

Educational Administration, Supervision, Planning and Economics Program (Doctorate program)

1. General Information

Educational Administration, Supervision, Planning and Economics Master Program with thesis and non-thesis has accepted its first students in the 1997-1998 academic year within the Institute of Social Sciences. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. The master program in question focuses on the disciplines such as management science, educational administration, social theory, effective school management, organizational behavior, leadership, education policy, Turkish educational system, school culture and educational supervision.

Educational Administration, Supervision, Planning and Economics Doctorate Program has accepted its first students in the 2007-2008 academic year. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. Educational Administration, Supervision, Planning and Economics Doctorate Program deal with the disciplines such as basic theories and practices of educational administration, leadership theories, philosophy of science, development of human resources, school improvement and development, accountability and accounting control, educational planning, educational economics and different aspects of educational administration.

The aims of Educational Administration, Supervision, Planning and Economics Doctorate Program are training managers for Ministry of National Education and schools which are connected to this ministry and instructors for relevant parts of universities; ensuring their continuing professional development of teachers, managers and inspectors working in the institutions under Ministry of National Education; contributing to the development and implementation of educational policies; training specialists or assistant specialists having competency of taking part in the educational units of the relevant institutions.

2. Acquired Degree

Students who successfully complete the program are received Doctorate Degree in the field of Educational Administration, Supervision, Planning and Economics.

3. Level of Degree

Doctorate degree (Ph. D.)

4. Admission Requirements

In order to start Educational Administration, Supervision, Planning and Economics Master and Doctorate Programs, 5th, 11th and 16th Articles for student acceptance in Eskisehir Osmangazi University Graduate Education Regulations should be taken into consideration.

5. Recognition of Prior Learning

Acceptance of transfer students for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 28th Article in Eskisehir Osmangazi University Graduate Education Regulations.

Acceptance of students to preparatory programs for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 29th Article in Eskisehir Osmangazi University Graduate Education Regulations.

6. Qualification Requirements and Regulations

Educational Administration, Supervision, Planning and Economics Doctorate Program comprises of at least 10 courses which should not be less than a total of 30 credits, proficiency exam, thesis proposal and thesis study. Proficiency exam, thesis proposal and thesis study are non-credit and evaluated by satisfactory or unsatisfactory.

7. Program Profile (The Purpose)

Major aims of Educational Administration, Supervision, Planning and Economics Doctorate Program are;

- *to be aware of the existing problems of educational institutions in the fields of administration, supervision, planning and economics and to develop alternative solutions to these problems*
- *to ensure developing original educational policies in the context of the country's social, political, cultural and economic conditions by producing scientific knowledge.*

8. Program Qualifications (Learning Outcomes)

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;

- *to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.*
- *to design original research that will contribute to the field by using both quantitative and qualitative research skills*
- *to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.*
- *to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.*
- *to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.*
- *to aware of the ethical principles and reflect these principles practices in the field.*
- *to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.*
- *to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.*
- *to produce the original information and strategies that will develop organizations in terms of the structural and functional way.*
- *to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.*
- *to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.*
- *to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.*
- *to be equipped and competence to lead educational organizations.*
- *to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.*

- *to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.*
- *to know advanced statistical techniques that using educational study and to use these techniques in the researches.*

9. Graduate Employment Opportunities

Students who complete the Master's Degree and Doctorate Degree Program in Educational Administration, Supervision, Planning and Economics can be employed as research assistant or instructor in faculty of education in universities, specialist or assistant specialist in educational departments of various public or private organizations.

10. Transition to Next Degree Programs

Candidates who successfully complete master education can study in their field or related field PhD programs on condition that they take ALES or equivalent exams and have adequate level of foreign language knowledge.

11. Testing, Measurement and Evaluation

Evaluation and assessment methods for each course are defined in detail in "Course Information Form".

12. Graduation Requirements

Graduation requirements are as described in "Qualification Requirements and Regulations" section.

13. Mode of Study (Full-Time, e-learning)

Full time

14. Address and Contact Information (Department/Program Heads, Assistant Heads and Erasmus Coordinator)

Eskişehir Osmangazi University
Faculty of Education
Graduate School of Educational Sciences
Meşelik Campus 26480 Eskişehir

Director Prof. Dr. Ahmet Aypay

E-mail: aypaya@yahoo.com

Phone: 0 (222) 239 37 50/1627

Vice Director Assoc. Prof. Dr. Özden Tezel

E-mail: otezel@ogu.edu.tr

Phone: 0 (222) 239 37 50/1641

Vice Director Assist. Prof. Dr. Ali Eryılmaz

E-mail: erali76@hotmail.com

Phone: 0 (222) 239 37 50/1637

Erasmus Coordinator: Assist. Prof. Dr. İlknur Şentürk

E-mail: ilknurkokcu@gmail.com

Phone: 0 (222) 239 37 50/1674

15. Department/Program Facilities

Number of faculty members involved in this program is 13, including 4 professors, 4 associate professors and 5 assistant professors. There are 25 computers, 4 printers, 2 browsers and 5 projections in the department. These equipments are used by students and teachers

inside and outside the classrooms for the purposes of literature review, project and seminar preparation, and making presentations. Faculty and the central library computers are available for use throughout the week during office hours. The number of open terminal to graduate students and / or the number of personal computers is 225. Faculty and the central library computers are available for use throughout the week during office hours.

16. Academic Staff

Prof. Dr. Ahmet Aypay - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Selahattin Turan - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Ayhan Aydın - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Assist. Prof. Dr. İlknur Şentürk - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Prof. Dr. Bahaddin Acat - Department of Educational Sciences, Curriculum and Instruction Program

Assoc. Prof. Dr. Zühal Çubukçu - Department of Educational Sciences, Curriculum and Instruction Program

Assoc. Prof. Dr. Cemil Yücel - Department of Elementary Education, Elementary Classroom Teacher Education Program

Assoc. Prof. Dr. Engin Karadağ - Department of Elementary Education, Elementary Classroom Teacher Education Program

Assoc. Prof. Dr. Asım Arı - Department of Educational Sciences, Curriculum and Instruction Program

Assist. Prof. Dr. İsmail Yüksel - Department of Educational Sciences, Curriculum and Instruction Program

Assist. Prof. Dr. Ümit Çelen - Department of Educational Sciences, Measurement and Evaluation Program

Assist. Prof. Dr. Odilea Rocha Erkaya - Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

Assist. Prof. Dr. Ümit Özkaya - Department of Educational Sciences, Curriculum and Instruction Program

17. Courses – ECTS Credits

HIGHER EDUCATION ADMINISTRATION DOCTORATE					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<u>Fall Semester (I. Semester)</u>					
541111001	Advanced Research Methods in Education I	10	3+0+3	C	Turkish
541111002	Philosophy of Science	10	3+0+3	E	Turkish
541111003	Theory and Practice in Educational Administration	10	3+0+3	E	Turkish
541111004	Leadership Theories in Education	10	3+0+3	E	Turkish
541111008	Comparative Educational Administration	10	3+0+3	E	Turkish
541111009	School-Based Management	10	3+0+3	E	Turkish
Total Credit		30	12		
<u>Spring Semester (II. Semester)</u>					
541112001	Advanced Research Methods in Education II	10	3+0+3	C	Turkish
541112002	Human Resources Development	10	3+0+3	E	Turkish
541112003	School Improvement and Development	10	3+0+3	E	Turkish
541112004	Advanced Education Statistics II	10	3+0+3	E	Turkish
541112005	Teacher Training Approaches	10	3+0+3	E	Turkish
541112006	Higher Education Administration	10	3+0+3	E	Turkish
Total Credit		30	9		
<u>Fall Semester (III. Semester)</u>					
541111006	Advanced Education Statistics I	10	3+0+3	C	Turkish
541111005	Alternative Approaches in Educational Administration	10	3+0+3	E	Turkish
541111007	Accountability and Internal Control in Education	10	3+0+3	E	Turkish
541111010	Adult Education	10	3+0+3	E	Turkish
541111011	Educational Planning and Economics	10	3+0+3	E	Turkish
541111012	Public Administration	10	3+0+3	E	Turkish
541111013	Seminar	10	0+3+0	E	Turkish
Total Credit		30	9		
<u>Spring Semester (IV. Semester)</u>					
541111701	Ph.D.Proficiency	30	0+1+0	C	Turkish
Total Credit		30	0		
<u>Fall Semester (I. Semester)</u>					
541112701	Doctoral Thesis	25	0+1+0	C	Turkish
541111901	Special Topics	5	3+0+0	C	Turkish
Total Credit		30	0		



COURSE CODE	541111001	COURSE NAME	Advanced Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
-	%100						
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework		1		20
			Project				
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		50
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.				
COURSE OBJECTIVES			The objective of this course is to gain ability for performing all aspects of quantitative research.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			1. to develop understandings about the role of research in science –especially in knowledge management 2. to gain knowledge about research processes and research methods 3. to analyze research in knowledge management field and gaining evaluation ability 4. to think systematically for solving problems in knowledge management field and perform analytical methods 5. to teach data collection, data analysis and evaluation techniques 6. to gain knowledge in writing research proposal and preparing research report				
TEXTBOOK			• McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.				
OTHER REFERENCES			• Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. • Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. • APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. • Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. • Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. • Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS’le veri analizi. İstanbul: Beta Yayınları. • Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA				
TOOLS AND EQUIPMENTS REQUIRED							

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

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.			x
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Sciences
Course Information Form

SEMESTER | Fall

COURSE CODE	541111002	COURSE NAME	Philosophy of Science
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
-		%40					%60
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework				
			Project		1		30
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		40
PREREQUISITE(S)			-				
COURSE DESCRIPTION			Basic concepts and dimensions of philosophy of science, processes of access to information, relationships between philosophy and science, the basic approaches in the philosophy of science, the new assumptions in the philosophy of science, scientific research methodology, viewpoints of various periods about human nature.				
COURSE OBJECTIVES			To know the main dimensions and concepts of philosophy of science, to learn the processes of philosophical thinking, to know different perspectives about human nature, to analyze the relations between philosophy and science.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			-				
COURSE OUTCOMES			1. To know main approaches in philosophy of science 2. To explicating the philosophical texts 3. To questioning the relations between philosophy and science 4. To think analytically 5. To gain alternative viewpoints 6. To analyze the relations education and philosophy 7. To analyze the main methodology in scientific researches				
TEXTBOOK			1. Aydın, A. (2011). <i>Felsefe ve düşünce tarihi (6.bs.)</i> . Ankara: Pegem Akademi Yayıncılık 2. Kuhn, T.S. (2008). <i>Bilimsel devrimlerin yapısı</i> . İstanbul: Kırmızı Yayınları. 3. Popper, K.R. (2010). <i>Bilimsel araştırmanın mantığı</i> . İstanbul:Yapı Kredi Yayınları.				
OTHER REFERENCES			1. Aydın, A. (2010). <i>Yaşadığımız dünya</i> . Ankara: Pegem A Yayıncılık. 2. Bolay, S. H. (2009). <i>Felsefe Doktrinleri ve Terimleri Sözlüğü</i> . Ankara: Nobel Yayın Dağıtım. 3. Yıldırım, C. (2008). <i>Bilim Felsefesi (12.bs.)</i> . İstanbul: Remzi Kitabevi.				
TOOLS AND EQUIPMENTS REQUIRED			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	Science and philosophy of science
2	Ways to access information
3	Human nature in the Ancient philosophy
4	Human nature in the Hellenistic and Rome philosophy
5	Human nature in the Middle Age Philosophy
6	Human nature in the Eastern and Islamic philosophy
7-8	MID-TERM EXAM
9	Human nature in the the Renaissance philosophy
10	Human nature in 17th century philosophy
11	Human nature in the Enlightenment philosophy
12	Human nature in the German idealism
13	Human nature in 17th century philosophy
14	Methodology in scientific researches
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ayhan Aydın
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111003	COURSE NAME	Theory and Practice in Educational Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science
		%60					%40
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		40
			Quiz				
			Homework				
			Project				
			Report				
			Others (.....)				
FINAL EXAM					1		60
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			<ul style="list-style-type: none">• Theoretical foundations of educational administration• Relationship and the dilemma of theory and practice of educational administration• Development of Theory movement educational administration and its criticisms• The effects of positivist and interpretivist paradigm on educational administration• Alternative paradigms on educational administration• Cultural, ethical, phenomenological and subjective approaches on educational administration• Critical theory and its reflections on educational administration• Debate over on modernity and post-modernity and education administration				
COURSE OBJECTIVES			This course provides a basis for students to understand basic assumptions of the social theories and implications of these theories in educational administration and comprehend the relationships between theoretical foundations of educational administration and application of these.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			By the end of the course students should be able to: <ul style="list-style-type: none">• Understand role of organizational theories on the educational administration,• Understand theoretical progress in the educational administration,• Analysis theory and practices in educationl administration• Analysis positivist and post-positivist paradigms in eduactional administration.• Analysis of contemporary and new theoretical developments on educationl administration plan, design, interpret and report an independent qualitative research.				
TEXTBOOK							
OTHER REFERENCES			<ul style="list-style-type: none">• Bates, R.J. (1995). "Critical theory of educational administration", in Evers, C.W., Chapman, J. (Eds),<i>Educational Administration: An Australian Perspective</i>, Allen and Unwin, Sydney, pp.49-59.• Culbertson, J. (1983). <i>Theory in Educational Administration: Echoes from Critical Thinkers. Educational Researcher</i>. Vol. 12, No. 10.• Evers, C. and G. Lakomski, (2004). "<i>Educational Administration As Science</i>" in Peter Ribbins and others, (1991),				

	<ul style="list-style-type: none"> • Evers C. W. and G. Lakomski (1991), <i>Knowing Educational Administration</i>, Pergamon Press, Oxford. • Evers, C. W. and G. Lakomski (1996), <i>Exploring Educational Administration</i> (Pergamon Press, Oxford. • Greenfield, T.B: and Ribbins, P. (1993). <i>Greenfield on Educational Administration</i>. Routledge, London. • Greenfield, T.B. (1975). 'Theory about Organization: A New Perspective and its Implication for Schools', in M.G. Hughes (ed.), <i>Administering Education: International Challenge</i>. Althone Press, London. • Greenfield, T.B. 'The Man who comes back through the Door in the Wall: Discovering Truth, discovering Self, Discovering Organizations', <i>Educational Administration Quarterly</i>, 16(3), 25-59, 1980. • Greenfield, T.B. (1986). <i>The Decline and Fall of Science in Educational Administration</i>, <i>Interchange</i>, 17(2), 57-80. • Griffiths, D.E. (1985). <i>Administrative Theory in Transition</i>. Deakin University, pp. 12-25. • Halpin, A. W. (1958). <i>Administrative Theory in Education</i>, Macmillan, New York. • Lakomski, G. (1988) 'Critical Theory', in J.P. Keeves (ed.), <i>Educational Research, Methodology, and Measurement: An International Handbook</i> (Pergamon Press, Oxford, 2nd edition, 1997). • Maxcy, S.J. (ed.) (1993), <i>Postmodern School Leadership</i>. Westport, Praeger • Maxcy, S.J. (1991). <i>Educational leadership : a critical pragmatic perspective</i>. New York : Bergin & Garvey, • Peca, K. (2001). <i>Paradigmatic Differences in Educational Administration: Positivism and Critical Theory</i>. (ERIC Document Reproduction Service No. ED 458706). • Şişman, M. (1998). Eğitim Yönetiminde Kuram ve Araştırmada Alternatif Paradigma ve Yaklaşımlar. <i>Kuram ve Uygulamada Eğitim Yönetimi</i>. 16, 395-422 • Tomlinson, H. (2004). <i>Educational Management "Major Themes in Education</i>. London and N.Y.: Roudgeledge Falmer, pp. 60-74. • English, F.W. (1997). The cupboard is bare: the postmodern critique of educational administration. <i>Journal of School Leadership</i>, 7(1): 4-26. • English, F.W. (1998). The Postmodern Turn in Educational Administration: Apostrophic or Catastrophic Development?. <i>Journal of School Leadership</i>. v8 n5. (ERIC Document Reproduction Service No. EJ 571774).
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Lesson preparation, literature review, distribution of tasks
2	Theoretical foundations of educational administration and theory movement
3	Interpretivist paradigm and its reflections on school management and educational implications Phenomenological discussions their reflections on school management and educational implications
4	Critical theory, critical and radical pedagogy and education, school management and educational implications
5	Discussions focused on cultural theory and organizational symbolism in the field of education administration Effects of institutionalism theory and the theory of newinstitutionalism in education administration
6	Focused discussions of postmodernism in the field of education administration
7-8	MID -TERM
9	Dynamic systems theory: Chaos and complexity theory, and education administration management
10	The effects of ethical theory and the theory of values in education administration
11	Leadership in the tradition of Islamic thought and Islamic leadership
12	Current debates on leadership and educational leadership and conceptualizations Discussions about the education system and school accountability
13	The world and the basic themes and issues discussed in the field of education administration in Turkey
14	The theoretical foundations of research in educational administration in Turkey Implementation of educational administration in Turkey, problems and suggestions
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.		x	
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Mehmet Şişman/Prof. Dr. Ahmet AYPAY

Signature: Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111004	COURSE NAME	Leadership Theories in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science
		% 60					% 40
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Article review				
			Research assignment		1		30
			Project		1		30
			Final Exam		1		40
			Report				
			Others (.....)				
FINAL EXAM							
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			In this course, teaching methods includes abstract conceptualization through lectures and papers; active experimentation through case studies and projects; concrete experiences through texts, examples and observations; and reflective observations through discussions, questions, papers and interviews.				
COURSE OBJECTIVES			This course provides to evaluate theoretical, conceptual and critical examination of the theories necessary for the development of effective leadership in educational organizations.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			By the end of this module students will be able to: 1. Study and apply leadership theories and skills; 2. Understand and be able to evaluate the effectiveness of various leadership behaviors in different contexts; and, 3. Develop knowledge of theoretical concepts and to be able to apply theories in different settings.				
TEXTBOOK							
OTHER REFERENCES			1. Northouse, P. (2009). <i>Liderlik: Teori ve Uygulama</i> . Sage Pub., USA. 2. Kouzes, J. and Posner, B. (2009). <i>Liderlik</i> . NY: John Wiley & Sons, Inc. 3. Bass, B. M. and Bass, R. (2009). <i>The Bass Handbook of Leadership: Theory, Research, and Managerial Applications</i> . NY: Free Press.				
TOOLS AND EQUIPMENTS REQUIRED			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	Concept of leadership
2	Leadership theories
3	Leadership and decision making
4	Leadership and communication
5	Leadership and ethics
6	Vision and leadership
7-8	MID -TERM
9	Learning organizations and leadership
10	Leadership and the future
11	Change and leadership
12	Educational politicts and leadership
13	Characteristics of effective leadership
14	Interview with leader
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics.	x		
15	to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Selahattin TURAN

Signature:

Date:



ESOGU Department of Educational Sciences
Course Information Form

SEMESTER	Güz
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COURSE CODE	541111901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	0	5	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
		% 50					% 50
ASSESSMENT CRITERIA							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		50	
		Quiz					
		Homework					
		Project					
		Report					
		Others (presentation, summary of the presented discussion)					
FINAL EXAM				1		50	
PREREQUISITE(S)		-					
COURSE DESCRIPTION		Taking the lead for doctorate student, “The Specialization Field Course” ensures students to acquire knowledge, skills and attitude. The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposuring the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.					
COURSE OBJECTIVES		Evaluations and discussions of the new developments and articles in the study fields of the students who are progressing their Ph.D. thesis.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		By the end of this module students will be able to: 1. Choose a problem statemant and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem, 3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.					
REFERENCES		Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications. Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc. Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.					
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Subject of the thesis research
2	Literature on the subject follow-up
3	Evaluation
4	Report preparation and presentation
5	Follow-up of the literature
6	Article review
7-8	MID-TERM EXAM
9	source review
10	Evaluation
11	Follow-up of the literature
12	Article review
13	Evaluation
14	Report preparation and presentation
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): All Instructors
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER | Fall

COURSE CODE | 541111008

COURSE NAME | Comparative Educational Administration

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]				Social Science
	% 60						% 40
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Article review		1		20
			Research assignment		1		30
			Weekly assignment		1		20
			Comparison Analysis		1		30
			Report				
			Others (.....)				
FINAL EXAM							
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			<div>- Historical look to comparative education</div> <div>- Trends in comparative education</div> <div>- Comparative Educational Sciences</div> <div>- Theory development</div> <div>- Work on national variation</div> <div>- International standards, assessment and quality of education</div> <div>- Borrowing and lending in education</div> <div>- Higher education and imperialisim</div> <div>- American education exportation</div> <div>- Globalization, internationalisation and assimilation of education reforms</div> <div>- Development, modernization, democratising and education</div> <div>- Global meanings and international models</div> <div>- Assimilation and differentiation/homogeneity and hybrid forms</div> <div>- International Education Reform and Policy Implementation</div> <div>covers the content of this course</div>				
COURSE OBJECTIVES			This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			At the end of the course, the students will be able to: 1. analyze educational administration structures and processes of different countries, 2. compare educational administration practices of different countries, 2. analyze the effectiveness of different educational administration and educational policy practices around the world, 3. compare different educational administration structures with Turkey case.				
TEXTBOOK							
OTHER REFERENCES			<div>• Altbach, P.G. & Kelly, G. (1984). Education and the Colonial Experience. New Brunswick, Transaction.</div> <div>• Arı, Asım. (2006). İsviçre (Basel) Okul Sistemi, okul Sistemleriyle İlgili farklı bir model. Ankara: Pegem.</div>				

	<ul style="list-style-type: none"> • Arnove, R.F. & Torres, C.A (1999). Comparative Education. The Dialectic of the Global and the Local. Rowman & Littlefield, New York. • Bekir Parlak ve Cantürk Caner (2009). Karşılaştırmalı siyasal ve yönetsel yapılar. Aktüel Alfa Yayınları. • Demirel, Özcan. (2000). Karşılaştırmalı eğitim, Ankara: Pegem. • Erdoğan, İrfan. (2003). Karşılaştırmalı Eğitim: Türk Eğitim Bilimleri Çalışmaları İçinde Önemsinmesi Gereken Bir Alan. • Erdoğan, İrfan. Karşılaştırmalı eğitim : çağdaş eğitim sistemleri. – 1. bs. – İstanbul : Sistem Yayıncılık, 1995. • Feinberg, W. & Soltis, J. F. (1992). School and Society. New York: Teachers College Press. • Füsün Akkoyun (2005). Ülkeler ve eğitim sistemleri: Karşılaştırma yazıları. Nobel Yayınevi. • Hesapçıoğlu, M. Özcan, Ş. (2005). Küresel rekabet ortamında Türk Eğitim Sisteminin kalitesi. Ankara: Nobel Yayın Dağıtım. • Max Weber (2005). Bürokrasi ve otorite. Adres Yayınları. • Max Weber (1997). Protestan ahlakı ve kapitalizmin ruhu. Araç Yayınevi. • Mustafa Ergün (1985). Karşılaştırmalı eğitim. • Noah, H. and Eckstein, M. (1998) Doing Comparative Education: Three Decades of Collaboration. Comparative Education Research Centre, University of Hong Kong. • Phillips, D. and Ertl, H. (2003). Implementing European Union education and training policy : a comparative study of issues in four member states. Dordrecht : Kluwer Academic. Anadolu Üniv Kütüphanesi: LC92 .B3 I543 2003 • Öztürk, H. (2001). Belçika'da ve Türkiye'de zorunlu eğitim. – 1. bs. – Ankara : Nobel, 2001. • Sağlam, Mustafa. (1999). Avrupa ülkelerinin eğitim sistemi, Eskişehir: Anadolu Ü. Yayınları. • Sözer, Ersan. (1997). Üç Avrupa Ülkesinde Eğitim: Almanya, Danimarka, Fransa Eğitim Sistemleri, Eskişehir: Anadolu Ü. Yayınları. • Theda Skocpol (2004). Devletler ve toplumsal devrimler: Fransa, Rusya ve Çin'in karşılaştırmalı bir çözümlemesi. İmge Kitabevi Yayınları. • Türkiye ve AB ülkelerinin eğitim sistemleri. Ankara: MEB Dışilişkiler Genel Müdürlüğü. • Türkoğlu, Adil (1998). Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle. Adana: Baki Kitabevi. • Ülkeler ve eğitim sistemleri : karşılaştırma yazıları / editör Füsün Akarsu. – Ankara : Nobel Yayın Dağıtım, c2005.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Historical look to comparative education, Trends in comparative education
2	Comparative Educational Sciences, Theory development
3	Work on national variation
4	International standards, assessment and quality of education
5	Borrowing and lending in education
6	Higher education and imperialism
7-8	MID -TERM
9	American education exportation
10	Globalization, internationalisation and assimilation of education reforms
11	Development, modernization, democratising and education
12	Global meanings and international models
13	Assimilation and differentiation/homogeneity and hybrid forms
14	International Education Reform and Policy Implementation
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.		x	
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.	x		
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Sciences
Course Information Form

SEMESTER | Fall

COURSE CODE | 541111009

COURSE NAME | School-Based Management

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
-		%50					%50
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework				
			Project		1		30
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		40
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			Theoretical and conceptual definition of school-based management, explanation of theory behind school-based management with its typology, examining responsibility, authority and participative decision making process in school-based management, evaluation of school-based management reforms around the world and school-based management initiatives are given place.				
COURSE OBJECTIVES			The purpose of this course is to examine the theory behind school-based management and its typology, comprehend general characteristics of organizational structure and school governance, and analyze decision making processes and school-based management models.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			At the end of the course students will be able to: 1. Define school-based management. 2. Comprehend general characteristics of organizational structure and school governance. 3. Explain the theory behind school-based management and its typology. 4. Analyze theoretical framework of school-based management. 5. Explain the place of leadership in school-based management. 6. Comprehend the importance of home-school-society partnership. 7. Analyze school-based management models. 8. Analyze school-based management reforms around the world				
TEXTBOOK			<ul style="list-style-type: none">• Aytaç, T. (1999). <i>Okul merkezli yönetim. Eğitim ve Bilim</i>, 23, 69-75.• Aytaç, T. (2000). <i>Okul merkezli yönetim</i>. Ankara: Nobel Yayın Dağıtım.• Brown, D. J. (1990). <i>Decentralization and school-based management</i>. London; New Yok: Falmer Press.• Cheng, Y. C. (1996). <i>School effectiveness and school-based management: A mechanism for development</i>. London: The Falmer Press.• Dimmock, C. (1999). <i>School-based management and school effectiveness</i>. New York: Routledge.• Emanuela, D. G. (2006). <i>A comparative analysis of school-based management in Central America</i>. Washigton, D. C: World Bank.• Gamage, D. T. (1996). <i>School-based management: Theory, research and practice</i>. Colombo: Karunaratne and Sons Ltd.• Gamage, D. T. & Zajda, J. (2005). <i>Decentralization and school-based management: A comparative study of self-governing school models</i>.				

	<p><i>Educational Practice and Theory</i>, 27(2), 35-58.</p> <ul style="list-style-type: none"> Güçlü, N. (2000). Okula dayalı yönetim. <i>Milli Eğitim Dergisi</i>, 148. Herman, J. & Herman, J. (1993) <i>School Based Management: Current Thinking and Practice</i>. Springfield, IL: Charles C. Thomas. Mohrman, S.A. & Wohlstetter, P. (1994). <i>School-based management: Organizing for high performance</i>. San Francisco, CA: Jossey-Bass Publishers. Odden, E. R. & Wohlstetter, P. (1995). Making school-based management work. <i>Educational Leadership</i>, 52(5), 32-36. Ozdemir, S. (1996). Okula dayalı yönetim. <i>Eğitim Yönetimi</i>, 2(3), 421-426. Zajda, J. & Gamage, D. T. (2009). <i>Decentralisation, school-based management, and quality</i>. Dordrecht: Springer.
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and key elements of school based management
2	Theory behind school based management and its typology
3	Organizational structure and school governance
4	Leadership in school based management
5	Responsibility, authority and participatory decision making process
6	Risk management and accountability
7-8	MID-TERM EXAM
9	Home-school-community partnership
10	United States models of school based management
11	School based management reforms in various countries
12	Human resource and financial mechanisms
13	Curriculum in school based management
14	Effective learning, teaching and learning outcomes
15-16	FINAL EXAM

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.			
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literatüre, economics.	x		
15	to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin Turan

Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Spring
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COURSE CODE	541112001	COURSE NAME	Advanced Research Methods in Education II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	%80		%20

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	<ul style="list-style-type: none"> - Knowledge base of different qualitative research methods, - Different qualitative research designs, - Basic steps of qualitative research, - Implementation of qualitative data analysis, - Examination of a sample qualitative research topic, cover the content of this course.
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COURSE OBJECTIVES	The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3. comprehend basic steps of qualitative research, 4. interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research
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TEXTBOOK	1. Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık, Ankara. 2. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London. 3. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks. 4. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara 5. Articles (will be submitted by the instructor).
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OTHER REFERENCES	S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.
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TOOLS AND EQUIPMENTS REQUIRED	-
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COURSE SYLLABUS	
WEEK	TOPICS
1	I Introduction Emergence-first research studies Basic concepts Philosophical foundations Basic characteristics
2	What kind of research topics and what kind of areas What kind of results are obtained Qualitative or Quantitative
3	II Types Phenomenology Ethnography Grounded theory Case study Field research
4	Action research Biography Narratives Hermeneutical Group focused studies (type of analysis)
5	III Sampling and types (<i>Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling</i>)
6	IV Analysis A. Types of analysis Typology, John Lofland & Lyn Lofland Taxonomy ve Domain Analysis James Spradley Constant Comparison/Grounded Theory Anselm Strauss Analytic Induction F. Znaniecki, Howard Becker, Jack Katz.
7-8	MID -TERM
9	Logical Analysis/Matrix Analysis Matthew Miles ve Huberman Quasi-statistics Howard Becker Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman Metaphorical Analysis Michael Patton, Nick Smith Hermeneutical Analysis Max Van Manen
10	Phenomenology/Heuristic Analysis Clark Moustakas Discourse analysis James Gee Narrative Analysis Catherine Reisman Semiotics Peter Manning Content Analysis R. P. Weber
11	B. Types and characteristics of interview i. Tightly structured ii. Structured iii. Loosely structured C. Observation (Participant Observation, Nonparticipant Observation) Observation records D. Document analysis and artifact analysis
12	V Coding of data A. Data sources and characteristics B. Analsis i. Data recording and transcription (video, audio, paper-pencil) Coding types (Levels, processes, titles, perceptions, open areas) Categories and the formation process of themes and cautions (Open Coding, <u>Axial Coding</u> , <u>Selective Coding</u>) C. Qualitative analysis types according to analysis
13	VI Validity, Reliability, Generalizability, Triangulation: - <u>Member Checking:</u> - <u>Outlier Analysis:</u> - <u>Pattern Matching:</u> - <u>Representativeness Check:</u> - <u>Coding Check multiple coders:</u> - Prolonged engagement

	<ul style="list-style-type: none"> - Persistent observation - Referential adequacy - Peer debriefing - Reflexive journal - Thick description - Purposive sampling <p>Audit trail. (Lincoln and Guba, Erlandson et al. 1993)</p>
14	VII Reporting
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

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

Date:



ESOGU Department of Educational Sciences
Course Information Form

SEMESTER Spring

COURSE CODE	541112002	COURSE NAME	Human Resources Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science
-	%50						%50
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
	Others (presentation, summary of the presented discussion)						
FINAL EXAM			1		40		
PREREQUISITE(S)	-						
COURSE DESCRIPTION	This course includes issues like objectives of human resource management, the historical development process, determination the need for school staff, selection, recruitment, training and development, evaluation in the context of educational administration, problems in development of human resources and new approaches about human resources development.						
COURSE OBJECTIVES	To have theoretical knowledge about the development of human resources and and to plan activities for the effective management and development of human resources in educational institutions.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-						
COURSE OUTCOMES	1.To know the purposes and principles of human resource management. 2.To evaluate the practices in human resources development in Turkey and worldwide. 3.To analyse the effective internal and external factors in the development of human resources. 4.To design a model for the development of human resources in the school management.						
TEXTBOOK	1. Açıklın, A. (2000).İnsan Kaynağının Yönetimi ve Geliştirilmesi. Ankara: Pegem Akademi Yayıncılık. 2. Canman, D. (2000). İnsan Kaynakları Yönetimi. Ankara: Yargı Yayınevi. 3. Eren, A. ve Argon, T. (2003). İnsan kaynakları yönetimi. Ankara: Nobel Yayın Dağıtım. 4. Levent, E. (2005). Türkiye’de insan kaynaklarının geliştirilmesi ve eğitim planlaması. Ankara: Nobel Yayın Dağıtım. 5. OECD. (1998). Human capital investments. An international Compraison. 6. OECD. (2009). Educational at a glance. OECD indicators. Paris.						
OTHER REFERENCES	1.Aydın, A. (2011). Felsefe ve düşünce tarihi (6.bs.). Ankara: Pegem Akademi Yayıncılık 2. Kaya, Y. K. (2009). İnsan yetiştirme düzenimiz (5.bs.). Ankara: Pegem Akademi Yayıncılık						
TOOLS AND EQUIPMENTS REQUIRED	-						

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts about the development of human resources
2	The purpose of developing human resources
3	A historical overview of human resources development process
4	Human resource planning in educational institutions
5	Selection of human resources in educational institutions
6	Training of human resources in educational institutions
7-8	MID-TERM EXAM
9	Development of human resource in educational institutions
10	Evaluation of human resources in educational institutions
11	The role of the school principal human resource development
12	Problems in the process of developing human resources in educational institutions
13	The practices about the development of human resources in Turkey and the world
14	Recommendations relating to the development of human resources.
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ayhan Aydın
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER Spring

COURSE CODE	541112003	COURSE NAME	School Improvement and Development
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATEGORY							
Basic Science		Educational Science		Science Education [if it contains considerable design, mark with (√)]			Social Science
		%70					%30
ASSESSMENT CRITERIA							
MID-TERM		Evaluation Type			Quantity		%
		Mid-Term			1		40
		Quiz					
		Homework					
		Project					
		Report					
		Others (.....)					
FINAL EXAM					1		60
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		The relationship between effective school research and school development studies; organizational change, development, innovation and school development, school-oriented approaches and models, measurement and evaluation of the outcomes of the school and education, planning of school development, school reform and school development-oriented studies in different countries; responsibility and accountability in education and school management; evaluation of school improvement studies					
COURSE OBJECTIVES		-to explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement -to know the models to determine the effectiveness of school and education -to recognize approaches and methods to improve school -to analyze the scope and size of the development process - to know the school development practices in different countries -to develop models to improve schools					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of this course, students will be able to; - explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement - know the models to determine the effectiveness of school and education - recognize approaches and methods to improve school - analyze the scope and size of the development process - know the school development practices in different countries - develop models to improve schools					
TEXTBOOK		<ul style="list-style-type: none">Balcı, A. (2000). Örgütsel Gelişme. Ankara: Pegema.Balcı, A. (2001). Etkili Okul ve Okul Geliştirme. Ankara: Pegema.Creemers, Bert P.M. (2002). From School Effectiveness and School Improvement to Effective School Improvement: Background, Theoretical Analysis, and Outline of the Empirical Study. Online Publication Date: 01 October 2002Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge.Handbook of Research on Educational Administration (1998). New York: Longman.Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema.Townsend, T. (2007). (Ed.), International Handbook of School Effectiveness and Improvement, Springer.					

OTHER REFERENCES	<ul style="list-style-type: none"> • Education Improvement Commission (2000). School Improvement Planning: A Handbook. Toronto: Routledge. • Handbook of Research on Educational Administration (1998). New York: Longman. • Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar-. Ankara: Pegema. • Townsend, T. (2007). (Ed.), International Handbook of School Effectiveness and Improvement, <i>Springer</i>. • Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Meeting, providing information about course content
2	The concepts of organizational effectiveness, effective schools, school development / improvement, school reform
3	The relationship between effective school research and school development studies
4	Organizational change, development, innovation and school development
5	School-oriented approaches and models
6	Measurement and evaluation of the outcomes of school and education
7-8	MID-TERM EXAM
9	The school development plan
10	School reform and school-oriented studies in different countries
11	Responsibility and accountability in school and education management
12	Models to determine the effectiveness of school and education
13	The scope and dimensions of the school development process
14	Evaluation of school improvement studies
15-16	FINAL EXAM

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Mehmet Şişman /Prof. Dr. Selahattin TURAN

Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER Spring

COURSE CODE	541112701	COURSE NAME	Doctoral Thesis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
II	0	1	0	0	25	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Mechanical Engineering Profession [if it contains considerable design, mark with (√)]	Social Science
	%75		%25

ASSESSMENT CRITERIA

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

FINAL EXAM			
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PREREQUIEITE(S)	None
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COURSE DESCRIPTION	The content of this lesson is to educate students about the subjects such as determining thesis subject, dissertation research and writing process. In this lesson advisor gives the information about the doctoral dissertation process. Detailed content of each is determined by the academic advisor.
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COURSE OBJECTIVES	It is a process in which students study his/her thesis under the advisor's management. It is aimed to teach how the scientific research should be and
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this lesson students will be able to; -gain an advanced knowledge about their thesis, -conduct their dissertation study, -review and evaluate literature.
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TEXTBOOK	-
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OTHER REFERENCES	-
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TOOLS AND EQUIPMENTS REQUIRED	Computer
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COURSE SYLLABUS	
WEEK	TOPICS
1	Literature review
2	Literature review
3	Literature review
4	Advanced knowledge about thesis
5	Advanced knowledge about thesis
6	Advanced knowledge about thesis
7	The last literature review
8	The last literature review
9	The last literature review
10	Discussion
11	Discussion
12	Determining problem situation
13	Writing thesis
14	The last correction

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.			x
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives.	x		
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): All Instructors

Signature:

Date:



ESOGU Department of Educational Sciences
Course Information Form

SEMESTER	Fall
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COURSE CODE	541112004	COURSE NAME	Advanced Education Statistics II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science
-	%50						%50
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework				
			Project		1		30
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		40
PREREQUISITE(S)			-				
COURSE DESCRIPTION			The basic purpose of the course is to enable students to calculate descriptive statistics for variables handed in education, to investigate and interpret the relationships between variables by using hypothesis tests. In fact, students attending the course are aimed to develop a scale and test with increasing their evaluation skills.				
COURSE OBJECTIVES			The main objective of the course is to enable students to calculate descriptive statistics for variables handed in education, to investigate and interpret the relationships between variables by using hypothesis tests. In fact, students attending the course are aimed to develop a scale and test with increasing their evaluation skills.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			1. to comprehend basic statistical concepts [population, sample, parameter, statistics, variable, variable types, measurement, scale, scale types, normal distribution] 2. to acknowledge sampling theory 3. to develop a scale or achievement test for a specific concept 4. to acknowledge hypothesis tests [parametric and nonparametric tests, multivariate statistics] 5. to learn correlational and regression analysis 6. to learn structural equation modelling 7. to conduct a meta-analysis study				
TEXTBOOK			• Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.				
OTHER REFERENCES			• Christensen, L. B., Jonhson, R. B., & Turner, L. A. (2011). Research methods, desing, and analysis. Boston: Perason. • Neuman, W. L. (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. • Öner, N. (1997). Türkiye'de kullanılan psikolojik testler: Bir başvuru kaynağı. İstanbul: Boğaziçi Üniversitesi Yayınları. • Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları. • Şencan, H. (2005). Sosyal ve davranışsal ölçümlerde güvenilirlik ve geçerlilik. Ankara: Seçkin Yayıncılık. • Yılmaz, V., & Çelik, H. E. (209). Yapısal eşitlik modellemesi – I. Ankara: Pegem Akademi.				
TOOLS AND EQUIPMENTS REQUIRED							

COURSE SYLLABUS	
WEEK	TOPICS
1	Measurement tools and process of a unique instrument development
2	Intercultural measurement and scale adaptation
3	Research planning, selecting instrument and sampling
4	Validity
5	Reliability
6	Descriptive statistics and hypothesis tests
7-8	MID-TERM EXAM
9	Correlational and predictive analysis
10	Structural equation modeling I
11	Structural equation modeling II
12	Meta analysis I
13	Meta analysis II
14	Course evaluation
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.			x
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Asist. Prof. Dr. Ümit ÇELEN
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Spring
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COURSE CODE	541112005	COURSE NAME	Teacher Training Approaches
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SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE
	Theory	Practice	Labratory				
II	3	0	0	3	10	COMPULSORY ()ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science					Social Science
		%80					%20
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework		1		30
			Project				
			Report				
			Others (.....)				
FINAL EXAM					1		40
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			The basic concepts and principles about teacher education, the history of teacher education in Turkey and around the world, selection and pre-service training of teacher candidates, the existing approaches to teacher education, standards for the teaching profession and accountability in education, accreditation of institutions that educate teachers, pre-service training of teacher and professional development, enhancing the quality of teacher, the importance of teacher education in the educational reforms and policies which was applied national and international levels, the effects of technology in teacher education, institutions, organizations and associations related teaching profession, problems in teacher education and future of teacher education.				
COURSE OBJECTIVES			The know about approaches to teacher education which came up the historical process of Turkey and the World and to analyse from critical perspective of current teacher education system in Turkey, in this context, to develop new approaches and models for educate highly qualified teachers.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			-				
COURSE OUTCOMES			1.To know the basic concepts about teacher education systems. 2.To realize similar and different aspects of to the existing approaches to teacher educatio in Turkey and around the world. 3.To analyse from critical perspective of teacher education system from past to present in Turkey and around the World. 4.To generate new approaches and models for teacher education.				
TEXTBOOK			1.Documents of national workshop on teacher strategy, 18-20 November, 2011, Antalya. 2.Kavak, Y., Aydın, A. & Akbaba Altun, S. (2007). <i>Teacher training and faculty of education (1982-2007): (Evaluation of the teacher training in the university.</i> Ankara: The Council of Higher Education Publications. 3.Towsend, T. & Bates, R. (Ed). (2007). <i>Handbook of teacher education: Globalization, standards and professionalism in times of change.</i> Dordrecht: Springer.				
OTHER REFERENCES			1.Ministry of National Education (2008). <i>Teacher proficiencies: general and special field proficiencies of the teaching profession.</i> Ankara: Ministry of National Education. 2.Okçabol, R. (2005). <i>Our teacher training system.</i> Ankara: Utopya Publications. 3.Yüksel, S. (2010). <i>Faculties of education and teacher training in Turkish universities.</i> Ankara: PegemA Publications.				
TOOLS AND EQUIPMENTS REQUIRED			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	The basic concepts and principles about teacher education
2	The history of teacher education in turkey and around the world,
3	Teacher education approaches in Turkey
4	Teacher education approaches in Europe
5	Teacher education approaches in USA
6	Teacher education approaches in Asia
7-8	MIDTERM
9	Teacher education approaches in Africa
10	Standards for the teaching profession and accreditation in institutions that training teachers
11	In service training and professional development of teacher
12	Teacher education in the educational reforms and policies
13	The effects of technology in teacher education
14	Problems in teacher education and future of teacher education
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives.	x		
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor: Prof. Dr. Mehmet ŞİŞMAN
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER 2011-2012 Spring

COURSE CODE	541112006	COURSE NAME	Higher Education Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
-		%100					
ASSESSMENT CRITERIA							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
		Others (presentation, summary of the presented discussion)					
FINAL EXAM				1		40	
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		It is aimed to examine higher education systems not only from the aspects of departments, units and functions but also considering a wide perspective from internal and external environment. Organizational analysis conceptual models will be focused and real organizational environments and problems there will be analyzed through these conceptual models.					
COURSE OBJECTIVES		The purpose of this course is to provide opportunities to understand higher education management and its culture.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES		At the end of the course, the students will be able to 1. Get information about higher education management and organization. 2. Analyze higher education system through organization theory. 3. Comprehend weaknesses and strengths of higher education by means of human resource frame. 4. Define main characteristics of higher education considering political frame. 5. Explain general characteristics of organizational culture peculiar to higher education. 6. Realize the importance of financing higher education. 7. Get knowledge related to academic organizational structure in higher education. 8. Comprehend the significance of research, publishing and science politics in higher education.					
TEXTBOOK		<ul style="list-style-type: none">• Balderstone, F. E. (1995). <i>Managing today's university</i>. Baltimore: John Hopkins.• Birnbaum, R. (1988). <i>How colleges work</i>. San Francisco: Jossey-Bass.• Birnbaum, R. (1992). <i>How academic leadership works</i>. San Francisco: Jossey-Bass.• Bolman, L. G. & Deal, T.E. (2008). <i>Reframing organizations</i> (4th edition). San Francisco: Jossey Bass.• Bowen, W. G. & Shapiro, H. T. (1998). <i>Universities and their leadership</i>. Princeton NJ: Princeton University Pres.• Cohen, M. D., March, J. G. ve Olsen, J. P. (1972). Garbage can model of organizational choice. <i>Administrative Science Quarterly</i>, 17, 1-25.• Kennedy, D. (1997). <i>Academic duty</i>. Cambridge, MA: Harvard University Press.• Kurdaş, K. (2004). <i>ODTÜ yıllarım: Bir hizmetin hikâyesi</i>. Ankara: ODTÜ Geliştirme Vakfı Yayınları.• Mintzberg (1991). The professional bureaucracy. In M. Christopher Brown (Ed.), <i>Organization and governance in higher education</i> (pp.50-71). Boston: Pearson Custom Pub.					

	<ul style="list-style-type: none"> • Morgan, G. (1997). <i>Metafor</i>. (Çev. Zülfü Dicleli). İstanbul: Mess Yayınları. • Rosenzweig, R. M. (1998). <i>The political university</i>. Baltimore: John Hopkins. • Rosovsky, H. (1994). <i>Üniversite: Bir dekan anlatıyor</i> (18th edition). Ankara: Tübitak. • Senge, P. (1993). <i>Beşinci Disiplin</i>. İstanbul: Yapı Kredi Yayınları. • Şişman, M. (2007). <i>Örgütler ve kültürler</i>. Ankara: Pegem. • Weick, K. (1995). <i>Sensemaking in organizations</i>. New York: Sage. • Yusuf, Ş. & Nabeshima, K. (2011). <i>Üniversiteler ekonomik büyümeye nasıl katkıda bulunur?</i> (Çev: Kadri Yamaç). Washington, D. C.: Dünya Bankası.
OTHER REFERENCES	<ul style="list-style-type: none"> • Becher, T. & Kogan, M. (1980). <i>Process and structure in higher education</i>. Fakenham, Norfolk: Fakenham Press. • Berquist, W. H. (1992). <i>The four cultures of the academy</i>. San Francisco: Jossey-Bass. • Cohen, M D. & March, J. G. (1974). <i>Leadership and ambiguity: The American College President</i>. New York: Mc Graw-Hill. • Hedges, L. V. & Schneider, B. (2005). <i>The social organization of schooling</i>. New York: Russell Sage Foundation. • March, J. G. & Simon, H. A. (1958). <i>Organizations</i>. New York: Willey. • Mintzberg, H. (1979). <i>The structuring of organizations: A synthesis of the research</i>. Englewood Cliffs, NJ: Prentice-Hall. • Selznick, P. (1957). <i>Leadership in administration: A sociological interpretation</i>. Evanston, IL: Row, Peterson.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Higher education as an organization
2	Organizations as structures and bureaucracies
3	Organizations as human resource
4	Organizations as systems and environments
5	Organizations as politics
6	Organizations as culture
7-8	MID-TERM EXAM
9	Learning organizations
10	Organizational decisions and strategy
11	Organizational change
12	Leadership and higher education
13	University faculty, resources, students
14	Science politics, innovation and higher education
15-16	FINAL EXAM

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Mehmet Şişman / Prof. Dr. Ahmet Aypay
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111005	COURSE NAME	Alternative Approaches in Educational Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]				Social Science
	% 60						% 40
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type				Quantity		%
	Article review						
	Research assignment				1		30
	Project				1		30
	Final Exam				1		40
	Report						
	Others (.....)						
FINAL EXAM							
PREREQUIEITE(S)				-			
COURSE DESCRIPTION				Critical examination of the theories in educational administration including radical humanist, radical structuralism, interpretive and functionalist paradigms. In this course, teaching methods includes abstract conceptualization through lectures and papers; active experimentation through case studies and projects; concrete experiences through texts, examples and observations; and reflective observations through discussions, questions, papers and interviews.			
COURSE OBJECTIVES				This course provides to study and apply alternative theories and perspectives in educational administration and evaluate the effects of these theories on educational administration.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES				By the end of this module students will be able to: 1. Study and apply alternative theories and perspectives in educational administration 2. Understand and be able to evaluate the different perspectives in educational administration 3. Develop knowledge of theoretical concepts and to be able to apply theories in different educational settings.			
TEXTBOOK							
OTHER REFERENCES				Donmeyer, Imber ve Scheurich. (Editörler). (1995). The knowledge base in educational administration: Multiple perspectives. NY: The State University of New York Press. English, F. W. (1997). The cupboard is bare: The postmodern critique of educational administration. <i>Journal of School Leadership</i> , 7, 4-26. Foster, W. P. (1980b). Administration and the crisis of legitimacy: A review of Habermasion Thought. <i>Harvard Education Review</i> , 50(4), 496-505. Giroux, H. (1983). <i>Critical Theory and Educational Practice</i> . Australia: Deakin University Press. Giroux, H. (1988). <i>Schooling and the Struggle for Public Life: Critical Pedagogy in Modern Age</i> . Minneapolis: University of Minnesota Press. Giroux, H. (1992). <i>Border Crossings: Cultural Workers and the Politics of Education</i> . NY: Routledge. Şimşek, H. (1997). Pozitivizm ötesi paradigmatik dönüşüm ve eğitim yönetiminde kuram ve uygulamada yeni yaklaşımlar. <i>Eğitim Yönetimi</i> , 3 (1), 97-109. Şişman, M. (1998). Eğitim yönetiminde kuram ve araştırmada alternatif paradigma ve yaklaşımlar. <i>Eğitim Yönetimi</i> , 16, 395-422.			
TOOLS AND EQUIPMENTS REQUIRED				-			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to the terms
2	Alternative paradigms in educational administration
3	Hermeneutic paradigm
4	Radical humanist paradigm
5	Radikal structuralist paradigm
6	Functionalist paradigm
7-8	MID -TERM
9	Feminist theory
10	Critical theory
11	Phenomenological approaches
12	Reflections on educational administration
13	Dissuccions on modernity in educational administration
14	Dissuccions on postmodernity in educational administration
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assesing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the managment of different countries by synthesizing the dynamics of the country he/she lives.	x		
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Selahattin TURAN
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111006	COURSE NAME	Advanced Education Statistics I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
FALL	3	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science
X							
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			1st Mid-Term				
			2nd Mid-Term				
			Quiz				
			Homework		1		40
			Project				
			Report				
			Others (.....)				
FINAL EXAM					1		60
PREREQUIEITE(S)			None				
COURSE DESCRIPTION			Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation, regression analysis and multivariate statistics.				
COURSE OBJECTIVES			Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration hypothesis tests and deciding through results.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and ki-square test and decides through results.				
TEXTBOOK			Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.				
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED			Computer.				

COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing
2	Basic terms, universe and sample, variable types, categorizing the data.
3	Normal and Z distribution, statistical error and decision.
4	Introducing to statistical software, creating a database.
5	Descriptive statistics.
6	Hypothesis types and hypothesis tests.
7	Ki-square test and one-sample t-test.
8	Independent samples t-test.
9	One-way ANOVA and Post-hoc tests.
10	Repeated measures t-test.
11	Correlation, simple linear regression.
12	Multivariate statistics, multiple linear regression.
13	Multivariate Analysis of Variance (MANOVA)
14	Factor Analysis
15-16	Final Exam

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills	x		
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.	x		
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.	x		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			x
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.			x
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.			x
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.	x		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Asist. Prof. Dr. Ümit ÇELEN
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111007	COURSE NAME	Accountability and Internal Control in Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science

ASSESSMENT CRITERIA

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

COURSE DESCRIPTION	To reflect the law no 5018 and consequently created in control procedures and principles about the internal control and financial control to educational institutions, suitability of internal control standards for educational institutions, necessary conditions for the creation of a sufficient and effective control system, to have professional values and an honest understanding of management, to give financial powers and responsibilities to the managers and staff have the knowledge and competence, the importance of compliance with specified standards, to be determinated of duties, powers and responsibilities by top managers of central and provincial organization, administrators and other school administrators in terms of ensuring a great work environment with a comprehensive understanding of management, transparency and legality.
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COURSE OBJECTIVES	The aim of this course; 1. Applicable level of internal control standards in educational institutions and the perception 2. Perception of the importance of accountability and transparencyfor educational institutions 3. Establishing mechanisms to ensure accountability and transparency for educational institutions to be done to gainknowledge and skills of perception of the transactions.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of the course, the students will be able to: <ul style="list-style-type: none"> • Ccomprehend the level of applicability of internal control standards in educational institutions and to comprehensive their possible results • uunderstand the importance of accountability and transparency for educational institutions • uunderstand transactions must be done for the establishment of mechanisms which ensure that.
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TEXTBOOK	<ul style="list-style-type: none"> • Biçer, A. A. (). İç Kontrol Sisteminin Etkinliğini Sağlamada İç Denetimin Rolü ve Bir Uygulama • Candan, E. (2006). Kamu İdarelerinde İç Kontrol Sistem ve Süreçlerinin Tasarlanması, Uygulanması ve Geliştirilmesinde Uyulacak Usul ve Esaslar. Maliye Yönetim ve Denetim Dergisi, 38, Mayıs-Haziran. • Kepekçi, C. (1982). İşletmelerde iç kontrol sisteminin etkinliğini sağlamada iç denetimin rolü. Eskişehir İktisadi ve Ticari İlimler Akademisi Yayınları No. 251/171 • Kraines, G. (2001). Accountability leadership: how to strengthen productivity through sound managerial leadership. Franklin Lakes, NJ : Career Press.
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	<ul style="list-style-type: none"> • United States General Accounting Office. (2001, April, 3). Financial Management Internal Control Weaknesses Leave Department of Education Vulnerable to Improper Payments, GAO-01-585T. • Frank, J. (2003). Financial Accounting for local and state school systems. U.S. Department of Education Institute of Education Sciences NCES 2004-318.
OTHER REFERENCES	<ul style="list-style-type: none"> • Okçu, M. (2007). Yönetişim Tartışmalarına Katkı: Avrupa Birliği İçin Yönetişim Ne Anlama Geliyor?. Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi, 12(3), 299-312. • Palabıyık, H. (2004). Yönetimden Yönetişime Geçiş ve Ötesi Üzerine Kavramsal Açıklamalar, Amme İdaresi Dergisi, TODAİE, 37(1), 63-85.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Course presentation and processing of information about the course
2	Law No. 5018 and the related principles and procedures regarding internal control and ex ante financial control that are created by this law
3	Law No. 5018, and its reflections on education
4	Compliance with internal control standards for educational institutions
5	The necessary conditions for creating an adequate and effective control system
6	The necessary conditions for creating an adequate and effective control system
7-8	MID -TERM
9	Having a sense of professional values and honest government
10	The importance of compliance with the standards set for an effective control system
11	Transparency and legality in management
12	Determining the, authority and responsibility for transparency and legitimacy on management
13	Giving financial power and responsibilities to the administrators and personnel who are qualified to knowledge and capacity consistent with power
14	Assessment the course
15-16	FINAL EXAM

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin ACAT
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER	Fall
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COURSE CODE	541111010	COURSE NAME	Adult Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]	Social Science
	% 60		% 40

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Purpose of this course is to teach the, pscychological, sociological and educational development of adults.
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COURSE OBJECTIVES	the aim of this course is: 1-Introduce the concept of adulthood 2- Physical and psychological sides of first, middle and advance adulthood 3- Theories explaining this period 4- Definition of Adulthood 5-Periods of Adulthood 6-Approaches about Adulthood
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	By the end of this course students will be able to: 1- Knows the concept of adulthood 2- Knows the physical and psychological characteristics of primary, secondary and advanced adulthood 3- Knows theories explaining this period 4-Knows the identification of adulthood 5-Knows stages of adulthood 6-Knows theories of adulthood plan, design, interpret and report an independent qualitative research.
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TEXTBOOKS	1.Çelen, H.N.(2008) What is going on to me? Bana Neler Oluyor?(Yetişkin Psikolojisi) GOA Yayınları
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OTHER REFERENCES	1.Çelen, H.N. (2007)Adolescence and Young Adulthood Ergenlik ve Genç Yetişkinlik :Bir Dönüşüm Süreci(in Turkish) İstanbul Papatya Publ.. 2. Cüceloğlu,D. (2000) Adult in Childhood (Yetişkin Çocuklar) İstanbul: Remzi Kitabevi.
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TOOLS AND EQUIPMENTS REQUIRED	-
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COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course content, resources and information about evaluation
2	the concept of adulthood
3	Physical and psychological sides of first, middle and advance adulthood
4	Theories explaining this period
5	Definition of Adulthood
6	Periods of Adulthood
7-8	MID -TERM
9	Approaches about Adulthood
10	Adult Education
11	Education Needs of Young Adulthood
12	Adulthood in Social Context; Social life in the Middle years; Professional Development in the Middle Years
13	Needs of Vocational Education
14	Aging:Personal development in old age
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.		x	
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.		x	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	x		
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.		x	
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.		x	
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Nilüfer Özabacı
Signature:

Date:



ESOGU Department of Educational Science
Course Information Form

SEMESTER 2011-2012 Fall

COURSE CODE	541111011	COURSE NAME	Educational Planning and Economics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
-		%50					%50
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework				
			Project		1		30
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		40
PREREQUIEITE(S)			-				
COURSE DESCRIPTION			Relations between education and economics, human capital and economic growth, returns to education, externalities in education, costs and financing of education, the relations between educational spending and academic achievement, production of educational services, education and strategic planning, educational planning.				
COURSE OBJECTIVES			Purpose of this course is to analyze supply, production, efficiency, and financing of educational services by using tools provided by economic theory, and assessing labor-education planning in the process of economic development				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			1. Apprehend the relations between education and economics 2. Understand concept of human capital and its relations with education 3. Understand individual and social benefits of education, make economic evaluation of externalities arising from education 4. Evaluate costs required to produce educational services and financial resources of education 5. Analyze the relationship between educational spending and student success and develop ideas about it 6. Comprehend the relations between education and planning				
TEXTBOOK			<ul style="list-style-type: none">Resources used in this course are mainly articles. Some of them shown below:Hayek, F. (1945). "The Use of Knowledge in Society" American Economic Review, 35 (5), 519-530.Stigler, G. (1971). "The Economic Theory of Regulation" Bell Journal of Economics and management Science, 2 (1), 3-71.Bishop, J. (1989). "Is the Test Score Decline Responsible for the Productivity Growth Decline?" American Economic Review, 79 (March), 178-197.Hanushek E. and Dennis K. (2000). "Schooling, Labor-Force Quality, and the Growth of Nations" American Economic Review, 90 (5), 1184-1208.Freeman, R. (2005). "Does Globalization of Scientific/Engineering Workforce Threaten U.S. Economic Leadership?" NBER Working Paper 11457.Hanushek, E., Dean J., Eliot J., and Ludger W. (2008). "Education and Economic Growth" Education Next, Spring, 8 (2), 62-70.Hanushek, E. (1986). "The Economics of Schooling: Production and Efficiency in Public Schools" Journal of Economic Literature, 24 (3), 557-77.Hanushek, E. (2003). "The Failure of Input-Based Resource Policies" The Economic Journal, 113 (485), F64-F98.				

	<ul style="list-style-type: none"> Todd, P. and Kenneth W. (2003). "On the Specification and Estimation of the Production Function for Cognitive Achievement" Economic Journal, 113 (485), F3-F33. Costrell, R., Eric H., and Susanna L. (2008). "What Do Cost Functions Tell Us About the Cost of an Adequate Education?" Peabody Journal of Education, 83 (2): 198-223.
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to the course and economics of education
2	Basic concepts in economics
3	The effect of population and growth on economic development
4	Human capital and approaches to human capital theory
5	Returns of education and its externalities
6	Educational spending
7-8	MID-TERM EXAM
9	Benefits and costs of education
10	Costs and finance of education
11	Investments of education and cost-benefit analysis
12	Educational planning
13	Production functions for education
14	Productivity and efficiency in education
15-16	FINAL EXAM

	At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;			
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.		x	
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.		x	
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.	x		
13	to be equipped and competence to lead educational organizations.		x	
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assoc. Prof. Dr. Erdal Gümüş

Signature:

Date:



SEMESTER Fall

COURSE CODE	541111012	COURSE NAME	Public Administration
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
III	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science
-	%50						%50
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Mid-Term		1		30
			Quiz				
			Homework				
			Project		1		30
			Report				
			Others (presentation, summary of the presented discussion)				
FINAL EXAM					1		40
PREREQUISITE(S)			-				
COURSE DESCRIPTION			Basic principles of effective and efficient public administration, management theories, communication in the organization, public law, the structure and functioning of public organizations, centralization, decentralization, leadership and motivation theories, current approaches to public administration, presentation education as a public service, public administration practices in different countries, principles of ethics in public administration.				
COURSE OBJECTIVES			To have theoretical knowledge about the basic principles, structure and function of public administration and to transfer this information to dimension of schools as a public institutions.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			-				
COURSE OUTCOMES			1.To know the basic principles, methods and concepts of public administration. 2.To realize differences in management theories have emerged. 3.To reveal components of an effective and efficient organizational structure 4.To identify the strengths and weaknesses of the public management practices in the different countries. 5.To develop a model with highly qualified dealing with education as a public service.				
TEXTBOOK			1.Tortop, N. (1991). <i>Kamu yönetimi</i> . Ankara: TODAİE Yayınları. 2.Eryılmaz, B. (2010). <i>Kamu yönetimi (3.bs.)</i> . Ankara: Okutman Yayıncılık. 3. Güler, B. A., Tellal, E., Karasulu, K., Kutlu, M. N., Keskin, N., Karahanoğulları, O., Akın, Ö., Esen, S., Çınar, T. ve Ömürgönülşen, U. (2009). <i>Kamu yönetimi ülke incelemeleri (2.bs.)</i> . Ankara: İmge Kitabevi. 4. Stillman, R. J. (2010) (9th ed.). <i>Public administration: Concepts and cases</i> . Australia:Wadsworth Cengage Learning.				
OTHER REFERENCES			1.Kaya, Y.K. (2009). <i>İnsan yetiştirme düzenimiz</i> . Ankara: Pegem A Akademi. 2. Ergun, T. (2004). <i>Kamu yönetimi/ kuram siyasa uygulama</i> . Ankara: TODAİE Yayınları. 3. OECD (2003). <i>Kamu hizmetinde etik: Güncel konular ve uygulama</i> . İstanbul: TÜSIAD Yayınları.				
TOOLS AND EQUIPMENTS REQUIRED			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	The basic principles of public administration
2	Process of historical development of public administration
3	Theories of Management
4	Structure and function of public organizations
5	Administration styles
6	Leadership and motivation
7-8	MID-TERM EXAM
9	Organization and communication
10	Public Law
11	Current approaches to public administration
12	Education as a public service
13	Ethical principles in public administration
14	Public management practices in different countries
15-16	FINAL EXAM

At the end of the Educational Administration, Supervision, Planning and Economics Doctorate Program, students will be able to;				
No	Program Outcomes	3	2	1
1	to develop the original theories and strategies in the field of educational administration, supervision, planning and economics.	x		
2	to design original research that will contribute to the field by using both quantitative and qualitative research skills			x
3	to develop new scientific methods by assessing current and complex issues relating to the field of educational administration, supervision, planning and economics and taking advantage of methods, designs and applications of other disciplines.		x	
4	to broadcast national and international level about issues that give different perspectives on the field of educational administration, supervision, planning and economics.		x	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	x		
6	to aware of the ethical principles and reflect these principles practices in the field.	x		
7	to follow the publications produced in the national and international level relating to the field of educational administration, supervision, planning and economics.	x		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
9	to produce the original information and strategies that will develop organizations in terms of the structural and functional way.	x		
10	to generate scientific knowledge that shaping strategic decisions to be taken in the field of education and educational policies.	x		
11	to produce facilitator knowledge which the educational organizations fulfill their roles in the economic, social, political and cultural development.	x		
12	to know political, social, historical, cultural, economic and international developments which dominate Turkish Educational System and to do research in this direction.		x	
13	to be equipped and competence to lead educational organizations.	x		
14	to improve their knowledge and skills for making interdisciplinary studies for comprehend the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature, economics.	x		
15	to create alternative perspectives about educational systems and practices in the management of different countries by synthesizing the dynamics of the country he/she lives.		x	
16	to know advanced statistical techniques that using educational study and to use these techniques in the researches.			x
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s): Prof. Dr. Ayhan Aydın
Signature:

Date:



ESOGU Primary Education Department
COURSE INFORMATION FORM

SEMESTER	Fall
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COURSE CODE	541111013	COURSE NAME	Seminar
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL	0	3	0	0	10	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Basic Science		Educational Science				Social Science	
		% 75				% 25	
ASSESSMENT CRITERIA							
MID-TERM			Evaluation Type		Quantity		%
			Article review				
			Research assignment		1		30
			Project		1		30
			Final Exam		1		40
			Report				
			Others (.....)				
FINAL EXAM							
PREREQUIEITE(S)							
COURSE DESCRIPTION			In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.				
COURSE OBJECTIVES			The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively carry out the scientific research process. 3. systematically think in the field of solving problems and apply analytical methods. 4. develop alternative solutions about this problem. 5. write a scientific report. 6. effectively present their resarch reports .				
TEXTBOOK			APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.				
OTHER REFERENCES			<ul style="list-style-type: none">• Türkiye Bilimler Akademisi (2002). <i>Bilimsel araştırmada etik ve sorunları</i>. Ankara: TUBA• Neuman, W. Lawrence (2008). <i>Toplumsal araştırma yöntemleri</i>. İstanbul: Yayınodası Yayıncılık.• McMillan, J. H., & Schumacher, S. (2006). <i>Research in education: Evidence based inquiry</i>. Boston, MA: Brown and Company.• Karasar, N. (1996). <i>Araştırmalarda rapor hazırlama yöntemi</i>. Ankara: Pars Matbaacılık.• Day R. A. (1998) <i>Bilimsel bir makale nasıl yazılır ve yayımlanır?</i> (Çeviren: Altay GA).Ankara: TÜBİTAK Yayınları. http://journals.tubitak.gov.tr/kitap/maknasyaz/				
TOOLS AND EQUIPMENTS REQUIRED			Computer				

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

At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;				
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		x	
2	to explain the basic characteristics of scientific research process in a detailed way.	x		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	x		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		x	
5	to aware of the ethical principles and reflect these principles practices in the field.	x		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		x	
7	to evaluate educational organization from structural and practical perspectives.		x	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		x	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		x	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		x	
11	to discuss the competences of managers to be able lead educational organizations		x	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
13	to gain information about educational systems and practices in the field of administration of different countries.		x	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	x		
15	to gain basic statistical skills.	x		
16	to contribute the information sharing by joining the national and international meeting related to the field.		x	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		x	
1: No Contribution 2: Partially Contribution 3: Full Contribution				

Instructor(s):
Signature:

Date: