÜVEN, İ.E. (1998). Bireyi Tanıma Teknikleri. PDREM Yayınları, Ankara.</p> <p>ÖZGÜVEN, İ.E. (1999). Çağdaş Eğitimde Rehberlik ve Psikolojik Danışma. PDREM Yayınları, Ankara.</p> <p>SHAW, M. C. (1973). School guidance : objectives, functions, evaluation, and chang. Boston : Houghton Mifflin Co., c1973.</p> <p>YEŞİLYAPRAK, B. (2000). Eğitimde Rehberlik Hizmetleri. Nobel Yayınları, Ankara</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Contemporary education and function of school in the life.mental health in schools, teacher and student relationship, humanistic teacher approach.
2	Student personal services in contemporary education. Definition of guidance and counseling. Role of the guidance services in education
3	Meaning and aim of the guidance. Understanding of guidance. Basic principles of guidance
4	Educational guidance and individual guidance.
5	Choosing the vocation and it's importance, vocational guidance
6	Choosing the vocation and it's importance, vocational guidance
7-8	MID-TERM EXAM
9	Services aimed collecting and delivering the required knowledge related the students' guidance nessecities, student orienting services, student follow-up services, relations with parents and school environment
10	Guidance responsitilies of teachers related different kinds of guidance services
11	Common guidance techniques used to know the individual Test techniques and non-test techniques
12	Organization of guidance services in schools. Duities and responsibilities.
13	Organization of guidance services in schools. Duities and responsibilities.
14	Preparation, application,evaluation of the school guidance programme Examples of guidance applications related some guidance nessesities of students
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Professor Doctor Nilüfer ÖZABACI

Signature :

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER | FALL

COURSE CODE	171715007	COURSE NAME	Children with Learning Disabilities and Their Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY () 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	30
Project		-	-
Report		-	-
Others (.....)		-	-
FINAL EXAM		1	40

PREREQUIEITE(S)	In order to be able to take the Children with Learning Disabilities and Their Education course, students need to take the Special Education course and be successful in previous semesters.
COURSE DESCRIPTION	Within the content of the Children with Learning Disabilities and Their Education course, topics including foundational issues in learning disabilities, characteristics of children with learning disabilities, identification of students with learning disabilities, and manifestation areas of learning disabilities will be covered.
COURSE OBJECTIVES	Teacher candidates completing this course will be acquainted with overall information and experience about children with learning disabilities and education of those children, and will be able to discuss those information and experience with their colleagues.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Children with Learning Disabilities and Their Education course will help intellectual disability teacher candidates to understand students with learning disabilities who will be frequently present in their classrooms, and to learn teaching methods and techniques targeted students with learning disabilities.
COURSE OUTCOMES	At the end of this course, teacher candidates will learn definition of learning disabilities, historical development of learning disabilities, causes of learning disabilities, warning signs of learning disabilities, overall characteristics of children with learning disabilities, academic problems, speech and language disorders, social-emotional problems, procedures for assessment of students with learning disabilities, types of learning disabilities, response to intervention model, reading difficulties, writing problems, mathematics problems, learning strategies.
TEXTBOOK	Sarı, H. (2012) Öğrenme Güçlüğü Olan Bireyler ve Eğitimleri. Nobel Yayıncılık: Ankara.
OTHER REFERENCES	Diken, İ.H. (2010). Özel Eğitime Gerekisini Olan Öğrenciler ve Özel Eğitim. Pegem Akademi: Ankara.

TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation
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COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to learning disability
2	Causes of learning disability
3	Characteristics of students with learning disabilities
4	Social-emotional problems of students with learning disabilities
5	Preliminary procedures for assessment of students with learning disabilities
6	Assessment of learning disability
7-8	MID-TERM EXAM
9	Reading difficulties of students with learning disabilities
10	Written expression problems of students with learning disabilities
11	Mathematics problems of students with learning disabilities
12	Learning strategies for students with learning disabilities
13	Effective teaching methods towards students with learning disabilities
14	Transition services for students with learning disabilities
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

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

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171716001	COURSE NAME	Teaching Science to Ind. With Cog. Dis.
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. Describes science education and term of science education, purpose and principle need for science and science concept.
 - 1.1. Describes science education and basic term of science education
 - 1.2. Refers to science lesson is why it is necessary
 - 1.3. Refers the purpose and principle of science lesson
 - 1.4. Explains the link with other courses in the science lessons
2. Necessary to create a science lesson about to educational environment and learning theories wich describe the stages of learning
 - 2.1. Describes the terms of learning, teaching and instruction

- 2.2. Describes the stages of learning according to the learning theories
- 2.3. Describes the steps necessary for the creation of curriculum instruction
- 3. For the science lesson, taking into account the stages of IEP creates for students
 - 3.1. Describes the characteristic covered in the lesson of the science student group
 - 3.2. Describes how to determine the level of students performance
 - 3.3. Describes how to determine according to the level of performance of students
 - 3.4. Describes the units which take place in program according to the students performance
 - 3.5. Describes the long term goals set by units
 - 3.6. Describes the short term goals related to the unit
 - 3.7. Examines the example of daily lesson plan according to the specification purpose
- 4. Describing the method and techniques used in the teaching of science and techniques, this method uses the handing course
 - 4.1. For the purpose of the course is plan to determine the teaching methods and techniques used
 - 4.2. Defines methods and techniques of teaching is determined
 - 4.3. Describes how to use the methods and techniques
 - 4.4. Tip of errorless learning methods used in teaching science and teaching simultaneous prompting method defines the constant time delay instructional methods, describe steps to be followed in the implementation of the method
- 5. Describes equipment, tools and environment for the plan of science education
 - 5.1. Describes the need for educational environment for the science lesson
 - 5.2. Describes the need for tools for the science lesson
 - 5.3. Create a plan of educational environment and tools
- 6. Explains an assessment how to do for the science lesson
 - 6.1. Determine the method used in the assessment of the science lesson
 - 6.2. Plan an assessment criteria in the daily lesson plan

	<p>6.3. Explanes how the course is assessed</p> <p>7. Applies daily lesson plan for the science lesson</p> <p>7.1. Develops daily lesson plan for the science lesson</p> <p>7.2. Plans instuctional sessions according to the specipitation purpose</p> <p>7.3. Applies daily lesson plan for science lesson</p> <p>7.4. Makes an assesment for applied lesson</p>
TEXTBOOK	
OTHER REFERENCES	<p>Akgün, Şevket (2000). Öğretmen adaylarına Fen Bilgisi Öğretimi. Ankara: Pegem A Yayıncılık.</p> <p>Ayas,Alipaşa; Berna Gücüm,Fitnat Kaptan ve Şefik Yaşar (1998).Fen Bilgisi Öğretimi. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi İlköğretim Lisans Tamamlama Programı. Ünite 1.2.3.4.5.</p> <p>Kaptan, Fitnat (1998).Fen Bilgisi Öğretimi. Ankara:Anı Yayıncılık.</p> <p>Şahin, Fatma (2000). Okul Öncesinde Fen Bilgisi Öğretimi ve Aktivite Örnekleri. İstanbul: Ya-Pa Yayınları.</p> <p>Tekin-İftar, Elif ve Kırcaali-İftar Gönül (2004). Özel Eğitimde Yanlıssız Öğretim Yöntemleri. Ankara: Nobel Yayın Dağıtım.Şahin, Fatma (2000). Okul Öncesinde Fen Bilgisi Öğretimi ve Aktivite Örnekleri. İstanbul: Ya-Pa Yayınları.</p> <p>T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı (2006). İlköğretim Fen ve Teknoloji Dersi (4-5. Sınıflar) Öğretim Programı. Ankara: Devlet Kitapları Müdürlüğü Basım Evi.</p> <p>Özer,Bekir; Kırcaali-İftar, Gönül; Türküm, Sibel; Ceyhan, Esra ve Ceyhan, Aykut (2005). Gelişim ve Öğrenme. Anadolu üniversitesi Açıköğretim Fakültesi yayınları</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	The definition with in science education The historical of science education Why is needed to science education teaching?
2	The primary school in science education and the basic characteristics of program The concept of science education and the conjunction of other lessons The purposes and principles of science education lesson
3	According to stages of science education writing the purposes The construction of long term purposes The consruction of short term purposes
4	Using method and techcnics inscience education teaching
5	Using method and techcnics in science education teaching
6	The arregement environment in science education The features of materials in science education
7-8	MID-TERM EXAM
9	The assesment in science education lesson The examination lesson plan of science education and construction lesson plan
10	The presantation a sample lesson plan
11	The presantation a sample lesson plan
12	The presantation a sample lesson plan
13	The presantation a sample lesson plan
14	The presantation a sample lesson plan
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171716002	COURSE NAME	Family Education and Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. to explain basic terms about family. 1.1. Defining family. 1.2. to discuss basic terms about family. 2. to explain basic aims of the family education. 2.1. Defining general aims of family education. 2.2. Defining general aims of family education for disability students. 3. to describe principles and methods of parents education. 3.1. to explain of parent adjustment process. 3.2. to discuss parent needs and ways of meeting their needs. 3.3. to define for helping children's socialization.
4. to develop family education program based on behavioral approach. 4.1. to plan family education program based on behavioral approach. 4.2. to apply family education program based on behavioral approach. 4.3. to record family education program based on behavioral approach.
5. to evaluate family education studies.

TEXTBOOK

OTHER REFERENCES

Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eğitimi. Ankara: Pegem A yayınevi. *Kırcaali-İftar, Gönül, Uzuner, Yıldız Anadolu Üniversitesi Araştırma Fonu

Projesi “Küçük adımlar kursu'nun annelerin küçük adımlar programı'nı uygulama becerilerini kazanmalarına etkisi” *Anadolu Üniversitesi. "Cilt II Zihin Engelliler Alt Çalışma Grubu Rapor" Engelliler İçin Eğitim Modelleri Geliştirme Projesi. T.C. Başbakanlık Devlet Planlama Teşkilatı Yayını, Eskişehir: 1992. *Birkan, Bünyamin Küçük Adımlar Kursu'nun gelişim geriliği olan çocuğa sahip annelerin Küçük Adımlar'ı uygulama becerilerini kazanmalarına etkisi, Tez (doktora) -- Anadolu Üniversitesi, 2001. *Cavkaytar Atilla (1999) "Zihin Engellilere Özbakım ve Ev İçi Becerilerinin Öğretiminde Bir Aile Eğitimi Programının Etkililiği" Özel Eğitim Dergisi, Ankara Üniversitesi, Eğitim Fakültesi, Ankara. (ÖZET) * _____.(1999) "Özel Eğitimde Anne-Baba Katılımı" Anadolu Üniversitesi Eğitim Fakültesi Dergisi cilt, 9; sayı, 1-2; ss. 97-106, Eskişehir. * _____. (1999) Zihin Engellilere Özbakım ve Ev İçi Becerilerinin Öğretiminde Bir Aile Eğitimi Programının Etkililiği Anadolu Üniversitesi Yayınları, Eskişehir. * _____. (1999) Özbakım ve Ev İçi Becerilerinin Öğretimi: Anne-Baba El Kitabı. (Çoğaltma) Anadolu Üniversitesi, Eğitim Fakültesi, Eskişehir. * _____. (2000) "Zihin Engellilerin Eğitim Amaçları" Anadolu Üniversitesi Eğitim Fakültesi Dergisi cilt, 10; sayı, 1, Eskişehir. * _____.2000) "Okulöncesi Eğitimde Okul, Aile ve Çevre İşbirliği" Okulöncesi Eğitimin İlke ve Yöntemleri (Ed. Şefik Yaşar) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. * _____. (2002) "Ailelerle Birlikte Çalışma" Özel Eğitim (Ed. Süleyman Eripek) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. * _____. (2002) “Gözleme Dayalı Diğer Gözlemsel Teknikler” (Other Observational Tecnics to Observation Based) Bireyi Tanıma Teknikleri (Ed. A. Aykut Ceyhan) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. * _____.(2002) “Görüşme” (Interview) Bireyi Tanıma Teknikleri (Ed. A. Aykut Ceyhan) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. * _____. (2002) “Gözlem” (Observation) Bireyi Tanıma Teknikleri (Ed. A. Aykut Ceyhan) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. * _____. (2004) Gelişimsel Geriliği Olan Çocuğa Sahip Ailelerin Aile Özelliklerinin ve Yaşadıklarının Betimlenmesi, Yayınlanmamış Araştırma Projesi, Eskişehir: Anadolu Üniversitesi *D.P.T. Başbakanlık Aile Araştırma Kurumu: 1. Aile Şurası: Raporlar, Görüşmeler, Kararlar. Ankara: 1990. *Evcimen, E. "Zihin Engelli Çocuğu Olan Ailelerin (Anne Babaların) Gereklerinin Belirlenmesi" Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir: 1996. *İnsan Hakları Evrensel Bildirgesi Birleşmiş Milletlerce Kabul Tarihi: 10 Aralık 1948. *Kırcaali-İftar, Gönül “Küçük adımlar gelişimsel geriliği olan çocuklara yönelik erken eğitim programı'nın aile görüşlerine dayalı olarak değerlendirilmesi” Anadolu Üniversitesi, 2000. *Kurt, Onur Zihin özürlü çocuk annelerinin aile özelliklerine ilişkin algılamaları ile çeşitli ailesel değişkenler arasındaki ilişkilerin incelenmesi, Tez (yüksek lisans) -- Anadolu Üniversitesi, 2001. *MEB Özürlülerin Eğitiminde Aile Eğitimi Sempozyumu, Ankara, 2000. *MEB (1997). 573 Sayılı Özel Eğitim Hakkında Kanun Hükmünde Kararname. <http://orgm.meb.gov.tr/Mevzuat/573.htm> (Erişim Tarihi: 9.9.2005). *MEB (2004). Özel Eğitim Hizmetleri Yönetmeliği. (Gözden geçirilmiş). <http://orgm.meb.gov.tr/Mevzuat/ozelegitimhizyonetmeliği.htm> (Erişim Tarihi: 9.9.2005). *Özel Eğitim Hakkında Kanun Hükmünde Kararname, Karar Sayısı: KHK/573, Resmi Gazete 23911: 6 Haziran 1997. *Özen, Arzu “Gelişimsel yetersizliği olan çocukların annelerine eğitim uzmanlarıyla çalışırken gerekli olan etkili iletişim becerilerinin

	<p>kazandırılması” Anadolu Üniversitesi, 1999. *Özen, Arzu. (2003) “Aile İle İşbirliği” Davranış ve Öğrenme Sorunu Olan Çocukların Eğitimi. (Ed. Gönül K. İftar) Açıköğretim Okulöncesi Öğretmenliği Lisans Programı, Anadolu Üniversitesi Yayınları, Eskişehir. *Özürlüler İdaresi Başkanlığı Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname, Karar Sayısı: KHK/571, Resmi Gazete 23004: 30 Mayıs 1997. *Özürlüler İdaresi Başkanlığı I. Özürlüler Şurası: 29 Kasım-2 Aralık 1999. *Sucuoğlu, Bülbin. Özürlü Çocuğu Olan Anne-Babaların Gereksinimlerinin Belirlenmesi, Ankara Üniversitesi Eğitim Bilimleri Fakültesi: 1994. *Sucuoğlu, Bülbin, Küçüker, S. ve Kanık, N. "Anne Babaların Özürlü Çocuklarının Eğitimine Katılımları" Yayınlanmamış Araştırma Raporu, A.Ü. Eğitim Bilimleri Fakültesi, Ankara: 1994. *Tekin, Elif “Zihin özürlü çocuklara kardeşleri aracılığıyla sunulan dört saniye sabit bekleme süreli öğretimin ve eşzamanlı ipucuyla öğretimin etkililiklerinin ve verimliliklerinin karşılaştırılması” Anadolu Üniversitesi, 1999. Cavkaytar, A. (2010). Özel Gereksinimli Çocuğu olan Aileler. (Ed. T. Güler). Anne Baba Eğitimi. Ankara: Pegem A yayınevi.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS				
WEEK	TOPICS			
1	to discuss of term program.			
2	Basic concept: Famil and parents.			
3	Adaptation process to disability, psychologic support			
4	communication with parents			
5	communication with teachers			
6	communication with teachers			
7-8	MID-TERM EXAM			
9	Parent participation			
10	Parent training approaches			
11	Parent training programs			
12	Planning and implementing of parent training			
13	Planning and implementing of parent training			
14	Parent training program for skill training and behaviour management. Parent studies in Turkey.			
15-16	FINAL EXAM			
NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Lecturer Meral MELEKOĞLU

Signature DATE:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171716003	COURSE NAME	Scientific Research Methods
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. Discuss the basic concepts of science and scientific research.
 - 1.a. Defines the concepts of science and scientific research.
 - 1.b. Tells the ways to obtain information.
 - 1.c. Counts the branches of science.
 - 1.d. Sort the criteria for science.
 - 1.e. Classify the scientific research according to their purposes.
 - 1.f. Classify the scientific research according to their methods.
2. Describe the process of scientific research.

	<p>2.a.Sort the stages of scientific research.</p> <p>2.b.Explain the process of determiningscientific research topic.</p> <p>2.c.Review the literature to determine the scientific research topic.</p> <p>2.d.Discuss the process of preparation of the scientific research plan.</p> <p>2.e.Write the examples for scientific research purposes or hypothesis.</p> <p>2.f.Describe the methods of sampling.</p> <p>2.g.Describe the measurement tools and their features.</p> <p>2.h.Tell the ethical rules to be adopted in applications.</p> <p>3. Discuss the methods of scientific research.</p> <p>3.aDiscuss the descriptive research method.</p> <p>3.b.Discuss the correlational research method.</p> <p>3.cDiscuss the causal comparative research method..</p> <p>3.d.Discuss the experimental research method.</p> <p>3.e.Discuss the qualitative research methods</p> <p>4. Explain the process of scientific research report preparation.</p> <p>4.a.Sort the parts of the scientific research report.</p> <p>4.b.Explain how to write bibliography/references.</p> <p>4.c.Express the rules of spellingused in the scientific research report.</p> <p>4.d.Expressthe ethical rules to be adoptedin scientific research report.</p>
TEXTBOOK	
OTHER REFERENCES	<p>Batu, S., Kırcaali-İftar, G., & Uzuner, Y. (2004). Özel gereksinimli öğrencilerin kaynaştırıldığı bir kız meslek lisesindeki öğretmenlerin kaynaştırmaya ilişkin görüş ve önerileri. <i>Özel Eğitim Dergisi</i>, 5(2), 33-50</p> <p>Birkan, B. (2002-2003). Gelişim yetersizliği olan çocuklara renk öğretiminde eşzamanlı ipucuyla öğretimin etkililiği. <i>Anadolu Üniversitesi Sosyal Bilimler Dergisi</i>, 4(2), 169-186.</p> <p>Bozkurt, F., & Tekin İftar, E. (2003). Zihin özürü bireylere yiyecek hazırlama becerilerinin öğretimiyle ilgili alanyazın taraması. <i>Özel Eğitim Dergisi</i>, 4(2), 1-12.</p> <p>Büyüköztürk, Ş., Kılıç, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F.</p>

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Gözün, Ö., & Yıkmış, A. (2004). Öğretmen adaylarının kaynaştırma konusunda bilgilendirilmesinin kaynaştırmaya yönelik tutumlarının değişimindeki etkililiği. *Özel Eğitim Dergisi*, 5(2), 65-77.

Kaptan, S. (1995). Bilimsel Araştırma ve İstatistik Teknikleri. Ankara:

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Kargın, T., Acarlar, F., & Sucuoğlu, B. (2003). Öğretmen yönetici ve anne-babaların kaynaştırma uygulamalarına ilişkin görüşlerinin belirlenmesi. *Özel Eğitim Dergisi*, 4(2), 55-76.

Kırcaali-İftar, G. (1999). Bilim ve Araştırma. (Ed. A. A. Bir). *Sosyal Bilimlerde Araştırma Yöntemleri*. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.

Kırcaali-İftar, G. (1999). Ölçme. (Ed. A. A. Bir). *Sosyal Bilimlerde Araştırma Yöntemleri*. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.

Kırcaali-İftar, G. (2004). Özel eğitimde fokus grup araştırmaları. *Özel Eğitim Dergisi*, 5 (1), 1-7.

Kırcaali-İftar, G. (2006). Bilimsel Araştırma Raporu Hazırlama. (Ed. Hülya Pıllancı. Türk Dili). Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.

Kobal, G. (2003). Erken eğitim programına katılan down sendromlu bebeklerde fizyoterapi programının büyük kas gelişimine etkisinin incelenmesi. *Özel Eğitim Dergisi*, 4(2), 31-38.

Odabaşı, F. (2008). Bilimsel Araştırma Yöntemleri ve Ölçme Değerlendirme. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.

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Sucuoğlu, B., Ünsal, P., & Özokçu, O. (2004). Kaynaştırma sınıfı öğretmenlerinin önleyici sınıf yönetimi becerilerinin incelenmesi. *Özel*

	<p><i>Eđitim Dergisi</i>, 5(2), 51-64.</p> <p>Tekin, E. (2000). Karşılaştırmalı tek denekli araştırma modelleri. <i>Özel Eđitim Dergisi</i>, 2 (4), 1-12.</p> <p>Ural, A., & Kılıç, İ. (2006). Bilimsel Araştırma Süreci ve SPSS ile Veri Analizi. Ankara: Detay Yayıncılık.</p> <p>Uzuner, Y. (1999). Nitel Araştırma Yaklaşımı. (Ed. A. A. Bir). <i>Sosyal Bilimlerde Araştırma Yöntemleri</i>. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları.</p> <p>Uzuner, Y. (2005). Özel eğitimden örneklerle eylem araştırmaları. <i>Özel Eđitim Dergisi</i>, 6(2), 1-12.</p> <p>Yıldırım, A., & Şimşek, H. (2008). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara: Seçkin Yayıncılık.</p> <p>Yücesoy Özkan, Ş. (2007). Yetersizlik gösteren bireylere giyinme becerilerinin öğretilmesiyle ilgili alanyazın taraması. <i>Özel Eđitim Dergisi</i>, 8(1), 61-77.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Science Scientific Research Introduction to Research Methods
2	Determination of Research Topic Defining the Problem
3	Determination of the Research Sample
4	Measurement Levels Measuring Tools Validity and Reliability
5	Descriptive Research
6	Correlational Research
7-8	MID-TERM EXAM
9	Experimental Research
10	Single Subject Research
11	Statistical Analysis
12	Qualitative Research
13	Action Research
14	Meta-Analysis Reporting the Research Ethics in Research
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

Instructor(s): Assistant Professor Doctor Nevin GÜNER YILDIZ

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171716004	COURSE NAME	Community Service Practices
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	1	2	0	2	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		40
FINAL EXAM		1	100

PREREQUIEITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. will be able to determine the current problems of the society with regard to their fields of study. 1.1. chooses the contexts where his/her service is needed. 1.2. describes issues interfering with the robust processing of educational environments. 1.3. differentiates problems related to computer education and instructional technologies from other problems which are not directly related to his/her field. 1.4. discusses the source of the problems using his/her field knowledge. 2. will be able to volunteer in several projects as a token of social responsibility. 2.1. determines the projects where his/her contribution is needed. 2.2. evaluates whether his/her participation in the project contributes to them or to the society. 2.3. decides which projects contribute to his/her personal development the most. 2.4. participates in these projects consciously and willingly. 3. will be able to propose activities regarding the implementation of community services in schools. 3.1.

	focuses on the deficiencies of the educational settings based on his/her field of study. 3.2. develops suggestions to deal with these deficiencies. 3.3. shares these suggestions with peers to find the best solution, and participates in developing a mutual understanding. 3.4. selects and implements feasible practices regarding community service endeavors in schools. 4. will be able to evaluate practices conducted within the framework of community services. 4.1. shares his/her practices with peers. 4.2. describes the strengths and weaknesses of these practices. 4.3. lists actions to improve these practices. 4.4. works to ameliorate weaker practices. 4.5. predicts whether different methods regarding community services work better or worse.
TEXTBOOK	Sönmez, Ö.F., Çetin, T., ve Aksoy, B. (2009) (Eds.). <i>Topluma hizmet uygulamaları</i> . Ankara: Pegem Akademi Yayıncılık.
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction
2	Identification of a need or a problem
3	Identification of a need or a problem
4	Solution proposals
5	Planning
6	Implementation
7-8	MID-TERM EXAM
9	Implementation
10	Implementation
11	Implementation
12	Implementation
13	Implementation
14	Evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	x		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	x		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU
Signature

Date:



COURSE CODE	171716005	COURSE NAME	School Experience and Inclusion Practices
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	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	30
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)

Students are required to attend the classes regularly and participate in the discussions. In addition, students go to school on a regular basis, and every day's practice to attend classes full-time basis. Comply with all the rules of the school as required by the application, and are required to fulfill all the obligations.

COURSE DESCRIPTION

School Experience and Inclusion Practices course includes following topics: construction, operation and training programs of primary schools, providing support to natural resources, special education counseling, team work environment mainstreaming, inclusion adaptations to environment, determining the content of general education areas, the integration issues in the world and in Turkey.

COURSE OBJECTIVES

The purpose of the School Experience and Inclusion Practices course is to provide knowledge about primary schools and mainstreaming, environment, material and education adaptations for inclusive environments to pre-service teachers.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

As the end of the School Experience and Inclusion Practices course, teacher candidates will be informed about the process of development and implementation of effective teaching practices in inclusive classrooms.

COURSE OUTCOMES

At the end of this course, the student will be able to;
1. will be able to define the inclusion environments. a. Can define the inclusion environments b. Can define inclusion 2. will be able to interpret collaboration in inclusion environments. a. Can list the job groups serving special education b. Can define the collaboration between the job groups c. Can define the collaboration models 3. will be able

	<p>to interpret about the assessment of the needs of inclusion students. a. Can list the steps in the assessment procedure b. Can define the types of and difference between the assessment 4. will be able to tell the planning of instruction in the inclusion environments. a. Can define the aspects of instruction planning 5. will be able to list the types of disabilities which can be placed into the inclusion environments. a. Can define the frequently met disabilities b. Can define seldomly met disabilities c. Can define other disabilities 6. will be able to give examples of teaching accomodations. a. Can list the accomodations which can be conducted in the classroom during the courses 7. will be able to define the independent learning strategies in the inclusion environments. a. Can list the independent learning strategies b. Can give examples to the learning strategies 8. will be able to interpret about the assessment of learning in the inclusion environments. a. Can list the types of assessment in the inclusion environments 9. will be able to define behavior management in the inclusion environments. a. Can define the techniques related with behavior management b. Can give examples about the behavior management techniques 10. will be able to define the development of social skills. a. Can explain the role of the teachers in the development of social skills b. Can explain the role of the peers in the development of social skills c. Can explain the role of the parents in the development of social skills</p>
<p style="text-align: center;">TEXTBOOK</p>	<p>Ataman, A. (2003). Özel gereksinimli çocuklar ve özel eğitime giriş. Ankara: Gündüz eğitim yayıncılık. Batu, S. E. (2000). Özel gereksinimli öğrencilerin kaynaştırıldığı bir kız Meslek Lisesindeki öğretmenlerin kaynaştırmaya ilişkin görüş ve önerileri. Eskişehir: Anadolu Üniversitesi Yayınları. Eripek, S. (1986). Engelli çocukların normal sınıflara yerleştirilmesi. "Kaynaştırma". Eğitim Fakültesi Dergisi, 1,2 157-167. Fiscus, E. D., ve Mandell, C. J. (1997). Bireyselleştirilmiş eğitim programlarının geliştirilmesi. Editör: Gönül Akçamete, Ankara. Gürsel, O.(2003). Bireyselleştirilmiş eğitim programlarının geliştirilmesi. AÖF Okulöncesi Öğretmenliği Lisans Programı. Eskişehir: Anadolu Üniversitesi Yayınları. Kırcaali-İftar, G. (1986). Özel eğitimde kaynaştırma. Eğitim ve Bilim, 16, 86, 45-49. Kırcaali-İftar, G. (1994). Özel eğitim danışmanlığı. I. Eğitim Bilimleri Kongresi, Adana: Cilt 1, 332-338. Kırcaali-İftar, G. (1998). "Özel gereksinimli bireyler ve özel eğitim." Özel Eğitim: İlköğretim Öğretmenliği Lisans Tamamlama Programı. Eskişehir: Anadolu Üniversitesi Yayınları. Uysal, A. (1995). Öğretmenlerin ve okul yöneticilerinin zihin engelli çocukların kaynaştırılmasında karşılaşılan sorunlara ilişkin görüşleri. Yayınlanmamış Yüksek Lisans Tezi, Eskişehir: Anadolu Üniversitesi.</p>
<p style="text-align: center;">OTHER REFERENCES</p>	
<p style="text-align: center;">TOOLS AND EQUIPMENTS REQUIRED</p>	

COURSE SYLLABUS				
WEEK	TOPICS			
1	Introduction of course program			
2	Construction, operation and training programs of primary schools			
3	Natural resources			
4	Special education counseling			
5	Inclusion in team work environments			
6	Inclusion in team work environments			
7-8	MID-TERM EXAM			
9	Adaptations in inclusive environments			
10	Adaptations in inclusive environments			
11	Determining content in general education areas			
12	Determining content in general education areas			
13	Mainstreaming in the world and in Turkey			
14	Mainstreaming in the world and in Turkey			
15-16	FINAL EXAM			
NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	

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

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

Signature

Date: 23/08/2013



SEMESTER | FALL

COURSE CODE	171716006	COURSE NAME	Curriculum Development in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY () 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	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	40

PREREQUIEITE(S)	none
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COURSE DESCRIPTION	Within the content of the Curriculum Development in Special Education course, topics including foundational issues in curriculum developmnet, characteristics of speacil education programs, foundations of programs, developmet and evaluation of programs and program types will be covered.
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COURSE OBJECTIVES	Teacher candidates completing this course will be acquainted with overall information and experience about speacil education programs, with development and evaluation of those programs.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Curriculum Development in Special Education course will help intellectual disability teacher candidates to develop and evaluate special education curriculum and ensure students with the necessary information about the application of the programs.
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<p style="text-align: center;">COURSE OUTCOMES</p>	<p>At the end of this course, the student will be able to;</p> <p>1. will be able to examine conceptual and theoretical basics of curriculum development. 1.1. defines the concepts of curriculum development. 1.2. explains the historical development of curriculum development. 1.3. explains the philosophical foundations of curriculum development. 1.4. explains the psychological foundations of curriculum development. 1.5. explains the sociological foundations of curriculum development. 2. will be able to explain stages in curriculum development in education. 2.1. examines planning process of curriculum development. 2.2. examines implementation process of curriculum development. 2.3. examines evaluation process of curriculum development. 3. will be able to argue curriculum development models. 3.1. examines curriculum development models in the USA. 3.2. examines curriculum development models in Europe. 3.3. examines curriculum development models in Turkey. 3.4. compares curriculum development models. 4. will be able to analyze the process of preparing curriculum design. 4.1. examines determination process of need for education. 4.2. argues the various objective writing principles. 4.3. Examines content design approaches. 4.4. questions the arrangement process of educational activities according to aims and objectives. 4.5. analyzes the evaluation process. 4.6. develops a curriculum suggestion. 5. will be able to argue new orientations in curriculum development. 4.1. examines new orientations in curriculum development 4.2. questions new orientations in terms of their effects on curriculum development 4.3. examines programs developed according to new orientations 6. will be able to explain evaluation process of curriculum. 6.1. examines planning process in program evaluation. 6.2. examines implementation process in program evaluation. 6.3. examines evaluation process in program evaluation.</p>
<p style="text-align: center;">TEXTBOOK</p>	<p>Sönmez, Veysel. Program Gelistirmede Öğretmen El Kitabı. Yedinci Baskı. Ankara: 1994.</p>
<p style="text-align: center;">OTHER REFERENCES</p>	<p>Dogan, Hifzi. Eğitimde Program ve Öğretim Tasarımı. Ankara: Önder Matbaacılık, 1997.</p> <p>Erden, Münire. Eğitimde Program Değerlendirme. Ankara: Pegem Yayınları, 1993.</p> <p>Ertürk, Selahattin. Eğitimde Program Gelistirme. Ankara: Meteksan, 1982.</p> <p>Fidan Nurettin. Okulda Öğrenme ve Öğretme. Ankara: Alkim Kitapçılık, 1995.</p> <p>Kisakürek, Mehmet Ali. Eğitim Programlarının Hazırlanması ve Geliştirilmesi, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi. 16, 1: 217-244, 1983.</p> <p>Özçelik, Durmuş Ali. Eğitim Programları ve Öğretim. Ankara: ÖSYM, 1983.</p> <p>Turgut, M. Fuat. ?Program Değerlendirme?, Cumhuriyet Döneminde Eğitim. İstanbul: Milli Eğitim Yayınevi, 1983, ss. 215-234.</p> <p>Varış, Fatma. Eğitimde Program Geliştirme: Teori ve Teknikler. Ankara: Alkim Yayıncılık, 1994..</p>
<p style="text-align: center;">TOOLS AND EQUIPMENTS REQUIRED</p>	<p>Projector and computer for lecture presentation</p>

COURSE SYLLABUS

WEEK	TOPICS
1 Week	Basic Fundamentals in Curriculum Development
2 Week	Theoretical Foundations of Curriculum Development: Philosophical and Sociological Foundations
3 Week	Theoretical Foundations of Curriculum Development: Psychological and Historical Foundations
4 Week	Process of Curriculum Development
5 Week	Educational Curriculum Models
6 Week	Preparing Curriculum Project: Determination of Educational Requirements
7-8	MID-TERM EXAM
9 Week	Preparing Curriculum Project: Organizing Teaching Conditions
10 Week	Preparing Curriculum Project: Organizing Evaluation Process
11 Week	Preparing Curriculum Project: Organizing Evaluation Process
12 Week	New Approaches in Curriculum Development
13 Week	Examination of Special Education Curricula
14 Week	Curriculum Evaluation Process
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	X		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.			X
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.			X

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

Instructor(s): Assist. Prof. Dr. İsmail Yüksel

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	17171600	COURSE NAME	Teaching Social Skills to Individuals with Intellectual Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	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	10
	Project	-	-
	Report	1	30
	Others (.....)	-	-
FINAL EXAM		1	30

PREREQUIEITE(S)

Students are required to complete Teaching Daily Life and Social Skills to Individuals with Cognitive Disabilities.

COURSE DESCRIPTION

Within the content of Teaching Social Skills to Individuals with Intellectual Disabilities course, there are definition of social skills and social competence concepts, definition of different approaches for social skills training, planning and practicing programs with cognitive process approach and generalization of acquired social skills.

COURSE OBJECTIVES

Teacher candidates completing this course will understand the importance of social skills that facilitate social acceptance and be able to apply cognitive process approach in social skills training.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Teaching Social Skills to Individuals with Intellectual Disabilities course is important because it makes easier to get students into activities of class and their adaptation to class by utilizing cognitive process approach during instruction.

COURSE OUTCOMES

At the end of this course, teacher candidates will learn contents about social competence and social skills, the effects of social skill deficiencies on their life, social skills that increase student's adaption to school and improve their success, planning, preparation and application of social skill education programs, and generalization of acquired social skills.

TEXTBOOK

Bilişsel Süreç Yaklaşımıyla Sosyal Beceri Öğretimi – İlknur Çifci, Bülbin Sucuoğlu. Kök Yayıncılık

OTHER REFERENCES

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TOOLS AND EQUIPMENTS REQUIRED

Projector and computer for lecture presentation

COURSE SYLLABUS

WEEK	TOPICS
1	Social competence, definitions of social skills and their impact on daily life
2	Assesment of social skills
3	Social skill deficiencies of individuals with intellectual disabilities and their impact on daily life
4	Important social skills for individuals with intellectual disabilities
5	Teaching approaches for social skills instruction of individuals with intellectual disabilities
6	Planning social skill education program with cognitive process approach- Selection of target skills
7-8	MID-TERM EXAM
9	Planning social skill education program with cognitive process approach- Identifying working groups and environment
10	Planning social skill education program with cognitive process approach- Preperation of story and pictures
11	Application of social skill training program and in-group presentations
12	Application of social skill training program and in-group presentations
13	Application of social skill training program and in-group presentations
14	Generalization of social skills that were taught with social skill training program
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.			X
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assist. Prof. Nevin GÜNER YILDIZ

Signature:

Date: 06/11/201



ESOĞÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER	Spring
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COURSE CODE	171716007	COURSE NAME	Action research in Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Professional Knowledge	Content Knowledge		General Culture Knowledge		Elective Course		
					General Knowledge(X) Content Knowledge ()		
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type		Quantity	%
				1st Mid-Term		-	-
				2nd Mid-Term		-	-
				Quiz		-	-
				Homework		1	30
				Project		-	-
				Report		1	30
				Others (.....)		-	-
FINAL EXAM						1	40
PREREQUISITE(S)							
COURSE DESCRIPTION				This course will be able to develop students' aspects about reseach methods and will be focus on qualitative reseachs methods. Some case studies will be conduct to develop student competencies about collecting and interpreting data.			
COURSE OBJECTIVES				Focuses on developing special education professionals' ability to critically reflect on problems arising in schools through the developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION				Students will be able to manage and conduct an action plan about school problems related with their specilization area.			
COURSE OUTCOMES				At the end of this course students; 1. will have knowledge about research methods, 2. will increase their competencies about qualitative research methods, 3. will be describe an action research process 4. will be able to conduct an action research plan 5. will be analyse an action reseach data 6. will write a report about action reseach project.			
TEXTBOOK				Johnson, A. P. (2005). A short guide to action research, Boston: Pearson Publishing			
OTHER REFERENCES				Baumfield, V., Hall, E. & Wall, K. (2008). Action research in the classroom, California: Sage publication. Stringer, E. T. (2007). Action research, California: Sage publication.			

TOOLS AND EQUIPMENTS REQUIRED	Projection
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Course syllabus	
Week	Topics
1	Introduction to qualitative research methods
2	Giving general information about action research, explaining its features and implication areas
3	Looking to action research process: defining an area, literature review
4	Developing an action plan
5	Giving information about data collection techniques
6	Conducting an action research plan and data collection
7	Conducting an action research plan and data collection
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Data analysing
11	Data analysing
12	Developing an action plan
13	Presenting and discussing results
14	Reflecting the process
15,16	Final Exam Week

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

Instructor(s): Assist. Prof. Dr. Şengül S. ANAGÜN

Signature

Date: 13.06.2012

**Course syllabus**

Dil becerileriESOGÜ Special Education Department (Intellectual Disability Teaching)

COURSE INFORMATION FORM**SEMESTER** Spring

COURSE CODE	171716008	COURSE NAME	Language Skills for Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	2	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATEGORY							
Professional Knowledge	Content Knowledge		General Culture Knowledge		Elective Course		
					General Knowledge (X) Content Knowledge ()		
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type	Quantity	%	
				1st Mid-Term			
				2nd Mid-Term	-	-	
				Quiz	-	-	
				Homework	1	60	
				Project	-	-	
				Report	-	-	
				Others (.....)	-	-	
FINAL EXAM					1	40	
PREREQUISITE(S)				-			
COURSE DESCRIPTION				Language Skills for Special Education course contents of the special education teacher candidates' language skills in the field will serve to develop and improve communications with students in particular are placing an emphasis on speaking and listening skills.			
COURSE OBJECTIVES				Language Skills for Special Education course; special education teacher candidates will work to improve their language skills and in particular an emphasis on speaking and listening skills in order to increase communication with students.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION				Language Skills for Special Education students taking the course when they start working teachers can communicate better, while meeting the special needs of their encounter with the language problem.			
COURSE OUTCOMES				Basic Concepts Basic Language Skills Speaking and Listening Skills Communication problems in need of special education children Sample Applications			
TEXTBOOK				Dil ve Kavram Gelişimi Editör: Prof. Dr. Seyhun TOPBAŞ Kök Yayıncılık			
OTHER REFERENCES				Dil ve Beyin: Çocuklarda Dil ve Konuşma Bozuklukları Prof. Dr. Barış KORKMAZ Yüce Yayım			
TOOLS AND EQUIPMENTS REQUIRED				Projection, Camera			

Week	Topics
1	Basic Concepts
2	Basic Language Skills Reading
3	Basic Language Skills Writing
4	Talk Basic Language Skills
5	Basic Language Skills Speaking (Sample Applications)
6	Basic Language Skills Listening
7	Basic Language Skills Listening (Sample Applications)
8	Communication Problems in Special Education (4-5 years)
9	Communication Problems in Special Education (Sample Applications)
10	Communication Problems in Special Education (7-12 years)
11	Communication Problems in Special Education (Sample Applications)
12	Communication Problems in Special Education (15-18 years)
13	Communication Problems in Special Education (Sample Applications)
14	Overall Assessment
15,16	Final Exams

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.			X
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.	X		
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	

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

Instructor(s): Assoc. Prof. Dr. Hilmi DEMİRAL

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER | Fall

COURSE CODE	171717001	COURSE NAME	Teaching Technologies and Designing Instructional Materials for Students with Mental Retardation I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
7	3	0	0	3	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. The student will be able to prepare materials that will be required when the student applies behavior modification program.
2. The student will be able to prepare materials that will be required when the student applies teaching program for a social skill.
 - 2.a. The student prepares materials that will be required in the baseline sessions regarding the social behavior that the student determines.
 - 2.b. The student prepares materials that will be required in the teaching sessions regarding the social behavior that the student determines.
 - 2.c. The student prepares materials that will be required in the maintenance and generalization sessions regarding the social

	<p>behavior that the student determines</p> <p>3.The student will be able to prepare required materials for applying the lesson plan.</p> <p>3.a. The student prepares materials that are appropriate to teaching goals.</p>
TEXTBOOK	
OTHER REFERENCES	<p>Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: YA-PA Yayın Pazarlama.</p> <p>Kırcaali-İftar, G. ve Tekin, E. (1997). Tek denekli araştırma yöntemleri. Ankara: Türk Psikologlar Derneği Yayınları.</p> <p>Tekin-İftar, E. ve Kırcaali-İftar, G. (2004). Özel eğitimde yanlışsız öğretim yöntemleri (2.baskı). Ankara: Nobel Yayınları.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Explores the files of students in order to learn about student
2	Collects anecdotal data regarding classroom setting.
3	Depending on the needs of students develops checklists of the developmental areas determined before and fills them in three weeks. Collects anecdotal data regarding problem behaviors of a student in the classroom.
4	Based on anecdotal data collected in the third week determines target behavior for the student. Develops data sheet for problem behavior. Prepares lesson plans and applies them with the students every day in the week.
5	Collects baseline data regarding problem behavior. Prepares lesson plans and applies them with the students every day in the week.
6	Collects baseline data regarding problem behavior. Prepares lesson plans and applies them with the students every day in the week.
7-8	MID-TERM EXAM
9	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
10	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
11	Prepares lesson plans and applies them with the students every day in the week.
12	Prepares lesson plans and applies them with the students every day in the week.
13	Prepares lesson plans and applies them with the students every day in the week.
14	Prepares lesson plans and applies them with the students every day in the week. Writes a final report depending on the data collected during instruction for each target skill (problem behavior and social skill).
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	x		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	x		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date:



SEMESTER | Fall

COURSE CODE	171717002	COURSE NAME	Regulations and Private Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	2	0	0	2	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE 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	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. Recognize the international regulations on individuals with special needs and their education. 1.1. Explain the system of United Nations and how it operates. 1.2. Recognize the decisions of United Nations related to individuals with special needs and their education. 1.3. Explain the system of European Union and how it operates. 1.4. Recognize the decisions of European Union related to individuals with special needs and their education. 1.5. Recognize the international documents about individuals with special needs and their education. 2. Recognize the articles about individuals with special needs and their education in the Constitution of Turkish Republic and laws. 2.1. Explain the publication process of constitution and laws. 2.2. Explain the articles about individuals with special needs and their education in the Constitution of Turkish Republic. 2.3. Recognize the articles about individuals with special needs and their education in the laws and regulations. 3. Recognize the articles about individuals with special needs and their education in regulations,

	<p>notices and declarations. 3.1. Explain the publication process of regulations, notices and declarations. 3.2. Recognize the articles about individuals with special needs and their education in regulations. 3.3. Recognize the explanations about individuals with special needs and their education in the notices and declarations.</p>
TEXTBOOK	
OTHER REFERENCES	<p>http://www.abgs.gov.tr</p> <p>http://www.meb.gov.tr</p> <p>http://www.ozida.gov.tr</p> <p>http://www.un.gov.tr</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Explaining the Curriculum
2	Decisions of United Nations, UNESCO, and European Union Related to Individuals with Special Needs
3	Individuals with Special Needs and Their Education in the Constitution of Turkish Republic and Disabilities Act
4	Decree Laws Which the Number of 572, 573, and 574
5	Regulation of Special Education Services
6	Regulation of Special Education Services
7-8	MID-TERM EXAM
9	Regulation of Special Education Services
10	Regulation of Special Education Services
11	Regulation of Special Education Services
12	Regulation of Special Education Services
13	Regulation of Special Education Services
14	Other Regulations, Notices and Declarations
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		X	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	X		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date:



COURSE CODE	171737003	COURSE NAME	Teaching Practice I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	8	0	6	21	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	30
				Project			
				Report			
				Others (.....)			
FINAL EXAM						1	40
PREREQUIEITE(S)				--			
COURSE DESCRIPTION				To prepare a student for behavior modification program. Be able to apply for a student's behavior change program. Social skills training program to prepare for a student. Be able to apply for a student social skills training program. Group and one to one to prepare a lesson plan for teaching activities. To apply the lesson plans prepared by the group and one to one teaching activities.			
COURSE OBJECTIVES				At the end of this course, the preservice teachers will acquire the knowledge and skills about behavior modification and social skills to prepare and implement the program, prepare and implement group and one to one lesson plan for teaching activities.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				Teaching Practice 1 course will provide opportunities for intellectual disability teachers to get prepared for behavior modification and social skills of students with mental retardation and programs applying the learning group for teaching and in-person.			
COURSE OUTCOMES				At the end of this course, the student will be able to; The student will be able to prepare behavior modification program for a student. 1.b. The student prepares a recording form regarding the target behavior. 2.a. The student keeps anecdotal record and converts it to ABC record. 2.c. The student collects baseline data regarding the target behavior. 2.e. The student applies the behavior modification program			

	<p>during a term.</p> <p>3.a. The student plans baseline sessions regarding the social skill that the student determined.</p> <p>3.c. The student plans maintenance and generalization sessions regarding the social skill that the student determined.</p> <p>The student will be able to apply the teaching program for the social skill for a student.</p> <p>4.b. The student processes baseline data into a graphic.</p> <p>4.d . The student records results of the teaching program for the social skill and processes into the graphic.</p> <p>The student will be able to prepare lesson plans for group and one-to-one teaching activities.</p> <p>5.b. The student determines prompts which are appropriate to the student's performance.</p> <p>5.d. The student determines methods that are appropriate to teaching goals.</p> <p>The student will be able to apply prepared lesson plans in the group and one-to-one activities.</p> <p>6.b. The student repeats by reminding old knowledge regarding the topic.</p> <p>6.d. The student makes an assessment according to teaching goals and records the results at the end of the lesson.</p>
TEXTBOOK	<p>Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: YA-PA Yayın Pazarlama.</p> <p>Kırcaali-İftar, G. ve Tekin, E. (1997). Tek denekli araştırma yöntemleri. Ankara: Türk Psikologlar Derneği Yayınları.</p> <p>Tekin-İftar, E. ve Kırcaali-İftar, G. (2004). Özel eğitimde yanlışsız öğretim yöntemleri (2.baskı). Ankara: Nobel Yayınları.</p>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector
COURSE SYLLABUS	
WEEK	TOPICS
1	Explores the files of students in order to learn about student
2	Collects anecdotal data regarding classroom setting.
3	Depending on the needs of students develops checklists of the developmental areas determined before and fills them in three weeks. Collects anecdotal data regarding problem behaviors of a student in the classroom.
4	Based on anecdotal data collected in the third week determines target behavior for the student. Develops data sheet for problem behavior. Prepares lesson plans and applies them with the students every day in the week.
5	Collects baseline data regarding problem behavior. Prepares lesson plans and applies them with the students every day in the week.
6	Collects baseline data regarding problem behavior. Prepares lesson plans and applies them with the students every day in the week.

7-8	MID-TERM EXAM
9	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
10	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week
11	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
12	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
13	Prepares a teaching plan for the social skill. Prepares lesson plans and applies them with the students every day in the week.
14	Prepares lesson plans and applies them with the students every day in the week. Writes a final report depending on the data collected during instruction for each target skill (problem behavior and social skill).
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

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

Signature

Date: 23/08/2013



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171717001	COURSE NAME	Teaching Technologies and Designing Instructional Materials for Students with Mental Retardation II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	3	0	0	3	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

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

ASSESSMENT CRITERIA

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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

The student will be able to prepare materials that will be required when the student applies a program for teaching a concept.

1.b. The student prepares materials that will be required in the teaching sessions regarding the concept that the student determines.
2.a. The student prepares materials that will be required in the baseline sessions regarding the skill that the student determines.
2.c. The student prepares materials that will be required in the maintenance and generalization sessions regarding the skill that the student determines.

The student will be able to prepare required materials for applying the lesson plan.

3.a. The student prepares materials that are appropriate to teaching goals.

TEXTBOOK	<p>Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: YA-PA Yayın Pazarlama.</p> <p>Kırcaali-İftar, G. ve Tekin, E. (1997). Tek denekli araştırma yöntemleri. Ankara: Türk Psikologlar Derneği Yayınları.</p> <p>Tekin-İftar, E. ve Kırcaali-İftar, G. (2004). Özel eğitimde yanlışsız öğretim yöntemleri (2.baskı). Ankara: Nobel Yayınları.</p>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Explores the files of students in order to learn about student and prepare their own folders.
2	Depending on the needs of students develops checklists of the developmental areas determined before and fills them in three weeks.
3	Fills the evaluation forms for the students in the class, and develops a reinforcement determining list and fills it for the students.
4	Determines an appropriate skill depending on the evaluation form of a student, and prepares an informal evaluation form for a student. Prepares lesson plans and applies them with the students every day in the week.
5	Takes performance of a student on the determined skill and records them, prepares one lessons plan and applies it with appropriate material in the classroom.
6	Determines a skill to be taught to a student and prepares a teaching plan for the skill. Takes performance of a student on the determined concept and records themPrepares lesson plans and applies them with the students every day in the week.
7-8	MID-TERM EXAM
9	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
10	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
11	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
12	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
13	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
14	Prepares lesson plans and applies them with the students every day in the week. Writes a final report depending on the data collected during instruction for each target skill (skill and concept).
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	x		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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		
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	x		
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date:



SEMESTER Spring

COURSE CODE	171718002	COURSE NAME	Turkish Education System and School Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. Explain the scope of Turkish Education System and school management 1.1. Identify the basic concepts regarding Turkish Education System and school management 1.2. Relate and explain the basic concepts regarding Turkish Education System and school management 1.3. Examine the historical development process of Turkish Education System 2. Examine the main features related to structure and functions of Turkish Education System. 2.1. List the main features of the system 2.2. Explain the features related to structure and functions of Turkish Education System 2.3. Discuss the legal basis of Turkish Education System 3. Relate and explain educational administration and school management 3.1. Discuss the main tasks of educational administration 3.2. Relate and explain the administrative processes of school management 3.3. Examine human resources management in schools 3.4. List the administrative missions of school 4. Discuss the approaches of educational supervision in Turkish Education System 4.1. List the approaches of educational

	supervision 4.2. Examine the problems of educational supervision 5. Built up suggestions for the main problems of Turkish Education System and school management 5.1. List the main problems of Turkish Education System and school management 5.2. Built up suggestions for determining the social necessities 5.3. Evaluate how can Turkish Education System and school management be restructured and managed more effectively.
TEXTBOOK	
OTHER REFERENCES	<p>Castetter, William B. Ve Young, Phillip. I. (2000). The Human Resource Function in Educational Administration. Seventh Edition. Upper Saddle River, New Jersey: Merrill.</p> <p>Daresh, John C ve Arrowsmith Trevor. (2003). A Practical Guide For New School Leaders. London: Paul Chapman Publications.</p> <p>Allington, Richard L. (2007). Schools that work : Where All children Read and Write. 3rd ed. Boston : Pearson/Allyn & Bacon.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	Introduction to the Course
2	Historical Development of the Turkish Education System
3	Concept of System and Its Characteristics
4	General Review and Discussion
5	Legal Bases of the Turkish Education System, Structure and Functioning of the Turkish Higher Education System
6	School Administration
7-8	MID-TERM EXAM
9	School Administration and Educational Leadership
10	School Administration and Educational Leadership
11	School Administration Processes
12	Human Resources Management in Schools
13	Educational Inspection
14	General Review and Discussion
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date:



ESOGÜ Special Education Department (Intellectual Disability Teaching) II. öğretim
COURSE INFORMATION FORM

SEMESTER | SPRING

COURSE CODE	171738003	COURSE NAME	Teaching Practice II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	8	0	6	22	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

To prepare a student for behavior modification program. Be able to apply for a student's behavior change program. Social skills training program to prepare for a student. Be able to apply for a student social skills training program. Group and one to one to prepare a lesson plan for teaching activities. To apply the lesson plans prepared by the group and one to one teaching activities.

COURSE OBJECTIVES

At the end of this course, the preservice teachers will acquire the knowledge and skills about behavior modification and social skills to prepare and implement the program, prepare and implement group and one to one lesson plan for teaching activities.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

Teaching Practice II course will provide opportunities for intellectual disability teachers to get prepared for behavior modification and social skills of students with mental retardation and programs applying the learning group for teaching and in-person.

COURSE OUTCOMES

At the end of this course, the student will be able to;
1. The student will be able to apply a program for teaching the skill for a student.
1.a. The student collects baseline data regarding the skill that the student determined.
1.b. The student processes baseline data into a graphic.
1.c. The student applies the program for teaching the concept

	<p>during term.</p> <p>1.d . The student records results of the program for teaching the concept and processes into the graphic.</p> <p>2. The student will be able to apply a program for teaching the skill for a student.</p> <p>2.a. The student collects baseline data regarding the skill that the student determined.</p> <p>2.b. The student processes baseline data into a graphic.</p> <p>2.c. The student applies the program for teaching the skill during term.</p> <p>2.d . The student records results of the program for teaching the skill and processes into the graphic.</p> <p>3. The student will be able to apply prepared lesson plans in the group and one-to-one activities.</p> <p>3.a. The student begins a lesson effectively by drawing attention to a topic.</p> <p>3.b. The student repeats by reminding old knowledge regarding the topic.</p> <p>3.c. The student uses teaching methods which the student determines in accordance with the regulations of the methods.</p> <p>3.d. The student makes an assessment according to teaching goals and records the results at the end of the lesson.</p>
TEXTBOOK	<p>Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: YA-PA Yayın Pazarlama.</p> <p>Kırcaali-İftar, G. ve Tekin, E. (1997). Tek denekli araştırma yöntemleri. Ankara: Türk Psikologlar Derneği Yayınları.</p> <p>Tekin-İftar, E. ve Kırcaali-İftar, G. (2004). Özel eğitimde yanlışsız öğretim yöntemleri (2.baskı). Ankara: Nobel Yayınları.</p>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projector

COURSE SYLLABUS	
WEEK	TOPICS
1	Explores the files of students in order to learn about student and prepare their own folders.
2	Depending on the needs of students develops checklists of the developmental areas determined before and fills them in three weeks.
3	Fills the evaluation forms for the students in the class, and develops a reinforcement determining list and fills it for the students.
4	Determines an appropriate skill depending on the evaluation form of a student, and prepares an informal evaluation form for a student. Prepares lesson plans and applies them with the students every day in the week.
5	Takes performance of a student on the determined skill and records them, prepares one lessons plan and applies it with appropriate material in the classroom.
6	Determines a skill to be taught to a student and prepares a teaching plan for the skill. Takes performance of a student on the determined concept and records themPrepares lesson plans and applies them with the students every day in the week.

7-8	MID-TERM EXAM
9	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
10	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
11	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
12	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
13	Continues to teach the determined skill and concept, and prepares one lessons plan and applies it with appropriate materials in the classroom.
14	Prepares lesson plans and applies them with the students every day in the week. Writes a final report depending on the data collected during instruction for each target skill (skill and concept)
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.	X		
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.	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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		X	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	X		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.		X	
14	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	
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.	X		

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

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

Signature

Date: 23/08/2013



ESOGÜ Special Education Department (Intellectual Disability Teaching)
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE	171718002	COURSE NAME	Turkish Education System and School Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	2	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

COURSE OBJECTIVES

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

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

1. Explain the scope of Turkish Education System and school management 1.1. Identify the basic concepts regarding Turkish Education System and school management 1.2. Relate and explain the basic concepts regarding Turkish Education System and school management 1.3. Examine the historical development process of Turkish Education System 2. Examine the main features related to structure and functions of Turkish Education System. 2.1. List the main features of the system 2.2. Explain the features related to structure and functions of Turkish Education System 2.3. Discuss the legal basis of Turkish Education System 3. Relate and explain educational administration and school management 3.1. Discuss the main tasks of educational administration 3.2. Relate and explain the administrative processes of school management 3.3. Examine human resources management in schools 3.4. List the administrative missions of school 4. Discuss the approaches of educational supervision in Turkish Education System 4.1. List the approaches of educational supervision 4.2. Examine the problems of educational supervision 5. Built up suggestions for the main problems of Turkish Education System and school management 5.1. List the

	<p>main problems of Turkish Education System and school management 5.2. Built up suggestions for determining the social necessities 5.3. Evaluate how can Turkish Education System and school management be restructured and managed more effectively.</p>
TEXTBOOK	
OTHER REFERENCES	<p>Castetter, William B. Ve Young, Phillip. I. (2000). The Human Resource Function in Educational Administration. Seventh Edition. Upper Saddle River, New Jersey: Merrill.</p> <p>Daresh, John C ve Arrowsmith Trevor. (2003). A Practical Guide For New School Leaders. London: Paul Chapman Publications.</p> <p>Allington, Richard L. (2007). Schools that work : Where All children Read and Write. 3rd ed. Boston : Pearson/Allyn & Bacon.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to the Course
2	Historical Development of the Turkish Education System
3	Concept of System and Its Characteristics
4	General Review and Discussion
5	Legal Bases of the Turkish Education System, Structure and Functioning of the Turkish Higher Education System
6	School Administration
7-8	MID-TERM EXAM
9	School Administration and Educational Leadership
10	School Administration and Educational Leadership
11	School Administration Processes
12	Human Resources Management in Schools
13	Educational Inspection
14	General Review and Discussion
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information regarding special education, teaching profession, general culture and basic sciences.		x	
2	Evaluates student levels before starting instruction, and shares the results with parents and administrators; prepares and utilizes individualized education plan based on obtained results.		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 solution 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 profession and/or 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 according to characteristics of students' socio-cultural and economic environment.		x	
12	Uses effective communication skills for collaborative work with individuals with special needs, their families and other professionals.	x		
13	Uses obtained knowledge and skills in order to get students with intellectual disabilities gained communication and social skills, and increase their social acceptance.	x		
14	Be conscious of issues regarding universality of social rights, social		x	

	justice, quality culture, protection of cultural values, environment protection and work health and security; and utilizes those values in their professions and daily life.			
15	Provides necessary accommodations according to students' all characteristics (additional disability, health problem etc.) and their needs.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s): Assistant Professor Doctor Macid Ayhan MELEKOĞLU

Signature

Date: 23/08/2013