

# **Higher Education Administration Program (Master program with thesis and non-thesis)**

## **1. General Information**

Thesis Higher Education Administration Master Program has accepted its first students in the 2012-2013 academic year and continues to provide graduate education at the moment. 10 students seeking a career in higher education management are accepted in this program. Non-thesis Higher Education Administration Mater Program is planned to accept its first students in the 2013-2014 academic year.

Higher Education Administration Master Program includes disciplines like higher education management, management of education, education policy, education programs, human resources, finance of education and educational planning. This area of expertise as an education level emphasizes research and improvement on the structure and function of higher education. Hence this program is aimed to train qualified experts in the field of higher education who have planning, organizing, supervisory and developing traits to make effective and efficient planning; use knowledge, skills and advanced technology effectively through high-quality service; interrogate scientific developments by using them in professional and academic areas; develop policy and procedures at national and international levels; and are equipped with intellectual and leadership skills.

## **2. Acquired Degree**

Students who successfully complete the program are received Masters' Degree in the field of Higher Education Administration.

## **3. Level of Degree**

Masters' degree

## **4. Admission Requirements**

In order to start Higher Education Administration Master Program, 5<sup>th</sup> and 11<sup>th</sup> Articles for student acceptance in Eskişehir Osmangazi University Graduate Education Regulations are taken into consideration.

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

Acceptance of transfer students for thesis and non-thesis Master's Program of Higher Education Administration is performed on the basis of 28<sup>th</sup> Article in Eskişehir Osmangazi University Graduate Education Regulations.

Acceptance of students to preparatory programs for thesis and non-thesis Master's Program of Higher Education Administration is performed on the basis of 29<sup>th</sup> Article in Eskişehir Osmangazi University Graduate Education Regulations.

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

Thesis Higher Education Administration Program comprises less than a total of 27 credits which corresponds to at least 9 courses, one seminar course and thesis work. Non-credit seminar course and thesis work are evaluated by satisfactory or unsatisfactory.

Non-thesis Higher Education Administration Program comprises less than a total of 30 credits which corresponds to at least 10 courses, and a semester project. Non-credit semester project course is evaluated by satisfactory or unsatisfactory.

## **7. Program Profile (The Purpose)**

Major aims of the program;

- *to develop different solutions to problems of higher education institutions and provide new insights in the field of higher education.*

- *to train qualified experts in the field of higher education who have planning, organizing, supervisory and developing traits to make effective and efficient planning; use knowledge, skills and advanced technology effectively through high-quality service; interrogate scientific developments by using them in professional and academic areas.*
- *to train experts in the field of education who contact university stakeholders and different sections of society; develop policy and procedures at national and international levels; and are equipped with intellectual and leadership skills.*

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

At the end of the program, students will be able to;

- *identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.*
- *access original information from information about the field of higher education administration by using quantitative and qualitative research skills.*
- *review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.*
- *make scientific publications on national and international level in the field of higher education administration.*
- *participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.*
- *reflect to ethical principles to fields in her/his life.*
- *design practical steps by developing effective training and management strategies*
- *contribute the field of higher education administration with the original ideas and studies at the scientific meetings.*
- *develop competence in following international literature in the field of higher education administration.*
- *communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.*
- *develop strategies and information which improve higher education organizations structural and functional aspects.*
- *produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.*
- *follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.*
- *have the facilities and competence to lead higher education organizations.*
- *improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.*

## **9. Graduate Employment Opportunities**

Students who complete the Master's Degree Program in Higher Education Administration can be employed as a higher education administration specialist in student affairs, human resources units and research centers in universities.

## **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](mailto:aypaya@yahoo.com)  
Phone: 0 (222) 239 37 50/1627

Vice Director Assoc. Prof. Dr. Özden Tezel  
E-mail: [otezel@ogu.edu.tr](mailto:otezel@ogu.edu.tr)  
Phone: 0 (222) 239 37 50/1641

Vice Director Assist. Prof. Dr. Ali Eryılmaz  
E-mail: [erali76@hotmail.com](mailto:erali76@hotmail.com)  
Phone: 0 (222) 239 37 50/1637

Erasmus Coordinator: Assist. Prof. Dr. İlknur ŞENTÜRK  
E-mail: [ilknurkokcu@gmail.com](mailto: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**

For detailed information like objectives, learning outcomes, content, assessment, workload and ECTS of any course, click on the name of the course in the following table.

HIGHER EDUCATION ADMINISTRATION MASTER PROGRAM (THESIS)					
Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
541801002	Research Methods in Education I	10	3+0+3	C	Turkish
541801003	Education Statistics I	10	3+0+3	C	Turkish
541801001	Organization and Administration of Higher Education	10	3+0+3	E	Turkish
541801004	Higher Education Development in the Turkish World	10	3+0+3	E	Turkish
541801005	Virtual Training Models	10	3+0+3	E	Turkish
541801006	Vocational Schools and Vocational Education	10	3+0+3	E	Turkish
541801007	Rethinking Higher Education Curriculum	10	3+0+3	E	Turkish
541801008	Sociology of Higher Education	10	3+0+3	E	Turkish
541801009	Student Services Management in Higher Education	10	3+0+3	E	Turkish
541801010	The Academic Life	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>15</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
541802003	Seminar	10	0+3+0	C	Turkish
541802001	Research Methods in Education II	10	3+0+3	E	Turkish
541802002	Academic Leadership in Higher Education	10	3+0+0	E	Turkish
541802004	Financing of Higher Education and Resource Management	10	3+0+3	E	Turkish
541802005	Globalization and Internationalization in Higher Education	10	3+0+3	E	Turkish
541802006	Higher Education and Science Policies	10	3+0+3	E	Turkish
541802007	Comparative Higher Education	10	3+0+3	E	Turkish
541802008	Human Resource Management in Higher Education	10	3+0+3	E	Turkish
541802009	Legal Foundations of Higher Education	10	3+0+3	E	Turkish
541802010	Education Statistics II	10	3+0+3	E	Turkish
541802011	Ethics in Higher Education	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Spring Semester (III. Semester)</u></b>					
541802701	Masters Thesis	25	0+1+0	C	Turkish
541801901	Special Topics	5	3+0+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801001	COURSE NAME	Organization and Administration of Higher Education
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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 CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

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COURSE DESCRIPTION

In this course history of higher education organization; organizational types; theories of organizational behavior; organizational culture and climate; organizational images; organizational context: symbols and ceremonies; forms and structures of organization; functions and roles of organization; institutional management; administrative processes: governance and decision making; accountability; world trends in higher education; leadership; politics; power; organizational environment and its influences; elements of sociotechnical systems: structure, goals and tasks, people, participants, social actors, technology; management skills; strategies for ensuring quality; human resource development; organization of institutions; organizational change will be discussed.

COURSE OBJECTIVES

Students learn conceptual knowledge related to the administration of higher education and gain the ability to transfer their knowledge to practice is aimed with this course.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. know history of higher education,  
2. become aware of similarities and differences between the types of organization,  
3. analyze higher education institutions in terms of different management theories,  
4. recommendations on how to effectively provide leadership in the management of higher education.

REFERENCES

Smart, J. C. (2009). *Higher education: Handbook of theory and research*. Dordrecht : Springer Netherlands  
Ertürk, M. (2009). *İşletmelerde yönetim ve organizasyon*. İstanbul: Beta Basım Yayım.  
Okçabol, R. (2007). *Yükseköğretim sistemimiz*. Ankara: Ütopya Yayınevi.  
Balderston, F. E. (1995). *Managing today's university*. San Francisco: Jossey-Bass Publishers.  
Bowen, W. G.&Shapiro, H.T. (1998). *Universities and their leadership*. New Jersey: Princeton University Press.  
Marc, J. G. &Simon, H. A. (1959). *Organizations*. USA: J. Wiley&Sons.

<b>OTHER REFERENCES</b>	Genç, Nurullah.(2008). <i>Yönetim ve organizasyon</i> . Ankara: Seçkin Yayıncılık Mutlyer, M.K. (2008). <i>Türkiye'de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri</i> . Ankara : T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic concept and theories of management
2	History of higher education
3	Processes of management
4	Organizational behavior
5	School culture and climate
6	Management of resources
7-8	MID-TERM EXAM
9	Budgeting systems
10	Leadership in higher education
11	Human resources management
12	Quality standards and performance evaluation
13	Organizational change
14	Trends about higher education in the world
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2011-2012 Fall

COURSE CODE	541801002	COURSE NAME	Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	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)	-
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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.
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COURSE OBJECTIVES	The objective of this course is to gain ability for performing all aspects of quantitative research.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	<ol style="list-style-type: none"><li>1. to develop understandings about the role of research in science – especially in knowledge management</li><li>2. to gain knowledge about research processes and research methods</li><li>3. to analyze research in knowledge management field and gaining evaluation ability</li><li>4. to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>5. to teach data collection, data analysis and evaluation techniques</li><li>6. to gain knowledge in writing research proposal and preparing research report</li></ol>
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TEXTBOOK	<ul style="list-style-type: none"><li>• McMillan, J. H., &amp; Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.</li></ul>
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OTHER REFERENCES	<ul style="list-style-type: none"><li>• Cohen, L., Manion, L., &amp; Morrison, K. (2007). Research methods in education. New York: Routledge.</li><li>• Mujijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.</li><li>• APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.</li><li>• Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.</li><li>• Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.</li><li>• Sipahi, B., Yurtkoru, E. S., &amp; Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.</li></ul>
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	<ul style="list-style-type: none"> <li>Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM 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

<b>No</b>	<b>Program Çıktıları</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.			x
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	x		
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.			x
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		x	
14	have the facilities and competence to lead higher education organizations.			x
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Doç. Dr. Cemil Yücel

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801003	COURSE NAME	Education Statistics I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
%50	% 25		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

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COURSE DESCRIPTION

- Statistic terms,  
- Sampling methods,  
- Theoretical distributions,  
- Central tendency and dispersion,  
- Correlation and regression analysis,  
- Hypothetical test,  
cover the content of this course.

COURSE OBJECTIVES

In this course, main objectives are counting descriptive statistic belongs to educational variables, and investigating and interpreting relationship between variables.

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:  
1. comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),  
2. understand sampling methods,  
3. know theoretical distributions (normal and binomial distributions),  
4. recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),  
5. comprehend correlation and regression analysis,  
6. know hypothetical tests (parametric and nonparametric tests, multivariable statistics).

REFERENCES

1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.
2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.
3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.
4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.
5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.
6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.
7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.
8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren:

	Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara. 9. Tatıldil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara.
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types)
2	main knowledge related statistic terms (measurement, scale, scales types, distribution),
3	Sampling methods
4	Theoretical distributions
5	central tendency (mean, mod, median)
6	dispersion (range, standard deviation, variance, standard error, variation coefficient),
7-8	MID-TERM EXAM
9	Data analysis with SPSS
10	correlation analysis
11	regression analysis
12	parametric tests
13	nonparametric tests
14	multivariable statistics
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	X		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	X		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		X	
4	make scientific publications on national and international level in the field of higher education administration.	X		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		X	
6	reflect to ethical principles to fields in her/his life		X	
7	design practical steps by developing effective training and management strategies		X	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	X		
9	develop competence in following international literature in the field of higher education administration	X		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	X		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		X	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		X	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		X	
14	have the facilities and competence to lead higher education organizations.			X
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		X	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Doç. Dr. Engin Karadağ

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801004	COURSE NAME	Higher Education Development in the Turkish World
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (presentation, summary of the presented discussion)			
FINAL EXAM		1	60

PREREQUISITE(S)

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COURSE DESCRIPTION

This course includes issues such as emergence of the concept of university, both qualitative and quantitative changes about access to higher education, management, provision and training of human resources, students election and employment, academic and financial autonomy, internal and external audit, interinstitutional cooperation, standardization and qualifications, reforms, legal regulations in Turkish state and Turkish communities from the first established university to recent days.

COURSE OBJECTIVES

This course aims that students have knowledge about the history of Turkish communities and states and make comparisons them with today's higher education system.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:

- 1- know starting point of the concept of the university,
- 2- know the history of higher education of Turkish states
- 3- evaluate quantitative and qualitative developments in higher education in the past to the present,
- 4- recommend alternative visions about the future of higher education.

REFERENCES

Tekeli, İ. (2010). *Tarihsel bağlam içinde Türkiye'de yükseköğretim ve YÖK'ün tarihi*. İstanbul: Tarih Vakfı Yurt Yayınları.  
Okçabol, R. (2007). *Yükseköğretim sistemimiz*. Ankara : Ütopya Yayınları.  
Köksoy, M. (1998). *Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler*. İstanbul: İstanbul Kültür Üniversitesi Yayınları.  
Mutluer, M. K. (2008). *Türkiye'de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri*. Ankara: T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı.  
Hirsch, E. E. (1950). *Dünya üniversiteleri ve türkiye'de üniversitelerin gelişmesi*. İstanbul: Ankara Üniversitesi Yayınları.  
YÖK. (2007). *Türkiye'nin yükseköğretim stratejisi*. Ankara: Meteksan A.Ş.

OTHER REFERENCES

Kaya, Y K. (2009). *İnsan yetiştirme düzenimiz*, Ankara: PegemA Yayıncılık.  
Doğramacı, İ. (2007). *Türkiye'de ve Dünyada Yükseköğretim Yönetimi*. Ankara: Meteksan A.Ş.

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	The emergence of the concept of the university
2	Historical development of higher education in the world
3	Historical process of Turkish higher education- Term of the Seljuks
4	Historical process of Turkish higher education- Term of the The Ottoman
5	Historical process of Turkish higher education- Term of the republic
6	Council of Higher Education
7-8	MID-TERM EXAM
9	Resistance and change in higher education institutions
10	Education policies and reforms related to higher education
11	Audit, control and accountability in higher education
12	Qualitative and quantitative changes related to the legal regulations
13	The decisions about Higher Education which are taken at educational meetings
14	Future of Turkish higher education.
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.			x
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Selahattin Turan

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall /Spring	3	0	0	0	5	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

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
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

PREREQUISITE(S)

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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 statement and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.

COURSE OBJECTIVES

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

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COURSE OUTCOMES

By the end of this module students will be able to:  
1. Choose a problem statement 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 qualitative 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.

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

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
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

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.			
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		x	
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** All instructors

**Signature:**

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	541801005	<b>COURSE NAME</b>	Virtual Training Models
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	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
	X		

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	25
	Quiz		
	Homework	1	25
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM	Paper Based	1	50

<b>PREREQUISITE(S)</b>	-
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<b>COURSE DESCRIPTION</b>	In this course, issues such as theories of special and general relativity, the new millennium and the new society, the digital natives and digital immigrants, social networks, learning theories, connectionism, learning ecology, learning networks, virtual learning environments, augmented reality, virtual reality, learning society will be discussed.
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<b>COURSE OBJECTIVES</b>	To aim gaining theoretical knowledge about the models of virtual education with this course by students
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	-
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<b>COURSE OUTCOMES</b>	To gain virtual reality knowledge
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<b>REFERENCES</b>	<p>Virtual Schools : Planning for Success. (2005). Zane L. Berge and Tom Clark (Ed.) New York : Teachers College Press.</p> <p>Building Virtual Communities : Learning and Change in Cyberspace. (2002). K. Ann Renninger and Wesley Shumar (Ed.). New York : Cambridge University Press.</p> <p>Cases on Collaboration in Virtual Learning Environments : Processes and Interactions. (2010). Donna Russell (Ed.). Hershey, PA : Information Science Reference.</p> <p>The International Handbook of Virtual Learning Environments. (2006). Joel Weiss, Jason Nolan, Jeremy Hunsinger and Peter Trifonas (Ed.). Dordrecht : Springer.</p> <p>Exploring Web 2.0: Second Generation Interactive Tools. (2009). Ann Bell.Katy Crossing Press.</p> <p>Connectivism: Learning as Network-Creation. (2005). George Siemens <a href="http://www.elearnspace.org/Articles/networks.htm">http://www.elearnspace.org/Articles/networks.htm</a></p>
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<b>OTHER REFERENCES</b>	-
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-
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COURSE SYLLABUS	
EEK	TOPICS
1	Virtual Learning Environments
2	Social Networking
3	New Society Models for New Millenium
4	Life Long Learning and Learning Society
5	Virtual Learning Environments
6	Virtual Schools
7-8	MID-TERM EXAM
9	Virtual Mobility
10	Learning Theories
11	Connectivism
12	Learning Ecology
13	Learning Networks
14	Augmented Reality
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	X		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		X	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	X		
4	make scientific publications on national and international level in the field of higher education administration.	X		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	X		
6	reflect to ethical principles to fields in her/his life		X	
7	design practical steps by developing effective training and management strategies	X		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	X		
9	develop competence in following international literature in the field of higher education administration	X		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	X		
11	develop strategies and information which improve higher education organizations structural and functional aspects.	X		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	X		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	X		
14	have the facilities and competence to lead higher education organizations.	X		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	X		
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Mehmet Kesim  
Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801006	COURSE NAME	Vocational Schools and Vocational Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		40	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		In this course, address the history, philosophy, principles of vocational-technical education, current trends in vocational-technical education, vocational education and vocational schools in the world and in Turkey, curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance, management of vocational schools, vocational education in enterprises, internship and apprenticeship system, policy issues in vocational education, administration and supervision in vocational education issues, will be discussed.					
<b>COURSE OBJECTIVES</b>		The aim of this course is to provide knowledge either in theoretical or practical base regarding vocational education and vocational schools.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>		This course provides a benefit of gaining basic knowledge and talent regarding vocational education at high level with its theoretical and practical structure.					
<b>COURSE OUTCOMES</b>		At the end of the course, the students: 1. Have a sufficient knowledge about the history, philosophy and principles of vocational-technical education 2. Provide information on the current trends of vocational-technical education either in the world and Turkey. 3. Provide talents on curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance and management of vocational schools. 4. Improves a perspective on vocational education in enterprises, internship and apprenticeship system.					
<b>REFERENCES</b>		Durkheim, E. (1986). <i>Meslek Ahlakı</i> (çev. Mehmet Karasan). Ankara: Milli Eğitim Gençlik ve Spor Genel Müd. Yay. Sezgin, S.İ. (2009). <i>Mesleki ve Teknik Eğitimde Program Geliştirme</i> . Ankara: Nobel yayın dağıtım. Alkan, C.&Doğan, H.&Sezgin İ. (2001). <i>Mesleki ve Teknik Eğitimin Esasları</i> . Ankara: Nobel yayın dağıtım. Ünver, E. (2002). <i>Sanat Eğitimi</i> . Ankara: Nobel yayın dağıtım Brown, A., Kirpal S., Rauner, F. (2007). <i>Identities at Work (Technical and Vocational Education and Training: Concerns and Prospects)</i> . The Netherlands :Springer.					
<b>OTHER REFERENCES</b>		Okçabol, R. (2006). <i>Halk Eğitimi (Yetişkin Eğitimi)</i> . Ankara: Ütopya Yayınevi. W. H. Adriaan Hofman and Roelande H. Hofman (2011). <i>Smart Management in Effective Schools: Effective Management Configurations in General and Vocational Education in the Netherlands</i> , Educational Administration Quarterly 47: 620.					

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Concepts of vocational education
2	History and philosophy of vocational education
3	Theories of vocational education
4	Principles of vocational education
5	The correlation between vocational education and adult education
6	Policy issues in vocational education
7-8	MID-TERM EXAM
9	Current trends in vocational-technical education
10	Vocational education and vocational schools in the world and in Turkey
11	Curriculum development and evaluation in vocational education
12	Curriculums in vocational education
13	Vocational guidance, vocational education in enterprises, internship and apprenticeship system
14	Administration and supervision in vocational education
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541801007	COURSE NAME	Rethinking Higher Education Curriculum
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	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
	% 75		% 25

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)

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COURSE DESCRIPTION

In this course, as an organisation structure, higher education will be examined in the concept of onthology, ephistemology and methodology. A variety of questining will be made such as the status of higher education institutions within the society, the status of human within higher education, the dilemma of option and success at higher education attandance from individual's point of view, possibility of a hierarchy for the discourse and finally the need of a holistic perspective for any academic production. Rethinking of higher education, determining the principles and organising it is going to be constructed upon this base.

COURSE OBJECTIVES

The aim of this course is to help the students for improving a perpective on the current situation of higher education and having an idea of reconstructing it with an analitic process.

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:  
1. Provide an ability of analyzing an issue on the base of onthology, epistemology and methodology.  
2. Have sufficient knowledge about current structure of higher education institutions.  
3. Have critical thinking ability in advanced level.  
4. Improve a perspective on higher education.

REFERENCES

Sönmez, V. (2008). *Gelecekteki Olası Eğitim Sistemleri*. Ankara: Anı Yayıncılık.  
Korkut, H. (2001). *Sorgulanan Yüksek Öğretim*. Ankara: Anı Yayıncılık.  
Özden, Y. (2010). *Eğitimde Yeni Değerler*. Ankara: Pegem A Yayıncılık.  
Kızılcılık, S. ( ). *Sosyal Bilimleri Yeniden Yapılandırılmak*. Ankara: Anı Yayıncılık.  
Rosovsky, H. (2011). *Üniversite (Bir Dekan Anlatıyor)*. Ankara: Tübitak Yayınları  
Apple, M.W. (2006). *Eğitim ve İktidar (Çev. Ergin Bulut)*. İstanbul: Kalkedon Yayınları.  
Salmi, J. (2010). *Dünya Çapında Üniversiteler Kurmanın Zorluğu (Çev. Kadri Yamaç)*. Ankara: Eflatun Yayınevi.

OTHER REFERENCES

Yamaç, K. (2009). *Bilgi Toplumu ve Üniversiteler*. Ankara: Eflatun Yayınevi.  
Foster, W. (1986). *Paradigms and Promises (New Approaches to Educational Administration)*. New York: Prometheus Books.  
Balderston, F.E. (1995). *Managing Today's University*. San Fransisco: Jossey-Bass Publishers.

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	History of higher education
2	Ontological bases of higher education
3	Epistemological bases of higher education
4	Methodological bases of higher education
5	The variety of higher education curriculum
6	The concept of 'discipline' and the bases
7-8	MID-TERM EXAM
9	The structure of higher education in India, China and Japan
10	The structure of higher education in middle eastern countries
11	The structure of higher education in North European countries
12	The structure of higher education in the United States
13	The current structure of higher education in Turkey
14	Rethinking higher education curriculum
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Bahaddin Acat  
**Signature:**

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541801008	<b>COURSE NAME</b>	Sociology of Higher Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

**COURSE CATEGORY**

<b>Basic Science</b>	<b>Educational Science</b>	<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]	<b>Social Science</b>
	% 75		% 25

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	Mid-Term	1
Quiz			
Homework			
Project		1	30
Report			
Others (presentation, summary of the presented discussion)			
<b>FINAL EXAM</b>		1	40

<b>PREREQUISITE(S)</b>	-
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<b>COURSE DESCRIPTION</b>	This course includes issues such as basic assumptions and purpose of sociology, basic concepts of sociology of higher education, the historical development of higher education, impacts of decentralization and globalization on sociology of higher education, investigation of demographic stratification, equality between groups, social justice, human rights, social mobility issues in higher education from different sociological theories, how sociological events affects groups and individuals in higher education, relation with other disciplines of sociology of higher education, alternative perspectives to sociology of higher education.
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<b>COURSE OBJECTIVES</b>	To gain a sociological perspective to higher education, other social institutions determine the relationship between higher education, to present the interaction of social factors with higher education by using the theoretical and empirical evidence is aim with this course.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>	-
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<b>COURSE OUTCOMES</b>	At the end of the course, the students will be able to: 1. know the purpose and intent of the basic concepts of sociology 2. analyze the reflections of sociological theories on higher education 3. explain the impact of decentralization and globalization on sociology of higher education 4. explain sociological phenomena and how it affects groups and individuals in higher education 5. analyze the relationship between sociology of higher education and other disciplines
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<b>REFERENCES</b>	Gumpert, P. (Ed.). (2007). <i>Sociology of Higher Education</i> . Baltimore, MD: Johns Hopkins University Press. Smart, J. C. (2009). <i>Higher education: Handbook of theory and research</i> . Dordrecht : Springer Netherlands
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<b>OTHER REFERENCES</b>	
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts of sociology
2	Introduction to the sociology of higher education
3	Sociological approaches to higher education: Interactionism
4	Sociological approaches to higher education: Structural functionalism
5	Sociological approaches to higher education: Conflict Theory
6	Social mobility and higher education
7-8	MID-TERM EXAM
9	Decentralization, globalization and higher education
10	Cost of Higher Education: Who will pay?
11	Universities, industry, research relations
12	Social classes and higher education
13	Gender and higher education
14	Higher education and accessibility
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Yrd.Doç.Dr.Halis Adnan ASLANTAŞ

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 541801009 COURSE NAME Student Services Management in Higher Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		40	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		Taking both theoretical and practice-based approaches, this course will examine the wide range of issues currently affecting student development and engagement. Topics include enrollment management, diversity issues, residence life, student activities, athletics, discipline, and campus security. This course will provide a strong understanding of enrollment process, organizational structure, legislative issues, and importance of diverse student body.					
<b>COURSE OBJECTIVES</b>		To gain a basic understanding of student affairs and applications, to know the conditions necessary for the effective operation of student affairs in complex political, economic, cultural and social contexts of higher education and to recognize the needs of students is aim with this course.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of the course, the students will be able to: 1. Know the basic functions of student affairs on higher education 2. Analyze the relationship between the student needs and student affairs 3. Establishes the relationship between student affairs with legal, political, economic, cultural and social contexts 4. analyze the relationship between student affairs and other disciplines					
<b>REFERENCES</b>		McClellan G. S. & Stringer J. (2009). The Handbook of Student Affairs Administration. NASPA					
<b>OTHER REFERENCES</b>		Gelir, A. (2012). Yükseköğretim mevzuatı. Ankara: Gazi					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							



COURSE SYLLABUS	
WEEK	TOPICS
1	Information about course content
2	A brief history of higher education
3	Management of student enrollment
4	Student activities
5	Student life at the university
6	Differences, change and conflict at the university
7-8	MID-TERM EXAM
9	Social mobility and higher
10	Legal aspects of student affairs
11	Student internship jobs
12	Student Affairs and Technology
13	Student affairs and leadership
14	Higher education and accessibility
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

Signature:

Date:



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541801010	<b>COURSE NAME</b>	The Academic Life
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATEGORY</b>							
<b>Basic Science</b>		<b>Educational Science</b>		<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]			<b>Social Science</b>
%25		% 50					% 25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>		<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
<b>FINAL EXAM</b>				1		40	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		In this course what is the academic profession history and evolution of the academic profession; demographic trends; faculty roles, responsibilities, and beliefs; changing context, evolving faculty work and roles; faculty in different contexts: disciplinary and interdisciplinary, institutional; faculty career stages and faculty development; new faculty issues: preparation, job search, and socialization; academic freedom; tenure and its critics; the rest of the faculty? part-time faculty; non-tenure-track faculty; virtual faculty; women faculty; faculty evaluation and rewards; images of the academic profession: faculty in literature; faculty worklife issues; forces shaping the future of the academic profession; globalization; student identified issues; researchable issues and questions will be discussed.					
<b>COURSE OBJECTIVES</b>		The aim of the course is to increase the awareness of students' academic profession, to give information about academic life, to implement the learned concepts about academic life.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of the course, the students will be able to: 1. have knowledge about the academic profession, 2. knows about academicians' duties, roles and responsibilities 3. aware of academicians' career steps and their developments 4. offers different and unique ideas and suggestions related to academic life.					
<b>REFERENCES</b>		Chandler, C. R., Wolfe, L. M., Promislow, E. L. (2007). <i>The Chicago Guide to Landing a Job in Academic Biology: Chicago Guides to Academic Life</i> . The University of Chicago Press, Ltd.:London. Anderson, F. (2005). <i>An Historian's Life: Max Crawford and the Politics of Academic Freedom: Academic Monographs</i> . Melbourne University Press: Australia. Haughey J. C. (2011). (edt). <i>In Search of the Whole: Twelve Essays on Faith and Academic Life</i> . Georgetown University Press: Washington.					
<b>OTHER REFERENCES</b>		Chen, W. F. (2008). <i>My Life's Journey: Reflections of an Academic</i> . World Scientific Pub Co Inc, Singapore. Macfarlane, B. (2006). <i>The Academic Citizen: The Virtue of Service in University life: Key Issues in Higher Education</i> . Routledge: New York.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		Computer and course notes					

COURSE SYLLABUS	
WEEK	TOPICS
1	The academic profession history and evolution of the academic profession
2	Faculty duties, roles and responsibilities
3	Faculty career stages and faculty development
4	Faculty in different contexts
5	Academic freedom
6	Faculty evaluation and rewards
7-8	MID-TERM EXAM
9	Images of the academic profession
10	Faculty in literature
11	Faculty worklife issues
12	Forces shaping the future of the academic profession
13	Academic life and globalization
14	Student identified issues
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.			x
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration			x
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.			x
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Mehmet Kesim

Signature:

Date:



ESOGÜ Department of Educational Sciences  
COURSE INFORMATION FORM

SEMESTER Spring

COURSE CODE 541802001 COURSE NAME Educational Research Methods II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	-	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Science Education [if it contains considerable design, mark with (√)]				Social Science
	%80						%20
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (.....)							
<b>FINAL EXAM</b>				1		40	
<b>PREREQUIEITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		- 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.					
<b>COURSE OBJECTIVES</b>		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.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>		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					
<b>TEXTBOOK</b>		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).					
<b>OTHER REFERENCES</b>		S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.					
<b>TOOLS AND EQUIPMENTS REQUIRED</b>		-					

COURSE SYLLABUS	
WEEK	TOPICS
1	<b>I Introduction</b> 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	<b>II Types</b> Fenomenology Ethnography Grounded theory Case study Field research
4	Action research Biography Narratives Hermeneutical Group focused studies (type of analysis)
5	<b>III Sampling and types</b> ( <i>Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling</i> )
6	<b>IV Analysis</b> <b>A. Types of analysis</b> 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>B. Types and characteristics of interview</b> i. Tightly structured ii. Structured iii. Loosely structured <b>C. Observation</b> (Participant Observation, Nonparticipant Observation) <b>Observation records</b> <b>D. Document analysis and artifact analysis</b>
12	<b>V Coding of data</b> <b>A. Data sources and characteristics</b> <b>B. Analsis</b> i. Data recording and transcription (video, audio, paper-pencil) Coding types (Levels, processes, titles, perceptions, open areas) <b>Categories and the formation process of themes and cautions</b> (Open Coding, <u>Axial Coding</u> , <u>Selective Coding</u> ) <b>C. Qualitative analysis types according to analysis</b>
13	<b>VI Validity, Reliability, Generalizability, Triangulation:</b> - <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"> <li>- Persistent observation</li> <li>- Referential adequacy</li> <li>- Peer debriefing</li> <li>- Reflexive journal</li> <li>- Thick description</li> <li>- Purposive sampling</li> </ul> <p>Audit trail. (Lincoln and Guba, Erlandson et al. 1993)</p>
14	<b>VII Reporting</b>
15-16	<b>FINAL EXAM</b>

No	Program Çıktıları	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.			x
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	x		
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.			x
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		x	
14	have the facilities and competence to lead higher education organizations.			x
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. M. Bahaddin Acat

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541802002	COURSE NAME	Academic Leadership in Higher Education
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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
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
FINAL EXAM				1		60	
PREREQUISITE(S)		-					
COURSE DESCRIPTION		This course provides an overview of academical leadership theories and models. Students focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research in this course. Through this course, students will gain an understanding of how organizations work, how to provide leadership to an educational institution and how to implement ethical practices.					
COURSE OBJECTIVES		The purpose of this course is to provide an introduction to the nuances of higher education leadership theories and to gain students the ability to generate new knowledge, responsibly and to develop their full potential.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		At the end of the course, the students will be able to: 1- explain concept of leadership 2- understand similar and different aspects of leadership theories 3- develop an effective academic leadership model in higher education.					
REFERENCES		Northouse, P. G. (2010). <i>Leadership : theory and practice</i> . Thousand Oaks: Sage Publications. Şişman, M. (2002). <i>Öğretim liderliği</i> . Ankara: Pegem A Yayınları Çelik, V. (2000). <i>Eğitimsel liderlik</i> . Ankara: Pegem A Yayınları Senge, P. (2002). <i>Beşinci disiplin</i> . İstanbul: Yapı Kültür Yayınları. Karlı, M.D. (2004). <i>Yönetmel etkililik</i> . Ankara: Pegem A Yayınları Bolman, L. G.& Gallos, J. V. (2011). <i>Academic Leadership</i> . USA: HB Printing.					
OTHER REFERENCES		Kathryn A. R. & Karen S. L. (2000). <i>Leadership for change and school reform</i> . New York : Routledge/Falmer. Bowen, G. B. & Shapiro, H. T. (1998). <i>Universities and their leadership</i> . New Jersey: Princeton University Press. Dean, D. R., Bracken, S. J. & Allen, J. K. (2009). <i>Woman in academic leadership</i> . Virginia: Stylus Publishing.					
TOOLS AND EQUIPMENTS REQUIRED		Computer					

COURSE SYLLABUS	
WEEK	TOPICS
1	Concept of leadership
2	Leadership approaches (Trait Approach, Skills Approach)
3	Leadership approaches (Style Approach, Situational Approach)
4	Leadership approaches (Contingency Theory, Path-Goal Theory, Exchange Theory)
5	Academic leadership
6	Academic leadership approaches
7-8	MID-TERM EXAM
9	Transformational leadership
10	charismatic leadership
11	instructional leadership
12	Academic Leadership and Ethics
13	Academic leadership and gender studies
14	Barriers to Academic Leadership
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Selahattin Turan  
**Signature:**

**Date:**





ESOGÜ Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541802003 COURSE NAME Seminar

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
Spring	0	3	0	0	10	COMPULSORY ( X ) ELECTIVE ( )	Turkish
COURSE CATAGORY							
Basic Science	Educational Science	Science Education [if it contains considerable design, mark with (√)]				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 use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .						
TEXTBOOK	APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu</i> . İstanbul: Kaknüs Yayınları.						
OTHER REFERENCES	Türkiye Bilimler Akademisi (2002). <i>Bilimsel araştırmada etik ve sorunları</i> . Ankara: TUBA						
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

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** All faculty members

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541802701	COURSE NAME	Master Thesis
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	0	1	0	0	25	COMPULSORY (X) ELECTIVE ( )	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	50

PREREQUISITE(S)

-

COURSE DESCRIPTION

The content of the course is as follows: defining a problem statement and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developing a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.

COURSE OBJECTIVES

Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

By the end of this module students will be able to:  
1. Choose a problem statement 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 qualitative research. London: Sage Publications.

OTHER REFERENCES

Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc.  
Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.

TOOLS AND EQUIPMENTS REQUIRED

Coursebook

**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
15-16	Course evaluation

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	x		
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		x	
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** All instructors

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541802004	COURSE NAME	Financing of Higher Education and Resource Management
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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
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
%25	%50					%25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		60	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		In this course, an overview of financial issues applicable to higher education in the Turkey, investment in higher education, financing methods, budget concepts, the cost of higher education, identification and management of resources in higher education, efficiency, accountability, higher education financing policies, state grants and financial assistance, financial problems of higher education in Turkey, budgeting, budget development and processing issues will be discussed.					
<b>COURSE OBJECTIVES</b>		Students have sufficient theoretical knowledge about the financing of higher education and gain to skills of finding alternative source ways is aimed with this course.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of the course, the students should be able to: 1. Know general information and the calculations on the financing of higher education 2. Compare in terms of efficiency and benefits of various financing methods 3. Determine the financial problems of higher education in Turkey 4. Develop an effective model for resource management in higher education					
<b>REFERENCES</b>		Fulton, O., Gordon, A. & Williams, G. (1982). <i>Higher education and manpower planning : a comparative study of planned and market economies</i> . Geneva : International Labour Office. Pillay, P. (2010). <i>Higher education financing in East and Southern Africa</i> . Dar es Salaam: Centre for Higher Education Transformation. Anning, M. (2007). <i>Higher education financing in the new EU member states</i> . Washington, D.C. : World Bank Köksoy, M. (1998). <i>Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler</i> . İstanbul: İstanbul Kültür Üniversitesi Yayınları. Türkmen, F. (2009). <i>Yükseköğretim sistemi için bir finansman modeli önerisi</i> . Ankara: Devlet Planlama Teşkilatı Yayını. Özer, M. (2010). <i>Yükseköğretimde kalite güvencesi</i> . Ankara: Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı. Tosun, H. (2004). <i>Yükseköğretimde mevcut durum performans değerlendirme ve yeniden yapılanma</i> . Ankara: Ankara Ticaret Odası Yayınları.					
<b>OTHER REFERENCES</b>		YÖK. (2007), <i>Türkiye'nin yükseköğretim stratejisi</i> . Ankara: YÖK Yayınları. TÜSİAD. (2000). <i>Yükseköğretimin finansmanı</i> . İstanbul: Lebib Yalçın Yayınları ve Basım İşleri A.Ş.					

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic concepts of financing
2	Methods of financing
3	Identification of resources in higher education
4	Management of resources in higher education
5	Financing policies
6	Accountability
7-8	MID-TERM EXAM
9	State appropriations in higher education
10	Higher education and economic development
11	Access to higher education and social justice
12	Developments in the financing of higher education in Turkey and the World
13	Financial problems of higher education in Turkey
14	Development of an alternative funding model for universities in Turkey
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541802005	COURSE NAME	Globalization and Internationalization in Higher Education
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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
	% 75		% 25

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)

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COURSE DESCRIPTION

Issues such as global markets and local strategies, global citizenship, the globalization and marketization of higher education, the management of internationalization in universities, key trends and actual issues in international student mobility, higher education reforms and problems, international collaboration and capacity building, Bologna process in universities, faculty staff exchange, lifelong learning, the commoditization and standardization of higher education, quality assurance in higher education and higher education partners will be discussed in this course.

COURSE OBJECTIVES

To notice the effects of globalization on higher education and to have information about the reflection to the area.

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:  
1. recognize the impact of globalization on higher education institutions  
2. have information about existing programs and practices in universities in the context of internationalization  
3. offer several recommendations to higher education within the framework of quality and standardization.

REFERENCES

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	Decentralization and globalization
2	Global Citizenship
3	The importance of international cooperation in higher education
4	Quality assurance in higher education
5	The process of accreditation in higher education
6	International student and teaching staff mobility
7-8	MID-TERM EXAM
9	Management of internationalization in higher education
10	Higher education reforms
11	Accountability in higher education
12	Technology and globalization
13	Problems in the context of the globalization of higher education
14	New trends in the globalization of higher education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Mehmet Kesim  
Signature:

Date:





**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541802006	<b>COURSE NAME</b>	Higher Education and Science Policies
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science
		%75					%25
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>				<b>Evaluation Type</b>		<b>Quantity</b>	<b>%</b>
				1st Mid-Term		1	40
				2nd Mid-Term			
				Quiz			
				Homework			
				Project			
				Report			
Others (.....)							
<b>FINAL EXAM</b>						1	60
<b>PREREQUIEITE(S)</b>				None			
<b>COURSE DESCRIPTION</b>				This course is about the role of politics and science policy in higher education. It will examine policy models and frameworks, and their application to current policy issues in higher education arenas. The course is designed to explore theoretical frameworks necessary for understanding science policymaking; to offer a perspective on the role that research plays in the policy process; and to provide students with the chance to interpret the context of policy development for current policy issues. Subjects such as science, technology and research in universities and university-industry cooperation are within the concept of this lesson.			
<b>COURSE OBJECTIVES</b>				<ul style="list-style-type: none"> <li>• To understand and articulate the policy process as it operates in Turkey and the world</li> <li>• To identify current policy issues currently being debated at the institutions and the state</li> <li>• To explore concepts and theoretical frameworks for understanding science policy</li> <li>• To gain an understanding of the role that policy analysis and research play in the policy process</li> <li>• To investigate a policy problem in higher education and present proposed solutions as part of a consulting team.</li> <li>• To gain an understanding about science and technology policies in OECD countries.</li> <li>• to examine the university-industry cooperation and explain the concepts of science, technology and research in universities.</li> </ul>			
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>							
<b>COURSE OUTCOMES</b>				<p>At the end of this lesson students will be able to</p> <ul style="list-style-type: none"> <li>-understand and articulate the policy process as it operates in Turkey and the world.</li> <li>-explore concepts and theoretical frameworks for understanding science policy.</li> <li>-learn the concepts of science, technology and research in higher education.</li> <li>-gain an understanding of the role that policy analysis and research play in the policy process.</li> <li>-investigate a policy problem in higher education and present proposed solutions as a part of a consulting team.</li> <li>-gain an understanding about science and technology policies in OECD countries.</li> <li>- examine the university-industry cooperation and explain the concepts of science, technology and research in universities.</li> </ul>			

<b>TEXTBOOK</b>	Stone, D. (1998). <i>Policy Paradox: The Art of Political Decision Making</i> . Ness, E. C. & Mistretta, M. A. (2009). "Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery Beneficiaries," <i>The Review of Higher Education</i> , 32(4), 489-514. Şahin, s. (1997). <i>Türkiye'de teknoloji ve bilim politikası</i> . Göçebe. Yalçın, C. & Yalova, Y. (2005). <i>Bilim ve teknoloji politikaları ışığında Türkiye</i> . Ankara: Nobel.
<b>OTHER REFERENCES</b>	Türkcan, E. (2009). <i>Dünya'da ve Türkiye'de bilim teknoloji ve politika</i> . İstanbul: İsatanbul Üniversitesi.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction
2	The science policy system in higher education – I
3	The science policy system in higher education II
4	Science, technology and research in universities
5	Science, technology and research policies in development countries
6	Research and Development (R&D) policies in European Union
7-8	MID-TERM EXAM
9	Science and technology in Turkey, university-industry cooperation
10	Patent, invention and product activity in Turkey
11	R&D studies and R&D expenditures in Turkey
12	Policy on research publications, scientific publications
13	Turkey and international science, history of scientific research in Turkey.
14	Making comparison between Turkey and OECD countries about science policy applied
15-16	Final Exam

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Selahattin Turan  
**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 541802007 COURSE NAME Comparative Higher Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science		Mechanical Engineering Profession [if it contains considerable design, mark with (√)]			Social Science	
	%75					%25	
<b>ASSESSMENT CRITERIA</b>							
MID-TERM	Evaluation Type		Quantity		%		
	1st Mid-Term		1		40		
	2nd Mid-Term						
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM			1		60		
PREREQUIEITE(S)			None				
COURSE DESCRIPTION			This course includes comparative examination of contemporary issues in international higher education systems such as governance, finance, academic affairs, access and student affairs and highlighting the relationships between education and society. Examination of higher education systems around the world including the cultural and historical bases of these systems and their spread across the globe.				
COURSE OBJECTIVES			1- to gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings (national, institutional, in some cases regional). 2- to assist students in making sense of these international developments, including the distinct national higher education systems in which they apply 3- to provide a comparative "benchmark" for interpreting these international higher education policy themes. 4- to introduce students to the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more international settings with Turkey.				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION							
COURSE OUTCOMES			At the end of this lesson students will be able to -gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings. -make sense of these international developments including the distinct national higher education -learn the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more international settings with Turkey. -be familiar with higher education systems of different nations, their similarities and differences with respect to the transition from elite to mass education, the relationship between postsecondary institutions and governmental organizations, and system differentiation and integration.				
TEXTBOOK			Erginer, A. (2006). <i>Avrupa Birliği eğitim sistemleri</i> . Ankara: Pegem. Türkoğlu, A. (1998). <i>Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle</i> . Adana: Baki Balci, A. (2009). <i>Karşılaştırmalı eğitim sistemleri</i> . Ankara: Pegem. Institute of Education Sciences (2011). <i>Comparative Indicators of Education in the</i>				

	<i>United States and Other G-8 Countries:</i> Washington, DC. Department of Education – National Center for Education Statistics.
<b>OTHER REFERENCES</b>	Smart, J. C. (2009). <i>Higher education: Handbook of theory and research.</i> Dordrecht : Springer Netherlands. Okçabol, R. (2007). <i>Yükseköğretim sistemimiz.</i> Ankara: Ütopya Yayınevi. Bowen, W. G.&Shapiro, H.T. (1998). <i>Universities and their leadership.</i> New Jersey: Princeton University Press. Marc, J. G. &Simon, H. A. (1959). <i>Organizations.</i> USA: J. Wiley&Sons.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Explicating Basic Premises and Purposes of Comparative and International Higher Education
3	Nature of globalization
4	Impact of globalization on individuals and national infrastructures
5	Impact of media and technology on international events and comparative education
6	Higher education in USA
7- 8	MID- TERM EXAM
9	Higher education in England
10	Higher education in Finland
11	Higher education in New Zealand
12	Higher education in Holland
13	Higher education in Turkey
14	Comparison the higher education system of different countries with Turkey
15-16	Final Exam

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 541802008 COURSE NAME Human Resources Management in Higher Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
	% 75					% 25	
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	In this course, basic concepts and theoretical framework related to human resources, labor and human resources planning in higher education institutions in Turkey and in the world, performance evaluation, public sector human resources, job analysis, personnel selection and placement, training management, career management, organizational culture; motivation, job design, job evaluation, current problems encountered in management of human resources will be discussed.						
COURSE OBJECTIVES	Knowing the nature of human relations in organizational life, organizing productive and organizational structure, communication, culture, motivation, education and developing human resources management in higher education.						
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	-						
COURSE OUTCOMES	At the end of the course, the students will be able to: 1. know the basic concepts and theoretical framework related to human resources 2. make labor and human resources planning in higher education institutions in Turkey and in the world, 3. solve current problems encountered in management of human resources.						
REFERENCES	1. İnsan Kaynakları Yönetimi – Türkan Argon, Altay Eren, Nobel Yay. 2. İnsan Kaynakları Yönetimi- Hüseyin Özgen, Azmi Yalçın, Nobel Yay. 3. İnsan Kaynakları Yönetimi- N. Tortop, B. Aykaç, H. Yayman, A. Özer, Nobel Yay. 4. İnsan Kaynakları ve Yönetimi ve Stratejik Planlama- Burhan Aykaç, Nobel Yay. 5. İnsan Kaynağının Yönetimi ve Geliştirilmesi- Aytaç Açıkalın, Pegem A Yay.						
OTHER REFERENCES	1. Düşünce Tarihi ve İnsan Doğası- Ayhan Aydın Gendaş Kültür Yay. 2. İnsanca Varolma Sanatı- Ayhan Aydın, Gendaş Kültür Yay.						
TOOLS AND EQUIPMENTS REQUIRED	Computer						

COURSE SYLLABUS	
WEEK	TOPICS
1	Analyzing the concepts of human resources and higher education
2	Human relations in higher education
3	Strategic planning processes
4	Analyzing the dimensions of human resource training and planning with different theoretical frameworks
5	Organizational and administrative theories
6	Job descriptions and job analyze
7-8	MID-TERM EXAM
9	Techniques of performance assessment
10	Motivation and leadership theories
11	Leadership theories
12	Organizational culture and productivity in higher education
13	Organizational change and development in higher education
14	Human nature and education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

Date:



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541802009	<b>COURSE NAME</b>	Legal Foundations of Higher Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY			
<b>Basic Science</b>	<b>Educational Science</b>	<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]	<b>Social Science</b>
	% 75		% 25

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
<b>MID-TERM</b>	Mid-Term	1	30
	Quiz		
	Homework		
	Project	1	30
	Report		
<b>FINAL EXAM</b>		1	40

<b>PREREQUISITE(S)</b>	-
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<b>COURSE DESCRIPTION</b>	This course examines the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance. Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. This course enables students to develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.
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<b>COURSE OBJECTIVES</b>	The central purpose of this course is providing a legal, philosophical and historical understanding in order to help you comprehend higher education today.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	-
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<b>COURSE OUTCOMES</b>	At the end of the course, the students will be able to: 1. understand the importance of history and legal inquiry for leadership and decision making 2. know the legal foundations of Turkish higher education, 3. learn the major trends in the history of higher education, 4. develop skills of reflection.
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<b>REFERENCES</b>	Dewey, John (1944). Democracy and education. New York: Simon and Schuster. Friere, Paulo(1999). Pedagogy of the oppressed. New, NY: Continuum. Kerr, Clark. (2001). The uses of the university . Boston: Harvard University Press. Lucas, C. (1994). American higher education: A history. New York: St. Martin's Press. Newman, John Henry. (1986). The idea of a university . Notre Dame, Indiana: University of Notre Dame.
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<b>OTHER REFERENCES</b>	Palmer, P. (1993). To know as we are known: education as a spiritual journey. San Francisco: Harper.
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer, articles and coursebook.
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COURSE SYLLABUS	
WEEK	TOPICS
1	Informing about course process
2	The principles and aims of higher education
3	The organization of higher education institutions
4	The functioning of higher education institutions in the context of legal principles
5	Duties, authority and responsibilities of higher education institutions
6	Financing of higher education
7-8	MID-TERM EXAM
9	Accountability in higher education
10	The legal foundations of higher education
11	The philosophical foundations of higher education
12	The historical foundations of higher education
13	The sociological foundations of higher education
14	Ethical issues in higher education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies			x
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

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

Date:





ESOGÜ Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541802010 COURSE NAME Education Statistics II

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0		3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Master degree [if it contains considerable design, mark with (√)]	Social Science
%50	% 25		% 25

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

None

COURSE DESCRIPTION

- Basic concept related to statistics
  - Sampling methods
  - theoretical distributions
  - Central tendency and dispersion,
  - Correlation and regression analysis,
  - Hypothetical test,
- cover the content of this course.

COURSE OBJECTIVES

In this course, main objectives are counting descriptive statistic belongs to educational variables, and investigating and interpreting relationship between variables.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

- At the end of the course, the students will be able to:
1. comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),
  2. understand sampling methods,
  3. know theoretical distributions (normal and binomial distributions),
  4. recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),
  5. comprehend correlation and regression analysis,
  6. know hypothetical tests (parametric and nonparametric tests, univariate statistics).

TEXTBOOK

- ✓ Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Ankara: Pegem A Yayıncılık.
- ✓ Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analizi el kitabı*. 8. Baskı. Ankara: Pegem A Yayıncılık.

OTHER REFERENCES

- ✓ Baykul, Y. (1997). *İstatistik, metodlar ve uygulamalar*. Ankara: Anı Yayıncılık.
- ✓ Hovardaoğlu, S. (1994). *Davranış bilimleri için istatistik*. Hatipoğlu Yayınları, Ankara.
- ✓ Karasar, N. (2000). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler*. 10. Baskı. Ankara: Nobel Yayınları.
- ✓ Kaptan, S. (1998). *Bilimsel araştırma ve istatistik teknikleri*. Ankara: Tekişik Web Ofset Tesisleri.
- ✓ Özdamar, K. (1999). *Paket programlar ile istatistiksel veri analizi*. Eskişehir: Kaan Kitabevi.

	<ul style="list-style-type: none"> <li>✓ Siegel, S. (1977). <i>Davranış bilimleri için parametrik olmayan istatistikler</i>. Çeviren: Yurdal Topsever. Ankara: A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları,.</li> <li>✓ Tatlıdil, H. (1992). <i>Uygulamalı çok değişkenli istatistiksel analiz</i>. Ankara.</li> </ul>
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Meeting and introducing
2	Basic concept related to statistics (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution)
3	Sampling methods
4	Theoretical distributions (normal and binomial distributions)
5	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient)
6	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient)
7-8	MID-TERM EXAM
9	Correlation analysis
10	Regression analysis
11	Hypothetical tests (parametric and nonparametric tests, univariate statistics).
12	Descriptive statistical calculations
13	Descriptive statistical calculations
14	Evaluation
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies			x
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.			x
14	have the facilities and competence to lead higher education organizations.			x
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Doç. Dr. Engin Karadağ

**Signature:**

**Date:**



ESOGU INSTITUTE OF EDUCATIONAL SCIENCES  
Course Information Form

SEMESTER SPRING

COURSE CODE	541802011	COURSE NAME	Ethics in Higher Education
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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
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science		if it contains considerable design, mark with ( )			Social Science
		% 70					% 30
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others							
FINAL EXAM		Final		1		40	
PREREQUISITE(S)		None					
COURSE DESCRIPTION		In this lesson, students know ethical principles, legal regulations in higher education and analyze and evaluate ethical model applications which they determined together in higher education with academic member of this lesson.					
COURSE OBJECTIVES		The objectives of the course are basic concepts of ethics, the basic concepts of higher education in ethics, institutional ethics in higher education, ethical regulations on higher education, ethical administration and ethical leadership, comprehend the ethics of research and publication. To evaluate of relation with ethics and academic freedom in higher education and ethics. Identification of unethical behavior in higher education and to discuss ethical case studies which they will present.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		By the end of this lesson students will be able to: 1. Learns concept of ethics. Knows philosophy and theories of ethics. 2. Knows basic concepts related to ethics in higher education. 3. Learns about institutional ethics in higher education 4. Learns legal regulations related to ethics in higher education. 5. Understands requirements ethical administration in higher education. 6. Learns the importance of research and publication ethics. Comprehends plagiarism and crimes of plagiarism that they are unethical. 7. Evaluates relation with ethics, academic freedom in higher education and ethics. 8. Learns the legal ethical regulations in academic environment. 9. Learns what unethical behaviors are and the ways of avoiding unethical behaviors.					
REFERENCES		<ul style="list-style-type: none"><li>• Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.</li><li>• Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.</li><li>• May, W. W. editor. (1990), Ethics and Higher Education. New York: Macmillan Publishing Company and American Council on Education</li><li>Pereira, Faith M. (2005). "Ethics in Higher Education" Fourth Global Conference in Business &amp; Economics, UK: Oxford University.</li></ul> Yükseköğretim Mevzuatı ( <a href="http://www.yok.gov.tr">www.yok.gov.tr</a> )					
OTHER REFERENCES		<ul style="list-style-type: none"><li>• Wilcox, John R. &amp; Ebbs, Susan L., (1992). "The Leadership Compass, Values &amp; Ethics in Higher Education", ERIC Digest, Eric Clearinghouse in Higher Education, Washington DC.</li><li>• Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaum Associates Publishers, Manlwah, New Jersey, London.</li></ul>					

	Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer, Projection.

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic concepts of ethics, philosophy and theories of ethics.
2	Concepts related to ethics both in higher education and education.
3	Institutional ethics in higher education
4	Legal regulations related to ethics in higher education.
5	Ethics in transition to higher education, choosing and placement
6	Ethical principles and behaviors with administrative staff in higher education.
7-8	<b>MID-TERM EXAM</b>
9	Ethical legal regulations and ethics educations for training academic personnel in higher education.
10	Ethics in process education, learning and evaluation.
11	Research and publication ethics. Plagiarism and crimes of plagiarism.
12	Evaluation of relation with ethics and academic freedom in higher education and ethics.
13	Ethical administration in higher education, committees in higher education.
14	Ethical problems encountered, unethical behaviors, avoiding ways of unethical behaviors in higher education. Case studies about these topics.
15-16	<b>COURSE EVALUATION</b>

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Yrd. Doç. Dr. Semra KIRANLI GÜNGÖR

**Signature:**

**Date:** 2015

## HIGHER EDUCATION ADMINISTRATION MASTER PROGRAM (NON-THESIS)

Course Code	Course Name	ECTS	T+P+L	C/E	Language
<b><u>Fall Semester (I. Semester)</u></b>					
541901001	Research Methods in Education I	10	3+0+3	C	Turkish
541901002	Organization and Administration of Higher Education	10	3+0+3	E	Turkish
541901003	Higher Education Development in the Turkish World	10	3+0+3	E	Turkish
541901004	Rethinking Higher Education Curriculum	10	3+0+3	E	Turkish
541901005	Student Services Management in Higher Education	10	3+0+3	E	Turkish
541901006	The Academic Life	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>12</b>		
<b><u>Spring Semester (II. Semester)</u></b>					
541902001	Academic Leadership in Higher Education	10	3+0+3	E	Turkish
541902002	Comparative Higher Education	10	3+0+3	E	Turkish
541902003	Higher Education and Science Policies	10	3+0+3	E	Turkish
541902004	Globalization and Internationalization in Higher Education	10	3+0+3	E	Turkish
541902005	Legal Foundations of Higher Education	10	3+0+3	E	Turkish
541902006	Education Statistics I	10	3+0+3	E	Turkish
541902007	Financing of Higher Education and Resource Management	10	3+0+3	E	Turkish
541902008	Ethics in Higher Education	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
541901007	Human Resource Management in Higher Education	10	3+0+3	E	Turkish
541901008	Vocational Schools and Vocational Education	10	3+0+3	E	Turkish
541901009	Sociology of Higher Education	10	3+0+3	E	Turkish
541901010	Virtual Training Models	10	3+0+3	E	Turkish
<b>Total Credit</b>		<b>30</b>	<b>9</b>		
<b><u>Fall Semester (III. Semester)</u></b>					
541901011	Term Project	30	0+2+0	C	Turkish
<b>Total Credit</b>		<b>30</b>	<b>0</b>		



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2011-2012 Fall

COURSE CODE	541901001	COURSE NAME	Research Methods in Education I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
SPRING	3	0	0	3	10	COMPULSORY (X) ELECTIVE ( )	Turkish
<b>COURSE CATEGORY</b>							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science	
-	%100						
<b>ASSESSMENT CRITERIA</b>							
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	<ol style="list-style-type: none"><li>to develop understandings about the role of research in science –especially in knowledge management</li><li>to gain knowledge about research processes and research methods</li><li>to analyze research in knowledge management field and gaining evaluation ability</li><li>to think systematically for solving problems in knowledge management field and perform analytical methods</li><li>to teach data collection, data analysis and evaluation techniques</li><li>to gain knowledge in writing research proposal and preparing research report</li></ol>						
TEXTBOOK	<ul style="list-style-type: none"><li>McMillan, J. H., &amp; Schumacher, S. (2006). Research in education: Evidence based inquiry. Boston, MA: Brown and Company.</li></ul>						
OTHER REFERENCES	<ul style="list-style-type: none"><li>Cohen, L., Manion, L., &amp; Morrison, K. (2007). Research methods in education. New York: Routledge.</li><li>Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage.</li><li>APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.</li><li>Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık.</li><li>Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi.</li><li>Sipahi, B., Yurtkoru, E. S., &amp; Çinko, M. (2010). Sosyal bilimlerde SPSS'le veri analizi. İstanbul: Beta Yayınları.</li><li>Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA</li></ul>						

**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

No	Program Çıktıları	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.			x
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	x		
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.			x
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		x	
14	have the facilities and competence to lead higher education organizations.			x
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Doç. Dr. Cemil Yücel**Signature:****Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901002	NAME	Organization and Administration of Higher Education
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SEMESTER	WEEKLY COURSE PERIOD COURSE			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

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COURSE DESCRIPTION

In this course history of higher education organization; organizational types; theories of organizational behavior; organizational culture and climate; organizational images; organizational context: symbols and ceremonies; forms and structures of organization; functions and roles of organization; institutional management; administrative processes: governance and decision making; accountability; world trends in higher education; leadership; politics; power; organizational environment and its influences; elements of sociotechnical systems: structure, goals and tasks, people, participants, social actors, technology; management skills; strategies for ensuring quality; human resource development; organization of institutions; organizational change will be discussed.

COURSE OBJECTIVES

Students learn conceptual knowledge related to the administration of higher education and gain the ability to transfer their knowledge to practice is aimed with this course.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:

1. know history of higher education,
2. become aware of similarities and differences between the types of organization,
3. analyze higher education institutions in terms of different management theories,
4. recommendations on how to effectively provide leadership in the management of higher education.

REFERENCES

Smart, J. C. (2009). *Higher education: Handbook of theory and research*. Dordrecht : Springer Netherlands  
Ertürk, M. (2009). *İşletmelerde yönetim ve organizasyon*. İstanbul: Beta Basım Yayım.  
Okçabol, R. (2007). *Yükseköğretim sistemimiz*. Ankara: Ütopya Yayınevi.  
Balderston, F. E. (1995). *Managing today's university*. San Francisco: Jossey-Bass Publishers.  
Bowen, W. G.&Shapiro, H.T. (1998). *Universities and their leadership*. New Jersey: Princeton University Press.  
Marc, J. G. &Simon, H. A. (1959). *Organizations*. USA: J. Wiley&Sons.



<b>OTHER REFERENCES</b>	Genç, Nurullah.(2008). <i>Yönetim ve organizasyon</i> . Ankara: Seçkin Yayıncılık Mutlyer, M.K. (2008). <i>Türkiye'de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri</i> . Ankara : T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Basic concept and theories of management
2	History of higher education
3	Processes of management
4	Organizational behavior
5	School culture and climate
6	Management of resources
7-8	MID-TERM EXAM
9	Budgeting systems
10	Leadership in higher education
11	Human resources management
12	Quality standards and performance evaluation
13	Organizational change
14	Trends about higher education in the world
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901003	COURSE NAME	Higher Education Development in the Turkish World
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	60

PREREQUISITE(S)

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COURSE DESCRIPTION

This course includes issues such as emergence of the concept of university, both qualitative and quantitative changes about access to higher education, management, provision and training of human resources, students election and employment, academic and financial autonomy, internal and external audit, interinstitutional cooperation, standardization and qualifications, reforms, legal regulations in Turkish state and Turkish communities from the first established university to recent days.

COURSE OBJECTIVES

This course aims that students have knowledge about the history of Turkish communities and states and make comparisons them with today's higher education system.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:  
1- know starting point of the concept of the university,  
2- know the history of higher education of Turkish states  
3- evaluate quantitative and qualitative developments in higher education in the past to the present,  
4- recommend alternative visions about the future of higher education.

REFERENCES

Tekeli, İ. (2010). *Tarihsel bağlam içinde Türkiye'de yükseköğretim ve YÖK'ün tarihi*. İstanbul: Tarih Vakfı Yurt Yayınları.  
Okçabol, R. (2007). *Yükseköğretim sistemimiz*. Ankara : Ütopya Yayınları.  
Köksoy, M. (1998). *Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler*. İstanbul: İstanbul Kültür Üniversitesi Yayınları.  
Mutluer, M. K. (2008). *Türkiye'de yükseköğretimin başlıca sorunları ve sorunlara çözüm önerileri*. Ankara: T.C. Maliye Bakanlığı Strateji Geliştirme Başkanlığı.  
Hirsch, E. E. (1950). *Dünya üniversiteleri ve türkiye'de üniversitelerin gelişmesi*. İstanbul: Ankara Üniversitesi Yayınları.  
YÖK. (2007). *Türkiye'nin yükseköğretim stratejisi*. Ankara: Meteksan A.Ş.

OTHER REFERENCES

Kaya, Y K. (2009). *İnsan yetiştirme düzenimiz*, Ankara: PegemA Yayıncılık.  
Doğramacı, İ. (2007). *Türkiye'de ve Dünyada Yükseköğretim Yönetimi*. Ankara: Meteksan A.Ş.

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	The emergence of the concept of the university
2	Historical development of higher education in the world
3	Historical process of Turkish higher education- Term of the Seljuks
4	Historical process of Turkish higher education- Term of the The Ottoman
5	Historical process of Turkish higher education- Term of the republic
6	Council of Higher Education
7-8	MID-TERM EXAM
9	Resistance and change in higher education institutions
10	Education policies and reforms related to higher education
11	Audit, control and accountability in higher education
12	Qualitative and quantitative changes related to the legal regulations
13	The decisions about Higher Education which are taken at educational meetings
14	Future of Turkish higher education.
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			X
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.			X
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Selahattin Turan

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901004	COURSE NAME	Rethinking Higher Education Curriculum
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

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COURSE DESCRIPTION

In this course, as an organisation structure, higher education will be examined in the concept of ontology, epistemology and methodology. A variety of questioning will be made such as the status of higher education institutions within the society, the status of human within higher education, the dilemma of option and success at higher education attendance from individual's point of view, possibility of a hierarchy for the discourse and finally the need of a holistic perspective for any academic production. Rethinking of higher education, determining the principles and organising it is going to be constructed upon this base.

COURSE OBJECTIVES

The aim of this course is to help the students for improving a perspective on the current situation of higher education and having an idea of reconstructing it with an analitic process.

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:

1. Provide an ability of analyzing an issue on the base of ontology, epistemology and methodology.
2. Have sufficient knowledge about current structure of higher education institutions.
3. Have critical thinking ability in advanced level.
4. Improve a perspective on higher education.

REFERENCES

Sönmez, V. (2008). *Gelecekteki Olası Eğitim Sistemleri*. Ankara: Anı Yayıncılık.  
Korkut, H. (2001). *Sorgulanan Yüksek Öğretim*. Ankara: Anı Yayıncılık.  
Özden, Y. (2010). *Eğitimde Yeni Değerler*. Ankara: Pegem A Yayıncılık.  
Kızılcılık, S. ( ). *Sosyal Bilimleri Yeniden Yapılandırma*. Ankara: Anı Yayıncılık.  
Rosovsky, H. (2011). *Üniversite (Bir Dekan Anlatıyor)*. Ankara: Tübitak Yayınları  
Apple, M.W. (2006). *Eğitim ve İktidar (Çev. Ergin Bulut)*. İstanbul: Kalkedon Yayınları.  
Salmi, J. (2010). *Dünya Çapında Üniversiteler Kurmanın Zorluğu (Çev. Kadri Yamaç)*. Ankara: Eflatun Yayınevi.

OTHER REFERENCES

Yamaç, K. (2009). *Bilgi Toplumu ve Üniversiteler*. Ankara: Eflatun Yayınevi.  
Foster, W. (1986). *Paradigms and Promises (New Approaches to Educational Administration)*. New York: Prometheus Books.  
Balderston, F.E. (1995). *Managing Today's University*. San Fransisco: Jossey-Bass Publishers.

<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer
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<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	History of higher education
2	Ontological bases of higher education
3	Epistemological bases of higher education
4	Methodological bases of higher education
5	The variety of higher education curriculum
6	The concept of 'discipline' and the bases
7-8	MID-TERM EXAM
9	The structure of higher education in India, China and Japan
10	The structure of higher education in middle eastern countries
11	The structure of higher education in North European countries
12	The structure of higher education in the United States
13	The current structure of higher education in Turkey
14	Rethinking higher education curriculum
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Bahaddin Acat

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901005	COURSE NAME	Student Services Management in Higher Education
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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 CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

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COURSE DESCRIPTION

Taking both theoretical and practice-based approaches, this course will examine the wide range of issues currently affecting student development and engagement. Topics include enrollment management, diversity issues, residence life, student activities, athletics, discipline, and campus security. This course will provide a strong understanding of enrollment process, organizational structure, legislative issues, and importance of diverse student body.

COURSE OBJECTIVES

To gain a basic understanding of student affairs and applications, to know the conditions necessary for the effective operation of student affairs in complex political, economic, cultural and social contexts of higher education and to recognize the needs of students is aim with this course.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

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COURSE OUTCOMES

At the end of the course, the students will be able to:

1. Know the basic functions of student affairs on higher education
2. Analyze the relationship between the student needs and student affairs
3. Establishes the relationship between student affairs with legal, political, economic, cultural and social contexts
4. analyze the relationship between student affairs and other disciplines

REFERENCES

McClellan G. S. & Stringer J. (2009). The Handbook of Student Affairs Administration. NASPA

OTHER REFERENCES

Gelir, A. (2012). Yükseköğretim mevzuatı. Ankara: Gazi

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS	
WEEK	TOPICS
1	Information about course content
2	A brief history of higher education
3	Management of student enrollment
4	Student activities
5	Student life at the university
6	Differences, change and conflict at the university
7-8	MID-TERM EXAM
9	Social mobility and higher
10	Legal aspects of student affairs
11	Student internship jobs
12	Student Affairs and Technology
13	Student affairs and leadership
14	Higher education and accessibility
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541901006	<b>COURSE NAME</b>	The Academic Life
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATAGORY			
<b>Basic Science</b>	<b>Educational Science</b>	<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]	<b>Social Science</b>
%25	% 50		% 25

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
<b>MID-TERM</b>	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (presentation, summary of the presented discussion)		
<b>FINAL EXAM</b>		1	40

<b>PREREQUISITE(S)</b>	-
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<b>COURSE DESCRIPTION</b>	In this course what is the academic profession history and evolution of the academic profession; demographic trends; faculty roles, responsibilities, and beliefs; changing context, evolving faculty work and roles; faculty in different contexts: disciplinary and interdisciplinary, institutional; faculty career stages and faculty development; new faculty issues: preparation, job search, and socialization; academic freedom; tenure and its critics; the rest of the faculty? part-time faculty; non-tenure-track faculty; virtual faculty; women faculty; faculty evaluation and rewards; images of the academic profession: faculty in literature; faculty worklife issues; forces shaping the future of the academic profession; globalization; student identified issues; researchable issues and questions will be discussed.
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<b>COURSE OBJECTIVES</b>	The aim of the course is to increase the awareness of students' academic profession, to give information about academic life, to implement the learned concepts about academic life.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>	-
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<b>COURSE OUTCOMES</b>	At the end of the course, the students will be able to: 1. have knowledge about the academic profession, 2. knows about academicians' duties, roles and responsibilities 3. aware of academicians' career steps and their developments 4. offers different and unique ideas and suggestions related to academic life.
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<b>REFERENCES</b>	Chandler, C. R., Wolfe, L. M., Promislow, E. L. (2007). <i>The Chicago Guide to Landing a Job in Academic Biology: Chicago Guides to Academic Life</i> . The University of Chicago Press, Ltd.:London. Anderson, F. (2005). <i>An Historian's Life: Max Crawford and the Politics of Academic Freedom: Academic Monographs</i> . Melbourne University Press: Australia. Haughey J. C. (2011). (edt). <i>In Search of the Whole: Twelve Essays on Faith and Academic Life</i> . Georgetown University Press: Washington.
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<b>OTHER REFERENCES</b>	Chen, W. F. (2008). <i>My Life's Journey: Reflections of an Academic</i> . World Scientific Pub Co Inc, Singapore. Macfarlane, B. (2006). <i>The Academic Citizen: The Virtue of Service in University life: Key Issues in Higher Education</i> . Routledge: New York.
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer and course notes
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COURSE SYLLABUS	
WEEK	TOPICS
1	The academic profession history and evolution of the academic profession
2	Faculty duties, roles and responsibilities
3	Faculty career stages and faculty development
4	Faculty in different contexts
5	Academic freedom
6	Faculty evaluation and rewards
7-8	MID-TERM EXAM
9	Images of the academic profession
10	Faculty in literature
11	Faculty worklife issues
12	Forces shaping the future of the academic profession
13	Academic life and globalization
14	Student identified issues
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.			x
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration			x
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.			x
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Mehmet Kesim

Signature:

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541902001	COURSE NAME	Academic Leadership in Higher Education
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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 CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (presentation, summary of the presented discussion)			
FINAL EXAM		1	60

PREREQUISITE(S)

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COURSE DESCRIPTION

This course provides an overview of academical leadership theories and models. Students focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research in this course. Through this course, students will gain an understanding of how organizations work, how to provide leadership to an educational institution and how to implement ethical practices.

COURSE OBJECTIVES

The purpose of this course is to provide an introduction to the nuances of higher education leadership theories and to gain students the ability to generate new knowledge, responsibly and to develop their full potential.

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:  
1- explain concept of leadership  
2- understand similar and different aspects of leadership theories  
3- develop an effective academic leadership model in higher education.

REFERENCES

Northouse, P. G. (2010). *Leadership : theory and practice*. Thousand Oaks: Sage Publications.  
Şişman, M. (2002). *Öğretim liderliği*. Ankara: Pegem A Yayınları  
Çelik, V. (2000). *Eğitimsel liderlik*. Ankara: Pegem A Yayınları  
Senge, P. (2002). *Beşinci disiplin*. İstanbul: Yapı Kültür Yayınları.  
Karşlı, M.D. (2004). *Yöneltilik*. Ankara: Pegem A Yayınları  
Bolman, L. G.& Gallos, J. V. (2011). *Academic Leadership*. USA: HB Printing.

OTHER REFERENCES

Kathryn A. R. & Karen S. L. (2000). *Leadership for change and school reform*. New York : Routledge/Falmer.  
Bowen, G. B. & Shapiro, H. T. (1998). *Universities and their leadership*. New Jersey: Princeton University Press.  
Dean, D. R., Bracken, S. J. & Allen, J. K. (2009). *Woman in academic leadership*. Virginia: Stylus Publishing.

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	Concept of leadership
2	Leadership approaches (Trait Approach, Skills Approach)
3	Leadership approaches (Style Approach, Situational Approach)
4	Leadership approaches (Contingency Theory, Path-Goal Theory, Exchange Theory)
5	Academic leadership
6	Academic leadership approaches
7-8	MID-TERM EXAM
9	Transformational leadership
10	charismatic leadership
11	instructional leadership
12	Academic Leadership and Ethics
13	Academic leadership and gender studies
14	Barriers to Academic Leadership
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Selahattin Turan

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 54190200 COURSE NAME Comparative Higher Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	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
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S) None

COURSE DESCRIPTION

This course includes comparative examination of contemporary issues in international higher education systems such as governance, finance, academic affairs, access and student affairs and highlighting the relationships between education and society. Examination of higher education systems around the world including the cultural and historical bases of these systems and their spread across the globe.

COURSE OBJECTIVES

- 1- to gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings (national, institutional, in some cases regional).
- 2- to assist students in making sense of these international developments, including the distinct national higher education systems in which they apply
- 3- to provide a comparative "benchmark" for interpreting these international higher education policy themes.
- 4- to introduce students to the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more international settings with Turkey.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

- At the end of this lesson students will be able to
- gain an understanding of key international higher education policy challenges and how these challenges play out in different international settings.
  - make sense of these international developments including the distinct national higher education
  - learn the methods of international comparative research in higher education, the culmination of which will be paper comparing one or more international settings with Turkey.
  - be familiar with higher education systems of different nations, their similarities and differences.

TEXTBOOK

Erginer, A. (2006). *Avrupa Birliđi eğitim sistemleri*. Ankara: Pegem.  
Türkođlu, A. (1998). *Karşılaştırmalı eğitim: Dünya ülkelerinden örneklerle*. Adana: Baki  
Balci, A. (2009). *Karşılaştırmalı eğitim sistemleri*. Ankara: Pegem.  
Institute of Education Sciences (2011). *Comparative Indicators of Education in the United States and Other G-8 Countries*: Washington, DC. Department of Education – National Center for Education Statistics.

<b>OTHER REFERENCES</b>	Smart, J. C. (2009). <i>Higher education: Handbook of theory and research</i> . Dordrecht : Springer Netherlands. Okçabol, R. (2007). <i>Yükseköğretim sistemimiz</i> . Ankara: Ütopya Yayınevi. Bowen, W. G.&Shapiro, H.T. (1998). <i>Universities and their leadership</i> . New Jersey: Princeton University Press. Marc, J. G. &Simon, H. A. (1959). <i>Organizations</i> . USA: J. Wiley&Sons.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction
2	Explicating Basic Premises and Purposes of Comparative and International Higher Education
3	Nature of globalization
4	Impact of globalization on individuals and national infrastructures
5	Impact of media and technology on international events and comparative education
6	Higher education in USA
7- 8	MID- TERM EXAM
9	Higher education in England
10	Higher education in Finland
11	Higher education in New Zealand
12	Higher education in Holland
13	Higher education in Turkey
14	Comparison the higher education system of different countries with Turkey
15-16	Final Exam

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Signature:**

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541902003	<b>COURSE NAME</b>	Higher Education and Science Policies
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
FALL	3	0	0	3	10	COMPULSORY ( ) ELECTIVE ( X )	Turkish

**COURSE CATAGORY**

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

**ASSESSMENT CRITERIA**

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

**PREREQUIEITE(S)** None

**COURSE DESCRIPTION**

This course is about the role of politics and science policy in higher education. It will examine policy models and frameworks, and their application to current policy issues in higher education arenas. The course is designed to explore theoretical frameworks necessary for understanding science policymaking; to offer a perspective on the role that research plays in the policy process; and to provide students with the chance to interpret the context of policy development for current policy issues. Subjects such as science, technology and research in universities and university-industry cooperation are within the concept of this lesson.

**COURSE OBJECTIVES**

- To understand and articulate the policy process as it operates in Turkey and the world
- To identify current policy issues currently being debated at the institutions and the state
- To explore concepts and theoretical frameworks for understanding science policy
- To gain an understanding of the role that policy analysis and research play in the policy process
- To investigate a policy problem in higher education and present proposed solutions as part of a consulting team.
- To gain an understanding about science and technology policies in OECD countries.
- to examine the university-industry cooperation and explain the concepts of science, technology and research in universities.

**ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION**

**COURSE OUTCOMES**

- At the end of this lesson students will be able to
- understand and articulate the policy process as it operates in Turkey and the world.
  - explore concepts and theoretical frameworks for understanding science policy.
  - learn the concepts of science, technology and research in higher education.
  - gain an understanding of the role that policy analysis and research play in the policy process.
  - investigate a policy problem in higher education and present proposed solutions as a part of a consulting team.
  - gain an understanding about science and technology policies in OECD countries.
  - examine the university-industry cooperation and explain the concepts of science, technology and research in universities.

<b>TEXTBOOK</b>	Stone, D. (1998). <i>Policy Paradox: The Art of Political Decision Making</i> . Ness, E. C. & Mistretta, M. A. (2009). "Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery Beneficiaries," <i>The Review of Higher Education</i> , 32(4), 489-514. Şahin, s. (1997). <i>Türkiye'de teknoloji ve bilim politikası</i> . Göçebe. Yalçın, C. & Yalova, Y. (2005). <i>Bilim ve teknoloji politikaları ışığında Türkiye</i> . Ankara: Nobel.
<b>OTHER REFERENCES</b>	Türkcan, E. (2009). <i>Dünya'da ve Türkiye'de bilim teknoloji ve politika</i> . İstanbul: İsatambul Üniversitesi.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Introduction
2	The science policy system in higher education – I
3	The science policy system in higher education II
4	Science, technology and research in universities
5	Science, technology and research policies in development countries
6	Research and Development (R&D) policies in European Union
7-8	MID-TERM EXAM
9	Science and technology in Turkey, university-industry cooperation
10	Patent, invention and product activity in Turkey
11	R&D studies and R&D expenditures in Turkey
12	Policy on research publications, scientific publications
13	Turkey and international science, history of scientific research in Turkey.
14	Making comparison between Turkey and OECD countries about science policy applied
15-16	Final Exam

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration		x	
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Prof. Dr. Selahattin Turan  
**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE 541902004 COURSE NAME Globalization and Internationalization in Higher Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
COURSE CATEGORY							
Basic Science	Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science	
	% 75					% 25	
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		Issues such as global markets and local strategies, global citizenship, the globalization and marketization of higher education, the management of internationalization in universities, key trends and actual issues in international student mobility, higher education reforms and problems, international collaboration and capacity building, Bologna process in universities, faculty staff exchange, lifelong learning, the commoditization and standardization of higher education, quality assurance in higher education and higher education partners will be discussed in this course.					
COURSE OBJECTIVES		To notice the effects of globalization on higher education and to have information about the reflection to the area.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION		-					
COURSE OUTCOMES		At the end of the course, the students will be able to: 1. recognize the impact of globalization on higher education institutions 2. have information about existing programs and practices in universities in the context of internationalization 3. offer several recommendations to higher education within the framework of quality and standardization.					
REFERENCES							
OTHER REFERENCES							
TOOLS AND EQUIPMENTS REQUIRED		Computer					



COURSE SYLLABUS	
WEEK	TOPICS
1	Decentralization and globalization
2	Global Citizenship
3	The importance of international cooperation in higher education
4	Quality assurance in higher education
5	The process of accreditation in higher education
6	International student and teaching staff mobility
7-8	MID-TERM EXAM
9	Management of internationalization in higher education
10	Higher education reforms
11	Accountability in higher education
12	Technology and globalization
13	Problems in the context of the globalization of higher education
14	New trends in the globalization of higher education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Doç. Dr. Adnan Boyacı

Signature:

Date:



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	2012-2013
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<b>COURSE CODE</b>	541902005	<b>COURSE NAME</b>	Legal Foundations of Higher Education
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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 CATEGORY			
<b>Basic Science</b>	<b>Educational Science</b>	<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]	<b>Social Science</b>
	% 75		% 25

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
<b>MID-TERM</b>	Mid-Term	1	30
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
<b>FINAL EXAM</b>		1	40

<b>PREREQUISITE(S)</b>	-
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<b>COURSE DESCRIPTION</b>	This course examines the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance. Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. This course enables students to develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.
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<b>COURSE OBJECTIVES</b>	The central purpose of this course is providing a legal, philosophical and historical understanding in order to help you comprehend higher education today.
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<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION</b>	-
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<b>COURSE OUTCOMES</b>	At the end of the course, the students will be able to: 1. understand the importance of history and legal inquiry for leadership and decision making 2. know the legal foundations of Turkish higher education, 3. learn the major trends in the history of higher education, 4. develop skills of reflection.
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<b>REFERENCES</b>	Dewey, John (1944). Democracy and education. New York: Simon and Schuster. Friere, Paulo(1999). Pedagogy of the oppressed. New, NY: Continuum. Kerr, Clark. (2001). The uses of the university . Boston: Harvard University Press. Lucas, C. (1994). American higher education: A history. New York: St. Martin's Press. Newman, John Henry. (1986). The idea of a university . Notre Dame, Indiana: University of Notre Dame.
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<b>OTHER REFERENCES</b>	Palmer, P. (1993). To know as we are known: education as a spiritual journey. San Francisco: Harper.
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<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer, articles and course book.
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COURSE SYLLABUS	
WEEK	TOPICS
1	Informing about course process
2	The principles and aims of higher education
3	The organization of higher education institutions
4	The functioning of higher education institutions in the context of legal principles
5	Duties, authority and responsibilities of higher education institutions
6	Financing of higher education
7-8	MID-TERM EXAM
9	Accountability in higher education
10	The legal foundations of higher education
11	The philosophical foundations of higher education
12	The historical foundations of higher education
13	The sociological foundations of higher education
14	Ethical issues in higher education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies			x
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	x		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Ayhan Aydın

Signature:

Date:



ESOGÜ Department of Educational Sciences  
Course Information Form

SEMESTER Spring

COURSE CODE 541902006 COURSE NAME Education Statistics I

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	% 25		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

-

COURSE DESCRIPTION

- Statistic terms,  
- Sampling methods,  
- Theoretical distributions,  
- Central tendency and dispersion,  
- Correlation and regression analysis,  
- Hypothetical test,  
cover the content of this course.

COURSE OBJECTIVES

In this course, main objectives are counting descriptive statistic belongs to educational variables, and investigating and interpreting relationship between variables.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

-

COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution),  
2. understand sampling methods,  
3. know theoretical distributions (normal and binomial distributions),  
4. recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient),  
5. comprehend correlation and regression analysis,  
6. know hypothetical tests (parametric and nonparametric tests, multivariable statistics).

REFERENCES

1. Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara.
2. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara.
3. Baykul, Y. (1997). İstatistik, Metodlar ve Uygulamalar. Anı Yayıncılık, Ankara.
4. Büyüköztürk, Ş. (2007). Sosyal Bilimler İçin Veri Analizi El Kitabı. 8. Baskı, Pegem A Yayınları, Ankara.
5. Hovardaoğlu, S. (1994). Davranış Bilimleri İçin İstatistik. Hatipoğlu Yayınları, Ankara.
6. Karasar, N. (2000). Bilimsel Araştırma Yöntemi: Kavramlar, İlkeler, Teknikler. 10. Baskı, Nobel Yayınları, Ankara.
7. Özdamar, K. (1999). Paket Programlar ile İstatistiksel Veri Analizi. Kaan Kitabevi, Eskişehir.

	8. Siegel, S. (1977). Davranış Bilimleri İçin Parametrik Olmayan İstatistikler. Çeviren: Yurdal Topsever, A.Ü. Dil ve Tarih Coğrafya Fakültesi Yayınları, Ankara. 9. Tatlıdil, H. (1992). Uygulamalı Çok Değişkenli İstatistiksel Analiz. Ankara.
<b>OTHER REFERENCES</b>	
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	-

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types)
2	main knowledge related statistic terms (measurement, scale, scales types, distribution),
3	Sampling methods
4	Theoretical distributions
5	central tendency (mean, mod, median)
6	dispersion (range, standard deviation, variance, standard error, variation coefficient),
7-8	<b>MID-TERM EXAM</b>
9	Data analysis with SPSS
10	correlation analysis
11	regression analysis
12	parametric tests
13	nonparametric tests
14	multivariable statistics
15-16	<b>FINAL EXAM</b>

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	X		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	X		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		X	
4	make scientific publications on national and international level in the field of higher education administration.	X		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		X	
6	reflect to ethical principles to fields in her/his life		X	
7	design practical steps by developing effective training and management strategies		X	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	X		
9	develop competence in following international literature in the field of higher education administration	X		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	X		
11	develop strategies and information which improve higher education organizations structural and functional aspects.		X	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		X	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.		X	
14	have the facilities and competence to lead higher education organizations.			X
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		X	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Doç. Dr. Engin Karadağ

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541902007	COURSE NAME	Financing of Higher Education and Resource Management
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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
<b>COURSE CATAGORY</b>							
Basic Science		Educational Science		Primary School Teaching [if it contains considerable design, mark with (√)]			Social Science
%25		%50					%25
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		40	
		Quiz					
		Homework					
		Project					
		Report					
Others (presentation, summary of the presented discussion)							
FINAL EXAM				1		60	
PREREQUISITE(S)		-					
COURSE DESCRIPTION		In this course, an overview of financial issues applicable to higher education in the Turkey, investment in higher education, financing methods, budget concepts, the cost of higher education, identification and management of resources in higher education, efficiency, accountability, higher education financing policies, state grants and financial assistance, financial problems of higher education in Turkey, budgeting, budget development and processing issues will be discussed.					
COURSE OBJECTIVES		Students have sufficient theoretical knowledge about the financing of higher education and gain to skills of finding alternative source ways is aimed with this course.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		At the end of the course, the students should be able to: 1. Know general information and the calculations on the financing of higher education 2. Compare in terms of efficiency and benefits of various financing methods 3. Determine the financial problems of higher education in Turkey 4. Develop an effective model for resource management in higher education					
REFERENCES		Fulton, O., Gordon, A. & Williams, G. (1982). <i>Higher education and manpower planning : a comparative study of planned and market economies</i> . Geneva : International Labour Office. Pillay, P. (2010). <i>Higher education financing in East and Southern Africa</i> . Dar es Salaam: Centre for Higher Education Transformation. Anning, M. (2007). <i>Higher education financing in the new EU member states</i> . Washington, D.C. : World Bank Köksoy, M. (1998). <i>Yükseköğretimde kalite ve Türk yükseköğretimi için öneriler</i> . İstanbul: İstanbul Kültür Üniversitesi Yayınları. Türkmen, F. (2009). <i>Yükseköğretim sistemi için bir finansman modeli önerisi</i> . Ankara: Devlet Planlama Teşkilatı Yayını. Özer, M. (2010). <i>Yükseköğretimde kalite güvencesi</i> . Ankara: Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı. Tosun, H. (2004). <i>Yükseköğretimde mevcut durum performans değerlendirme ve yeniden yapılanma</i> . Ankara: Ankara Ticaret Odası Yayınları.					
OTHER REFERENCES		YÖK. (2007), <i>Türkiye'nin yükseköğretim stratejisi</i> . Ankara: YÖK Yayınları. TÜSİAD. (2000). <i>Yükseköğretimin finansmanı</i> . İstanbul: Lebib Yalkın Yayınları ve Basım İşleri A.Ş.					

**TOOLS AND EQUIPMENTS REQUIRED**

Computer

**COURSE SYLLABUS**

EEK	TOPICS
1	Basic concepts of financing
2	Methods of financing
3	Identification of resources in higher education
4	Management of resources in higher education
5	Financing policies
6	Accountability
7-8	MID-TERM EXAM
9	State appropriations in higher education
10	Higher education and economic development
11	Access to higher education and social justice
12	Developments in the financing of higher education in Turkey and the World
13	Financial problems of higher education in Turkey
14	Development of an alternative funding model for universities in Turkey
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.		x	
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Ahmet Aypay

Signature:

Date:



ESOGU INSTITUTE OF EDUCATIONAL SCIENCES  
Course Information Form

SEMESTER SPRING

COURSE CODE	541902008	COURSE NAME	Ethics in Higher Education
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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
<b>COURSE CATEGORY</b>							
Basic Science		Educational Science		if it contains considerable design, mark with ( )			Social Science
		% 70					% 30
<b>ASSESSMENT CRITERIA</b>							
MID-TERM		Evaluation Type		Quantity		%	
		Mid-Term		1		30	
		Quiz					
		Homework		1		30	
		Project					
		Report					
Others							
FINAL EXAM		Final		1		40	
PREREQUISITE(S)		None					
COURSE DESCRIPTION		In this lesson, students know ethical principles, legal regulations in higher education and analyze and evaluate ethical model applications which they determined together in higher education with academic member of this lesson.					
COURSE OBJECTIVES		The objectives of the course are basic concepts of ethics, the basic concepts of higher education in ethics, institutional ethics in higher education, ethical regulations on higher education, ethical administration and ethical leadership, comprehend the ethics of research and publication. To evaluate of relation with ethics and academic freedom in higher education and ethics. Identification of unethical behavior in higher education and to discuss ethical case studies which they will present.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		-					
COURSE OUTCOMES		By the end of this lesson students will be able to: 1. Learns concept of ethics. Knows philosophy and theories of ethics. 2. Knows basic concepts related to ethics in higher education. 3. Learns about institutional ethics in higher education 4. Learns legal regulations related to ethics in higher education. 5. Understands requirements ethical administration in higher education. 6. Learns the importance of research and publication ethics. Comprehends plagiarism and crimes of plagiarism that they are unethical. 7. Evaluates relation with ethics, academic freedom in higher education and ethics. 8. Learns the legal ethical regulations in academic environment. 9. Learns what unethical behaviors are and the ways of avoiding unethical behaviors.					
REFERENCES		<ul style="list-style-type: none"><li>Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.</li><li>Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları.</li><li>May, W. W. editor. (1990), Ethics and Higher Education. New York: Macmillan Publishing Company and American Council on Education</li><li>Pereira, Faith M. (2005). "Ethics in Higher Education" Fourth Global Conference in Business &amp; Economics, UK: Oxford University.</li></ul> Yükseköğretim Mevzuatı ( <a href="http://www.yok.gov.tr">www.yok.gov.tr</a> )					
OTHER REFERENCES		<ul style="list-style-type: none"><li>Wilcox, John R. &amp; Ebbs, Susan L., (1992). "The Leadership Compass, Values &amp; Ethics in Higher Education", ERIC Digest, Eric Clearinghouse in Higher Education, Washington DC.</li><li>Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaum Associates Publishers, Manlwah, New Jersey, London.</li></ul>					



	Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Heart of School Leadership, San Francisco, Jossey – Bass.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer, Projection.

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts of ethics, philosophy and theories of ethics.
2	Concepts related to ethics both in higher education and education.
3	Institutional ethics in higher education
4	Legal regulations related to ethics in higher education.
5	Ethics in transition to higher education, choosing and placement
6	Ethical principles and behaviors with administrative staff in higher education.
7-8	MID-TERM EXAM
9	Ethical legal regulations and ethics educations for training academic personnel in higher education.
10	Ethics in process education, learning and evaluation.
11	Research and publication ethics. Plagiarism and crimes of plagiarism.
12	Evaluation of relation with ethics and academic freedom in higher education and ethics.
13	Ethical administration in higher education, committees in higher education.
14	Ethical problems encountered, unethical behaviors, avoiding ways of unethical behaviors in higher education. Case studies about these topics.
15-16	COURSE EVALUATION

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		x	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life	x		
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Yrd. Doç. Dr. Semra KIRANLI GÜNGÖR

**Signature:**

**Date:** 2015



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901007	COURSE NAME	Human Resources Management in Higher Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAG E
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
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
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

-

COURSE DESCRIPTION

In this course, basic concepts and theoretical framework related to human resources, labor and human resources planning in higher education institutions in Turkey and in the world, performance evaluation, public sector human resources, job analysis, personnel selection and placement, training management, career management, organizational culture; motivation, job design, job evaluation, current problems encountered in management of human resources will be discussed.

COURSE OBJECTIVES

Knowing the nature of human relations in organizational life, organizing productive and organizational structure, communication, culture, motivation, education and developing human resources management in higher education.

ADDITIVE OF COURSE TO APPLY  
PROFESSIONAL EDUATION

-

COURSE OUTCOMES

At the end of the course, the students will be able to:  
1. know the basic concepts and theoretical framework related to human resources  
2. make labor and human resources planning in higher education institutions in Turkey and in the world,  
3. solve current problems encountered in management of human resources.

REFERENCES

1. İnsan Kaynakları Yönetimi – Türkan Argon, Altay Eren, Nobel Yay.
2. İnsan Kaynakları Yönetimi- Hüseyin Özgen, Azmi Yalçın, Nobel Yay.
3. İnsan Kaynakları Yönetimi- N. Tortop, B. Aykaç, H. Yayman, A. Özer, Nobel Yay.
4. İnsan Kaynakları ve Yönetimi ve Stratejik Planlama- Burhan Aykaç, Nobel Yay.
5. İnsan Kaynağının Yönetimi ve Geliştirilmesi- Aytaç Açıkalın, Pegem A Yay.

OTHER REFERENCES

1. Düşünce Tarihi ve İnsan Doğası- Ayhan Aydın Gendaş Kültür Yay.
2. İnsanca Varolma Sanatı- Ayhan Aydın, Gendaş Kültür Yay.

TOOLS AND EQUIPMENTS REQUIRED

Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	Analyzing the concepts of human resources and higher education
2	Human relations in higher education
3	Strategic planning processes
4	Analyzing the dimensions of human resource training and planning with different theoretical frameworks
5	Organizational and administrative theories
6	Job descriptions and job analyze
7-8	MID-TERM EXAM
9	Techniques of performance assessment
10	Motivation and leadership theories
11	Leadership theories
12	Organizational culture and productivity in higher education
13	Organizational change and development in higher education
14	Human nature and education
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

Date:



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901008	COURSE NAME	Vocational Schools and Vocational Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Fall	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
	% 75		% 25

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework		
	Project	1	30
	Report		
	Others (presentation, summary of the presented discussion)		
FINAL EXAM		1	40

PREREQUISITE(S)

-

COURSE DESCRIPTION

In this course, address the history, philosophy, principles of vocational-technical education, current trends in vocational-technical education, vocational education and vocational schools in the world and in Turkey, curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance, management of vocational schools, vocational education in enterprises, internship and apprenticeship system, policy issues in vocational education, administration and supervision in vocational education issues, will be discussed.

COURSE OBJECTIVES

The aim of this course is to provide knowledge either in theoretical or practical base regarding vocational education and vocational schools.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

This course provides a benefit of gaining basic knowledge and talent regarding vocational education at high level with its theoretical and practical structure.

COURSE OUTCOMES

At the end of the course, the students:  
-Have a sufficient knowledge about the history, philosophy and principles of vocational-technical education  
-Provide information on the current trends of vocational-technical education either in the world and Turkey.  
-Provide talents on curriculum development and evaluation in vocational education, curriculums in vocational education, vocational guidance and management of vocational schools.  
-Improves a perspective on vocational education in enterprises, internship and apprenticeship system.

REFERENCES

Durkheim, E. (1986). *Meslek Ahlakı* (çev. Mehmet Karasan). Ankara: Milli Eğitim Gençlik ve Spor Genel Müd. Yay.  
Sezgin, S.İ. (2009). *Mesleki ve Teknik Eğitimde Program Geliştirme*. Ankara: Nobel yayın dağıtım.  
Alkan, C.&Doğan, H.&Sezgin İ. (2001). *Mesleki ve Teknik Eğitimin Esasları*. Ankara: Nobel yayın dağıtım.  
Ünver, E. (2002). *Sanat Eğitimi*. Ankara: Nobel yayın dağıtım  
Brown, A., Kirpal S., Rauner, F. (2007). *Identities at Work (Technical and Vocational Education and Training: Concerns and Prospects)*. The Netherlands: Springer.

<b>OTHER REFERENCES</b>	Okçabol, R. (2006). <i>Halk Eğitimi (Yetişkin Eğitimi)</i> . Ankara: Ütopya Yayınevi. W. H. Adriaan Hofman and Roelande H. Hofman (2011). <i>Smart Management in Effective Schools: Effective Management Configurations in General and Vocational Education in the Netherlands</i> , Educational Administration Quarterly 47: 620.
<b>TOOLS AND EQUIPMENTS REQUIRED</b>	Computer

<b>COURSE SYLLABUS</b>	
<b>WEEK</b>	<b>TOPICS</b>
1	Concepts of vocational education
2	History and philosophy of vocational education
3	Theories of vocational education
4	Principles of vocational education
5	The correlation between vocational education and adult education
6	Policy issues in vocational education
7-8	MID-TERM EXAM
9	Current trends in vocational-technical education
10	Vocational education and vocational schools in the world and in Turkey
11	Curriculum development and evaluation in vocational education
12	Curriculums in vocational education
13	Vocational guidance, vocational education in enterprises, internship and apprenticeship system
14	Administration and supervision in vocational education
15-16	FINAL EXAM

<b>No</b>	<b>Program Outcomes</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

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

**Signature:**

**Date:**



ESOGU Department of Educational Sciences  
Course Information Form

SEMESTER 2012-2013

COURSE CODE	541901009	COURSE NAME	Sociology of Higher Education
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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
<b>COURSE CATAGORY</b>							
Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]				Social Science	
	% 75					% 25	
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	Evaluation Type		Quantity		%		
	Mid-Term		1		30		
	Quiz						
	Homework						
	Project		1		30		
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>				1		40	
<b>PREREQUISITE(S)</b>		-					
<b>COURSE DESCRIPTION</b>		This course includes issues such as basic assumptions and purpose of sociology, basic concepts of sociology of higher education, the historical development of higher education, impacts of decentralization and globalization on sociology of higher education, investigation of demographic stratification, equality between groups, social justice, human rights, social mobility issues in higher education from different sociological theories, how sociological events affects groups and individuals in higher education, relation with other disiplines of sociology of higher education, alternative perspectives to sociology of higher education.					
<b>COURSE OBJECTIVES</b>		To gain a sociological perspective to higher education, other social institutions determine the relationship between higher education, to present the interaction of social factors with higher education by using the theoretical and empirical evidence is aim with this course.					
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>		-					
<b>COURSE OUTCOMES</b>		At the end of the course, the students will be able to: 1. know the purpose and intent of the basic concepts of sociology 2. analyze the reflections of sociological theories on higher education 3. explain the impact of decentralization and globalization on sociology of higher education 4. explain sociological phenomena and how it affects groups and individuals in higher education 5. analyze the relationship between sociology of higher education and other disciplines					
<b>REFERENCES</b>		Gumport, P. (Ed.). (2007). <i>Sociology of Higher Education</i> . Baltimore, MD: Johns Hopkins University Press. Smart, J. C. (2009). <i>Higher education: Handbook of theory and research</i> . Dordrecht : Springer Netherlands					
<b>OTHER REFERENCES</b>							
<b>TOOLS AND EQUIPMENTS REQUIRED</b>							

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts of sociology
2	Introduction to the sociology of higher education
3	Sociological approaches to higher education: Interactionism
4	Sociological approaches to higher education: Structural functionalism
5	Sociological approaches to higher education: Conflict Theory
6	Social mobility and higher education
7-8	MID-TERM EXAM
9	Decentralization, globalization and higher education
10	Cost of Higher Education: Who will pay?
11	Universities, industry, research relations
12	Social classes and higher education
13	Gender and higher education
14	Higher education and accessibility
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.		x	
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.			x
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.		x	
4	make scientific publications on national and international level in the field of higher education administration.		x	
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	x		
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies	x		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.		x	
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.	x		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	x		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.	x		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		x	
	1: None. 2: Partially. 3: Completely.			

**Instructor(s):** Yrd.Doç.Dr.Halis Adnan Aslantaş

**Signature:**

**Date:**



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>   2012-2013
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<b>COURSE CODE</b>   541901011	<b>COURSE NAME</b>   Term Project
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
Spring	0	2	-	0	30	COMPULSORY (X) ELECTIVE ( )	Turkish

**COURSE CATAGORY**

Basic Science	Educational Science	Primary School Teaching [if it contains considerable design, mark with (√)]	Social Science
%25	% 75		% 25

**ASSESSMENT CRITERIA**

	Evaluation Type	Quantity	%
	<b>MID-TERM</b>	Mid-Term	
Quiz			
Homework			
Project		1	%100
Report			
Others (presentation, summary of the presented discussion)			
<b>FINAL EXAM</b>			

**PREREQUISITE(S)**

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**COURSE DESCRIPTION**

In this course; the role of research in education and society, procedures in the selection and evaluation of research projects, and techniques of data analysis will be examined. In this course these objectives are expected to be done; provide an opportunity to learn about educational research methods; read the professional literature in an area of interest to help define a current professional perspective; develop a problem statement that is researchable based on current professional practice and literature; formulate testable hypotheses and/or research questions that target the problem statement; generate a list of references showing the sources and methods used in the literature search; review and analyze professional literature that is relevant to the problem statement; develop a research design that is appropriate for a thesis/thesis project; and become familiar and proficient with utilizing American Psychological Association (APA) style formatting.

**COURSE OBJECTIVES**

The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework.

**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 develop research project related to the management of the higher education.

**REFERENCES**

**OTHER REFERENCES**

**TOOLS AND EQUIPMENTS REQUIRED**

Computer.



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

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	x		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.	x		
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	x		
4	make scientific publications on national and international level in the field of higher education administration.	x		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.		x	
6	reflect to ethical principles to fields in her/his life		x	
7	design practical steps by developing effective training and management strategies		x	
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	x		
9	develop competence in following international literature in the field of higher education administration	x		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.		x	
11	develop strategies and information which improve higher education organizations structural and functional aspects.		x	
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.		x	
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	x		
14	have the facilities and competence to lead higher education organizations.			x
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	x		
	1: None. 2: Partially. 3: Completely.			

Instructor(s): All instructors

Signature:

Date:



**ESOGU Department of Educational Sciences**  
**Course Information Form**

<b>SEMESTER</b>	Fall
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<b>COURSE CODE</b>	541901010	<b>COURSE NAME</b>	Virtual Training Models
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
	3	0	0	3	10	COMPULSORY ( ) ELECTIVE (X)	Turkish
<b>COURSE CATEGORY</b>							
<b>Basic Science</b>	<b>Educational Science</b>		<b>Primary School Teaching</b> [if it contains considerable design, mark with (√)]			<b>Social Science</b>	
	X						
<b>ASSESSMENT CRITERIA</b>							
<b>MID-TERM</b>	<b>Evaluation Type</b>		<b>Quantity</b>		<b>%</b>		
	Mid-Term		1		25		
	Quiz						
	Homework		1		25		
	Project						
	Report						
Others (presentation, summary of the presented discussion)							
<b>FINAL EXAM</b>			Paper Based		1		50
<b>PREREQUISITE(S)</b>			-				
<b>COURSE DESCRIPTION</b>			In this course, issues such as theories of special and general relativity, the new millennium and the new society, the digital natives and digital immigrants, social networks, learning theories, connectionism, learning ecology, learning networks, virtual learning environments, augmented reality, virtual reality, learning society will be discussed.				
<b>COURSE OBJECTIVES</b>			To aim gaining theoretical knowledge about the models of virtual education with this course by students				
<b>ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION</b>			-				
<b>COURSE OUTCOMES</b>			To gain virtual reality knowledge				
<b>REFERENCES</b>			<p>Virtual Schools : Planning for Success. (2005). Zane L. Berge and Tom Clark (Ed.) New York : Teachers College Press.</p> <p>Building Virtual Communities : Learning and Change in Cyberspace. (2002). K. Ann Renninger and Wesley Shumar (Ed.). New York : Cambridge University Press.</p> <p>Cases on Collaboration in Virtual Learning Environments : Processes and Interactions. (2010). Donna Russell (Ed.). Hershey, PA : Information Science Reference.</p> <p>The International Handbook of Virtual Learning Environments. (2006). Joel Weiss, Jason Nolan, Jeremy Hunsinger and Peter Trifonas (Ed.). Dordrecht : Springer.</p> <p>Exploring Web 2.0: Second Generation Interactive Tools. (2009). Ann Bell.Katy Crossing Press.</p> <p>Connectivism: Learning as Network-Creation. (2005). George Siemens <a href="http://www.elearnspace.org/Articles/networks.htm">http://www.elearnspace.org/Articles/networks.htm</a></p>				
<b>OTHER REFERENCES</b>			-				
<b>TOOLS AND EQUIPMENTS REQUIRED</b>			-				

COURSE SYLLABUS	
WEEK	TOPICS
1	Virtual Learning Environments
2	Social Networking
3	New Society Models for New Millenium
4	Life Long Learning and Learning Society
5	Virtual Learning Environments
6	Virtual Schools
7-8	MID-TERM EXAM
9	Virtual Mobility
10	Learning Theories
11	Connectivism
12	Learning Ecology
13	Learning Networks
14	Augmented Reality
15-16	FINAL EXAM

No	Program Outcomes	3	2	1
1	identify problem areas in the field of higher education administration by acquiring master's degree level of knowledge, experience and research capabilities.	X		
2	access original information from information about the field of higher education administration by using quantitative and qualitative research skills.		X	
3	review current and complex issues relating to the field of higher education administration by taking advantage of method, design and application of other disciplines.	X		
4	make scientific publications on national and international level in the field of higher education administration.	X		
5	participate in educational and training activities in the field of higher education administration and to lead the spread of these activities.	X		
6	reflect to ethical principles to fields in her/his life		X	
7	design practical steps by developing effective training and management strategies	X		
8	contribute the field of higher education administration with the original ideas and studies at the scientific meetings.	X		
9	develop competence in following international literature in the field of higher education administration	X		
10	communicate effectively with the the workers, policy makers and practitioners to support the field with national, international and interdisciplinary studies.	X		
11	develop strategies and information which improve higher education organizations structural and functional aspects.	X		
12	produce projects which facilitate the higher education organizations to fulfill their roles in the economic, social, political and cultural development.	X		
13	follow closely the political, social, cultural, economic and international developments which is the dominant Higher Education System of Turkey.	X		
14	have the facilities and competence to lead higher education organizations.	X		
15	improve his/her knowledge and skills to make interdisciplinary studies based on comprehending the relationship between other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	X		
	1: None. 2: Partially. 3: Completely.			

Instructor(s): Prof. Dr. Mehmet Kesim

Signature:

Date: