

Special Education (Doctorate Program)

1. General Information

Special education doctorate program aims to contribute to meet the special education services needs and train well- informed and skillful individuals. These program targets to increase proficiency of special education experts on special education, education of individuals with intellectual disabilities, education of individuals with visually impaired, education of individuals with hearing impaired, education of individuals of specific learning difficulty, education of individuals with emotional and behavioral disorders, education of individuals with attention deficit and hyperactivity disorder, education of individuals with multiple disabilities and education of gifted individuals.

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

2. Acquired Degree

The students completing special education doctorate program with success will be given diploma of Doctorate.

3. Level of Degree

Doctorate Degree (PhD)

4. Admission and Enrollment Requirements

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

5. Acceptance of Previous Education

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

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

6. Competence Conditions and Rules

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

7. Profile of the Program (Aim)

Basic aims of Special Education Doctorate Program;

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

8. Program Competence (Learning Outcomes)

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

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

9. Employment Opportunities of Graduate

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

10. Transition to up- level Programs

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

11. Exams, Evaluation and Assessment

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

12. Graduation Conditions

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

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

Full Time

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

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

Director of the Graduate School of Educational Sciences

Prof. Dr. Ahmet AYPAY
E-mail: aypaya@yahoo.com
Tel: 0 (222) 239 37 50/1627

Vice- Director

Assoc. Prof. Dr. Eyüp ARTVİNLİ
E-mail: eartvinli@gmail.com/ogu.edu.tr
Tel: 0 (222) 239 37 50/1641

Vice-Director

Assis. Prof. Dr. Hüseyin ANILAN
E-mail: hanilan@ogu.edu.tr
Tel: 0 (222) 239 37 50/1655

Erasmus Coordinator

Assoc. Prof. Dr. Eyüp ARTVİNLİ

E-mail: eartvinli@gmail.com/ogu.edu.tr

Tel: 0 (222) 239 37 50/1641

Department/Program Opportunities

In the program, there are 9 lecturers, 6 professors, 1 associate professor and 2 assistant professors. There are 25 computers, 4 printers, 2 scanners and 5 projectors in the department. These equipments are used by lecturers, students during lessons and other than during lessons to do research, review literature, do projects, prepare and present seminars. 60 computers are available and can be used by graduate students. Computers in the department and central library are opened for the use during the working hours.

15. Academic Staff

Prof. Dr. Ahmet Aypay – Eskişehir Osmangazi University, Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics

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

Prof. Dr. M. Bahaddin Acat - Eskişehir Osmangazi University, Department of Elementary Education, Elementary Classroom Teacher Education

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

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

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

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

Assis. Prof. Dr. Macid A. Melekoğlu - Eskişehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

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

16. Lessons – ECTS Credits

SPECIAL EDUCATION DOCTORATE PROGRAM					
CODE	NAME OF THE LESSONS	ECTS	T+P+C	C/E	LANGUAGE
Fall (I. Term)					
545011001	Counselling Parents Who Have a Hearing Impaired Child and Practice	10	1+2+2	E	Turkish
545011002	Conceptual and Theoretical Bases of Mental Retardation	10	3+0+3	E	Turkish
545011003	Fundamental Topics in Special Education	10	3+0+3	E	Turkish
545011004	The Language /Communication Theories in Normal Hearing and Hearing Impaired Children	10	3+0+3	E	Turkish
545011005	Assessment in Early Childhood Special Education	10	2+2+3	E	Turkish
545011006	Theoretical Foundations of Early Childhood Special Education	10	2+2+3	E	Turkish
545011007	Childhood Language Disorders: Therapy Approaches	10	3+0+3	E	Turkish
Total Term Credit		30	12		

<u>Spring (II. Term)</u>					
545012001	Single Subject Research Methods	10	3+0+3	E	Turkish
545012002	Evaluating Special Education Research	10	3+0+3	E	Turkish
545012003	Developing Social Competence of Childrens with Developmentally Delayed	10	3+0+3	E	Turkish
545012004	Adults with Special Needs	10	3+0+3	E	Turkish
545012005	Qualitative Research Methods	10	3+0+3	E	Turkish
545012006	Mathematics Instruction for Children Special Learning Needs	10	3+0+3	E	Turkish
545012007	Assistive Technologies for Individuals with Visual Impairments	10	3+0+3	E	Turkish
545012008	Social Skill Instruction for Children with Visual Impairment	10	3+0+3	E	Turkish
545012009	Research in Learning Disabilities	10	3+0+3	E	Turkish
545012010	Alternative Communication Methods and Technologies	10	2+0+2	E	Turkish
545012011	Functional Communication Training	10	2+0+2	E	Turkish
545012012	Current Methods in Learning Disabilities	10	3+0+3	E	Turkish
Total Term Credit		30	9		
<u>Fall (III. Term)</u>					
545011008	Applied Parental Training	10	3+0+3	E	Turkish
545011009	Interdisciplinary Special Education Seminar	10	3+0+3	E	Turkish
545011010	Reviews of Studies Regarding Early Childhood Special Education	10	3+0+3	E	Turkish
545011011	Meta Analysis in Single Subject Research	10	3+0+3	E	Turkish
545011012	Science Education of Hearing Impaired Children	10	3+0+3	E	Turkish
545011013	Contemporary Approaches in Early Childhood Special Education	10	2+2+3	E	Turkish
545011014	Seminar	10	0+3+0	E	Turkish
Total Term Credit		30	9		
<u>Spring (IV. Term)</u>					
545011701	Ph.D.Proficiency	30	0+1+0	C	Turkish
Total Term Credit		30	0		
<u>Fall (V. Term)</u>					
545012701	Doctorate Thesis	25	0+1+0	C	Turkish
545011901	Special Topics	5	3+0+0	C	Turkish
Total Term Credit		30	0		



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011001 | COURSE NAME | Counselling Parents Who Have a Hearing Impaired Child and Practice

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:



SEMESTER | Fall

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE	545011004	COURSE NAME	The Language /Communication Theories in Normal Hearing and Hearing Impaired Children
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

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

OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection for presentation.

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



SEMESTER | Fall

COURSE CODE | 545011005 | COURSE NAME | Assessment in Early Childhood Special Education

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE | 545011901 | COURSE NAME | Special Topics

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

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

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	x		

ASSESSMENT CRITERIA

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

COURSE SYLLABUS

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

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

Date:
 Instructor(s):
 Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012001 COURSE NAME Single Subject Research Methods

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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

COURSE OUTCOMES

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

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

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012002 COURSE NAME Evaluating Special Education Research

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012003 COURSE NAME Developing Social Competence of Childrens with Developmentally Delayed

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012004 COURSE NAME Adults with Special Needs

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012005 COURSE NAME Qualitative Research Methods

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012006 COURSE NAME Mathematics Instruction for Children Special Learning Needs

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012007 COURSE NAME Assistive Technologies for Individuals with Visual Impairments

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012008 COURSE NAME Social Skill Instruction for Children with Visual Impairment

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012009 COURSE NAME Research in Learning Disabilities

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
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Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012010 COURSE NAME Alternative Communication Methods and Technologies

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545012011 COURSE NAME Functional Communication Training

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

COURSE SYLLABUS

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
 Instructor(s):
 Signature:



SEMESTER Spring

COURSE CODE	545012012	COURSE NAME	Current Methods in Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	20
	Quiz		
	Homework	10	40
	Project		
	Report		
	Others (Participation)	1	20
FINAL EXAM	Final Exam	1	20

PREREQUIEITE(S)

COURSE DESCRIPTION

This graduate level course covers current topics of interest to educators and researchers in the area of learning disabilities. Topics will include: Instructional methods in Reading, Writing and Mathematics for Students with Learning Disabilities. The course is structured to allow class members to develop skills to summarize, synthesize, and critique this research in instructional methods as well as to consider research and practice in Turkey in comparison to other parts of the world.

Class assignments and activities will allow class members to capitalize on their knowledge and interests, as well as to investigate their own positions on a range of issues related to the instruction of students with learning disabilities. The class will be structured as to include a variety of formats, including discussion, small-group and large-group activities. Class members will be expected to actively participate in the presentation and discussion of course content.

COURSE OBJECTIVES

This course is designed to allow class members to examine the research and ideology behind some important trends in the education of students with learning disabilities in Turkey and in other parts of the world. The course is also designed to equip class members with the skills necessary to be thoughtful, critical consumers of the research that undergirds these trends.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

By the end of this course, class participants will be able to:

- 1) Articulate reasoned positions on a range of current issues facing special educational researchers in the area of learning disabilities;
- 2) Critically analyze and synthesize findings from a body of literature related to at least one area of learning disability;
- 3) Draw connections between the issues discussed in class and their own particular research interests.

TEXTBOOK

Notes of lecture

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Examining Instructional Research in Learning Disabilities.
3	Examining Assessment Research in Learning Disabilities.
4	Learning disabilities and Reading Instruction Intervention Research
5	Learning disabilities and Reading Instruction Intervention Research
6	Learning disabilities and Reading Improvement Intervention Research
7-8	Mid Term Exam
9	Learning Disabilities and Writing Instruction Intervention Research
10	Learning Disabilities and Writing Instruction Intervention Research
11	Learning Disabilities and Mathematics Instruction Intervention Research
12	Learning Disabilities and Mathematics Instruction Intervention Research
13	Comparison of Learning Disabilities Instructional Research and Practice in Turkey and other parts of the World
14	Comparison of Learning Disabilities Instructional Research and Practice in Turkey and other parts of the World
15-16	Final Exam

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

1: None 2: Partially contribution 3: Completely contribution

Date:

Instructor(s):

Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545012701 COURSE NAME Doctorate Thesis

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE 545011008 COURSE NAME Applied Parental Training

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545011010 | COURSE NAME | Reviews of Studies Regarding Early Childhood Special Education

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE 545011011 COURSE NAME Meta Analysis in Single Subject Research

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

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

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TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for presentation of course

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

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

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

TEXTBOOK	
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

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

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE | 545011014 | COURSE NAME | Seminar

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

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

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

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

Date:
Instructor(s):
Signature:

SPECIAL EDUCATION MASTER PROGRAM NON THESIS

CODE	NAME OF THE LESSONS	ECTS	T+P+C	C/E	LANGUAGE
<u>Fall (I. Term)</u>					
	Research Methods in Education	10	3+0+3	C	Turkish
	Teaching Functional Academic Skills	10	3+0+3	E	Turkish
	Individuals with Intellectual Disabilities and Inclusion	10	3+0+3	E	Turkish
	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children I	10	7+0+7	E	Turkish
	Children with Hearing Impairment and Education	10	3+0+3	E	Turkish
	Theories and Models of Intelligence, Giftedness and Creativity	10	3+0+3	E	Turkish
	Improvement of Reading Fluency	10	3+0+3	E	Turkish
	Diagnosis and Assessment of Learning Disabilities	10	3+0+3	E	Turkish
	Motor Development on Infant and Toddlers	10	3+0+3	E	Turkish
	Research-based Practices in Early Childhood Special Education	10	3+0+3	E	Turkish
	Inclusion for Individuals with Multiple Disabilities	10	3+0+3	E	Turkish
	Training Paraprofessionals for Providing Support Services to Inclusion Students	10	3+0+3	E	Turkish
	Errorless Training Methods	10	3+0+3	E	Turkish
Total Term Credit		30	12		
<u>Spring (II. Term)</u>					
	Statistical Methods in Special Education	10	3+0+3	E	Turkish
	Academic Writing Methods in Special Education	10	3+0+3	E	Turkish
	Teaching Non-Academic Skills	10	3+0+3	E	Turkish
	Speech Characteristics of Hearing Impaired Children	10	3+0+3	E	Turkish
	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children II	10	7+0+7	E	Turkish
	Educational Assessment of Individuals with Visual Impairments	10	3+0+3	E	Turkish
	Early Childhood Assessment of Individuals with Visual Impairments and Development of Education Program	10	3+0+3	E	Turkish
	Designing Instruction for Individuals with Visual Impairments and Additional Disabilities	10	3+0+3	E	Turkish
	Early Childhood Education for Individuals with Visual Impairments	10	3+0+3	E	Turkish
	Teaching Supplemental Skills for Individuals with Visual Impairments	10	3+0+3	E	Turkish
	Giftedness and Early Childhood Education	10	3+0+3	E	Turkish
	Teaching the Gifted II: Creativity Models	10	3+0+3	E	Turkish
	Learning Disability Signs in Early Childhood	10	3+0+3	E	Turkish
	Early Intervention Programs	10	3+0+3	E	Turkish
	Activity-Based Teaching Practices for Preschool Children with Development Disabilities	10	3+0+3	E	Turkish
	Designing Instruction for Children with Multiple Disabilities	10	3+0+3	E	Turkish
	Communication Methods and Techniques for Individuals with Multiple Disabilities	10	3+0+3	E	Turkish
	Teaching Children with Autism Spectrum Disorder	10	3+0+3	E	Turkish
	Classroom and Behavior Management in Inclusive Settings	10	3+0+3	E	Turkish

	Teacher-Student Relationship in Inclusive Classrooms	10	3+0+3	E	Turkish
Total Term Credit		30	9		
<u>Fall (III. Term)</u>					
	Term Project	10	0+2+0	C	Turkish
	Special Education Support Services	10	3+0+3	E	Turkish
	Practicum in Intellectual Disabilities	10	2+2+3	E	Turkish
	Individuals with Visual Impairments and Early Childhood Development	10	3+0+3	E	Turkish
	Parenting the Gifted	10	3+0+3	E	Turkish
	Reading Comprehension Strategies	10	3+0+3	E	Turkish
	Parent Training	10	3+0+3	E	Turkish
	Special Education Instructional Models and Teaching Approaches in Early Childhood	10	2+2+3	E	Turkish
	Family Centered Practices in Early Childhood Special Education	10	2+2+3	E	Turkish
	Teaching Students with Moderate to Severe Disabilities	10	3+0+3	E	Turkish
	Research in Inclusion	10	3+0+3	E	Turkish
Total Term Credit		30	9		



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ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

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

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research Methods in Education investigates science and research, the ways of gathering information, scientific method, social vs natural science, scientific research methods, research procedures in social sciences, the possible the ways of findings reseach topics, preparing a research plan, writing hypothesis and research questions, determining appropriate research questions, defining sampling procedures, data collection methods, research methods, descriptive reserach method, observational research methods and interview method.		
COURSE OBJECTIVES	The aim of Research Methods in Education course is to teach students science and research, the ways of gathering information, scientific method, social vs natural science, scientific research methods, research procedures in social sciences, the possible the ways of findings reseach topics, preparing a research plan, writing hypothesis and research questions, determining appropriate research questions, defining sampling procedures, data collection methods, research methods, descriptive reserach method, observational research methods and interview method.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Will be able to define science and research 1.1 will be able to discuss the ways of gathering information 1.2 Will be able to define scientific method 1.3 will be able to discriminate social vs natural science 1.4 will be able to classify scientific research methods 2. will be able to explain research procedures in social sciences 2.1 will be able to discuss the possible the ways of findings reseach topics. 2.2 will be able to prepare a research plan 2.3 will be able to write hypothesis and research questions. 2.4 will be able to determine appropriate research questions 2.5 will be able to define sampling procedures 2.6 will be able to define data collection methods 3.will be able to define research methods. 3.1 will be able to describe descriptive reserach method. 3.2 will be able to describe observational research methods 3.3. will be able to describe interview method.		
TEXTBOOK			
OTHER REFERENCES	Gay, L. R., Mills, G. E., & Airasian, P. (2006). Educational research: Comptencies for analysis and applications (8. Baskı).Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.		
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	What science is?
2	Research process in social sciences I: identifying research topics and method
3	Research process in social sciences II: defining universe and sample, defining assessment
4	Measurement procedure: variables and its types and features of Instrument
5	Research Methods: Descriptive method I
6	Research Method: Descriptive method II
7-8	MidTerm Exam
9	Research Methods: Causal comparative design
10	Research methods: Experimental Design I
11	Research methods: Experimental Design II
12	Statistik I: Descriptive statistics
13	Statistik II: Inferential statistic
14	Qualitative studies, Research ethics and evaluating research
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:

